



Chapter 2

Review of the Related Studies

CHAPTER II

REVIEW OF THE RELATED STUDIES

2.0. INTRODUCTION

In the present chapter, an attempt is made to present the review of researches and study done in the area of Emotional Intelligence, teachers' personality and Enneagram. It is not possible to present all encompassing review, as the area of personality and emotional intelligence are very vast. Therefore focus has been narrowed down to areas, which are more related and have some implication to the contextual framework presented in Chapter I. Therefore this chapter covers the review of the available literature related to variables and concepts under study. The concepts under study were personality dimensions of Enneagram, teaching styles, teacher performance and their teaching ability and motivating factors of teachers that concern Emotional Intelligence.

The Enneagram is a new concept in the field of education. Though in the field of psychology some scholars worked with the theory of Enneagram for sometime, but it was never applied directly in the field of education. To review the literature in the field of Enneagram is a difficult task; first of all because its exact origins are lost to history and the second reason is that until very recently, Enneagram was passed on orally as 'secret knowledge'. Bennett's (1983) **"The Enneagram Studies"** is the first demonstrable, explicit publication on the Enneagram. In 1978, **"The Enneagram of the man of unity"** was published. The author was I.B. Popoff, a woman who, like Bennett, belonged to a circle of Gurdjieff's disciples and who adopted his readings of the enneagram.

Charles Tart's **'Transpersonal Psychologies'** (1975) contains a chapter on Gurdjieff's work with individual elements of the enneagram and remarks on the work done at the Arica Institute, based on Ichazo tradition. From this work it is clear that this tradition transformed the Enneagram into psychologically oriented system. **'The Enneagram; A journey of self -discovery'** (1984) reflects Jesuit tradition and a Christian understanding of the self. Yet another writer who draws upon this tradition is Richard Riso. In **'Personality Types: Using the Enneagram for self-discovery'** (1987), he develops his consistently psychological approach to the enneagram. In

'Emotions and the Enneagram' (1990), Margaret Frings Keyes investigate the Enneagram typology in the light of Jungian psychology. In a round about fashion Richard Rohr and Andreas Ebert, drawing upon the same source, the Jesuit tradition, in their discovering the enneagram; An Ancient tool for a new Spiritual journey (1990), worked out a Christian- ecumenical perspective in which the enneagram is understood as an instrument designed to help people on the way to mental and spiritual growth. Thus each of the authors or teachers of Enneagram developed a particular approach to the enneagram and rounded it out in his or her way. But all the description of the enneagram shares a common point of nine basic types of personality. Some took esoteric and spiritual approach and some therapeutic and psychiatric approach. Finally, psychology turns it into a typology of personality, which it tries to link up with other scientific findings. The only peculiar thing about this is that the enneagram seems to have served as a structural element for the typologies of varied disciplines and over such a long period of time.

Enneagram, like any other personality models, operates in a dialectical tension between the two poles of intuition and empirical data. So even if the content of typologies defies a purely rational approach, it makes sense to define more precisely, at least a few of their formal elements. There is a lack of firmness and tightness in psychological theories and especially in theories of personality. This is because of many reasons. One reason is the failure to 'operationalize' constructs and the way psychologists jump too quickly to abstractions. Behaviourism tries to avoid this mistake. A major goal of empirical investigation of personality is the desire to grasp not just all the nuances and behavioural realms of the personality, but beyond that to point up the structure and reciprocal dependency of the descriptive dimensions (Riso). Researchers attempted to do justice to this aim with the methods of factor analysis, which are not weighed down by any theoretical baggage. Also these researchers have subsequently taken pains not just to understand personality from the standpoint of factor analysis, but to generate models from it that adequately describe personality in its entirety.

Several other personality-typing systems have cropped up over the years but the Enneagram is very different system from other type theories. Instead of measuring function preferences, enneagram measures motivations, coping strategies and defense

mechanisms. In the recent past many centers have come up to give education and training in Enneagram, mostly as a way of helping to come to a greater freedom and authenticity before God and in building up a healthy relationships. Oscar Ichazo, who seems to be the Father of Enneagram, opened his first school in the late 1960s, in Arica, a coastal city in northern Chile. And in the early nineties, there were about forty Arica training centers for Enneagram located in the United States, South America, Europe and Australia. The Arica system constitute a body of practical and theoretical knowledge in the form of nine level hierarchy of training programmes aimed at the total development of the human being. According to Ichazo, there is always a conflict between our essence (nature) and our personality (nurture) and we must struggle to harmonize the two and return to our true essence. Several former disciples have modified Ichazo's teaching during the past 20 years. Claudio Naranjo attended Ichazo's lectures in 1970's and published a book called *Enneatypes in Psychotherapy* in 1995. Then a Jesuit priest named Bob Ochs got the Enneagram from Naranjo and taught courses on Enneagram in Chicago in 1971. Naranjo also taught Helen Palmer and by the time the enneagram got to Palmer it was imbedded with western psychological notions. Nevertheless, it remained a set of teachings without any scientific foundation. But entire metaphysical systems, psychologies, religions, cosmologies and New age spring boards to higher consciousness and fuller human beings are said to be found, by looking into the enneagram ; There is seemingly no end to what one can find in these nine lines. (Riso) Another centre for Enneagram is Leela Foundation, formed in March 2004, dedicated to world peace and freedom through universal self-realization. Thus we can see that Enneagram teaching is limited only for personal growth and is not applied in other areas, and in particular to educational field.

Even after browsing on the Internet, no significant material, which is directly related to Enneagram applied in education, could be reached, except The National Educators Institute for Enneagram Studies at Milton Academy. This institute was established in 1996 to explore the Enneagram for educators by Janet Levine. The work of the institute includes teaching week-long intensive programmes to study the system, leading in-service training programmes at all levels for professional development of educators and creating on-going development of materials geared to

help educators and those in related fields, apply the enneagram to education. Therefore review of whatever scanty literature was available is presented in the following pages. The studies conducted abroad and in India, both are presented in the ascending order of the years from 1981 onwards. The reviews covers the variables under study viz., Enneagram, Emotional intelligence and teachers' personality. Emotional Intelligence has become an interesting area of research in the fields of psychology and education. Researchers provide an understanding of emotional intelligence and how this construct is vital to successful human adaptation. They have offered varying perspectives on the development of human emotions and many educational implications. Keeping these in mind the review has been done which has direct implications for the present study.

2.1. THE RELATED STUDIES

Wagner (1981), in his doctoral dissertation explores the connection between Enneagram types and Jungian typology by comparing the raw values gathered from an Enneagram test with those of the Myers-Briggs test (a Jungian type test). The study gives the conclusion that there is a highly significant difference between the nine Enneagram types and their values on the Myers Briggs raw value scale. In fact MBTI arises from psychology and moves towards personal development and spirituality, whereas the Enneagram arises from spirituality and is used in psychology. The study also finds some further correlation between the Enneagram triads and the Jungian types. Heart types are more likely to be extroverted, perceptive and feeling types. Head types are more likely to be introverted, intuitive, thought types. Gut types are in general more likely to be intuitive types.

Gardner (1983) visualizes, the total development of pupils, involves several dimensions such as linguistic, logical – mathematical, spatial, musical, bodily – kinesthetic, interpersonal and intrapersonal intelligence. Development of this multiple intelligences is possible only when you get to know your pupils well. When we will come to know their strengths and weakness, we will be able to design various learning events in accordance with their varying needs.

Arya (1984) conducted a study on “Emotional Maturity and value of Superior children in family” Major objectives of the study were to find out the relationship between intelligence and emotional maturity of boys and girls separately and to study the

effect of sex, age and residence on the emotional maturity of superior children. The findings were – (i) Superior boys and girls did well on emotional maturity test. Superior intelligence showed high relationship with emotional maturity (ii) Age wise – there were no significant differences on emotional maturity (iii) Boys proved to be more mature (iv) Residence did not link with emotional maturity.

Berscheid (1985) puts, that knowing people is a prerequisite for interacting effectively with them. Knowing someone means learning their ethics and their dispositions.

Chadda (1985) conducted a study entitled “Self-concept of teachers and their emotional adjustment.” The objectives were (i) to estimate the emotional adjustment and the level thereof achieved by teachers at a defined point of time. (ii) to study the self – concept and emotional adjustment of teachers in respect of variables of sex and rural – urban background (iii) to find out the extent of the relationship between self – concept and emotional adjustment of teachers. Some of the findings of the study were as follows – No significant difference was observed between the emotional adjustment scores of various sub-groups of teachers, viz male rural, male urban, female rural ... etc. Self-concept of teachers differed significantly from their emotional adjustment and the same had also been observed in respect of male – female and rural – urban teachers. There was a moderate correlation between self – concept and emotional adjustment for the male teachers. There was no correlation between scores of self-concept and emotional adjustment for female teachers. There was a low magnitude of correlation between self-concept and emotional adjustment scores of the total sample taken by the researcher.

Heaton (1988) conducted a study entitled “The effects of teacher training on student and teacher performance of listening and questioning skills.” This was to examine the difference in performance of teachers who received in-service training on interpersonal skills of listening and questioning and instructional process and teachers who received in service training only in instructional process. Teacher training in listening and questioning skills had a powerful but short-term effect on teacher’s performance. All students improved significantly, but no significant differences were found between treatment groups and students post test or delayed test performance.

Becker (1991) conducted an empirical investigation of the typology of the Enneagram as part of his doctoral work at the University of Tübingen. He developed an

Enneagram type test and collected simple statistical characteristic values designed to throw light on the distribution and frequency of individual E-Type with the help of complex mathematical procedures, such as factor and cluster analysis. The major findings of the study were;

- (i) Frequency distributions of the types are more or less equal. Among women the distribution is more even. Only in type Two, is the proportion of women distinctly higher than elsewhere and the second most frequently registered type for women is Six. Men on the other hand, are found with disproportionate frequency in types Three, Five and Eight.
- (ii) A comparison of the frequency distribution of the types among different age groups yields meaningful results. Only two categories were used, under and over thirty-five. In the literature on Enneagram “mid-life” plays a special part. In our younger years, we live our particular type more unequivocally, because in the course ageing new psychic territories get integrated into our personality. Also during the first half of life often only one of the two ‘Wings’ is developed. One of the tasks for the second half of life is to turn to as yet underdeveloped second wing. Even people who don’t know enneagram will do this unconsciously. In the study the sharpest percentage difference in the two groups was found in type FOUR (6.47% older than 35 Vs 12% younger than 35), type SIX (7.64% Vs 14%) and to a lesser degree in type FIVE (15.88% Vs 11.33%) and type SEVEN (5.33% Vs 9.41%).

(1991) Morgan conducted a program; “Educating the Emotions” as a philosophical contribution to the problem of whether it is possible for educators to engage in practices that contribute to emotional development of their students. And it is argued that educators can contribute to emotional development of students. Special emphasis is placed on the study of literature in this regard.

Wagner and Walker (1993) was the first research programme on Enneagram typology in which they examined 390 adults who knew the Enneagram system well. The stability of Enneagram type was assessed overtime and for that subjects were contacted and asked to report their original and current self-determined Enneagram points. The time lapse from initial learning of Enneagram until the survey was

conducted ranged from 3 months to 9 years. The respondents averaged 85 percent agreement about their type in the past and the present. Wagner's efforts to develop an objective assessment of Enneagram type have promoted studies leading to determination of the reliability and generalizability of type, description and distinction of types and prediction of type in a simplified valid manner.

Butler (1994) conducted a study on "Emotion Theory and its implications for counseling Education." This study explores certain basic assumptions made by various writers regarding the nature of mental events and the locus and significance of emotion. First leading assumption is that all mental events, including emotion are centered in and are co-extensive with neuro-chemical activities in particular areas of brain. Another leading assumption is that emotion is an irreducible socio-cultural phenomenon, one generated in interaction with others and governed by the norms and rules of the local group or society. A third assumption is that there can be no emotion without cognition; hence emotion is a function of thought processes and can be studied and treated accordingly. A fourth assumption is that emotion is a complex mind-environment adaptational process involving tacit meaning making on the part of individuals, not directly reducible to either cognition or physiology, but definitely influenced by context.

John Fudjack (1995, Part IV), explored Nine qualities of the 'Enlightened Being', the notion of a 'deep structure' for the Enneagram. The triads which form a symmetrical diagram comprised of three equilateral triangles when plotted on the Enneagram circle [(4,7,1), (6,9,3), (5,8,2)] constitute the 'latent' structure of the Enneagram, hidden beneath the more common diagram that usually associate with it. The relationship of the triads to each other and to the nine qualities is discussed.

Collinson (1996) studied on Interpersonal knowledge. The investigator meant that of human relationship with students, the educational community and the local community. He says, to know what people think we must listen to them. To understand them, we must know what they think. And to encourage their dreams and help them find meaning to their life, we must know their dreams.

Griggs (1996) conducted a study entitled "Acknowledging identity in teaching and learning: Reflection on my journey through acting to teaching and beyond." In conducting his study the researcher has attempted to document connections between

some of his early “educational interactions” he sees as formative of his sense of identity and the teacher he has become / would like to be. The stories about relationship he had with certain teachers who made strong impression on him in public school settings as well as stories of personally transformative experiences he had outside school. Through these experiences he makes a case that such investigation is critical to understanding how teaching professionals in general define teaching and learning and to becoming more effective educators. In addition to these stories he posits that his background and training as an actor as well as the theoretical basis and rationale behind the development of an “epistemology of acting” – may have great relevance to and utility in the development of talent and potential in prospective and in-service teachers in his future career as a teacher educator. In particular, respect for the integrity and interaction of emotional, psychic and intellectual realms, empathic abilities, self-and-meta awareness and sensitivity to one’s human and physical environment are of interest in terms of their relevance to both acting and teaching. Citing their kinship to the goals of the narrative inquiring approach to teacher development of such abilities is a worthwhile objective in teacher training programmes and that acting training techniques could provide one useful and informative in this regard, but the naturalistic acting style based on psychological realism known as “the method” is explored in greatest detail.

Clark and Associates (1997) did their study on 130 executives and found that how well people handled their own emotions determined how much people around them preferred to deal with them.

Rosenthal (1997) and his colleagues discovered that people who were best at identifying other’s emotions were more successful in their work as well as in their social lives.

De Morat (1998) conducted a study entitle, “Emotion socialization in classroom context.” A functional analysis to examine teacher-student interaction in kindergarten. The result suggests that classroom provides opportunities for children to learn appropriate emotional expressiveness from their teacher.

Helen Palmer(1998), author of the book ‘The Enneagram’ conducted a research where 172 adult students had determined their Enneagram type, at the time of the assessment, from one month to several years prior to testing, with 47% being aware of

their type for one year or less. Enneagram group size ranged from ten subjects identified as point Three to thirty five subjects identified as point Nine. Cross tabulation indicated that there were no significant associations in the sample between knowledge of the Enneagram, Six professional status and Enneagram types.

Hough and Leatha (1998) studied that personality measurement has a long history in psychologists, but industrial / organizational psychologists consider personality variables as alternative predictors of work performance. The study briefly examines the history of personality variables in industrial / organizational psychology in an effort to explain this perspective. The main focus however is on evidence that supports the use of personality variables to predict work performance and on issues that emerge as a result of using personality variables to predict work performance. In addition it also provides information relevant to implementation issues.

Reid (1998) conducted "An empirical investigation of secondary students' emotions and causal attributes" with the sample of 271 senior Vancouver secondary students. The result suggests that critical information about attributions and emotions is masked when students are forced to use a positive / negative dichotomy to evaluate a classroom achievement outcome. This study found support to verify weiner's (1986) attributional explanation of learner's motivations despite extensions designed to determine if theory could be falsified. The discussion offers refinements to weiner's model adding usual outcomes as a third initial evaluation possibility and expected outcomes as a condition for causal analysis, extensions that provide a more complete description of learner's cognition and emotions when they contend with school outcomes.

Cavallo and Brienza (1999) conducted a study on three hundred and fifty eight managers to assess if there are specific leadership competencies that distinguish high performers from average performers. Randomly selected participants coded for performance rating, potential code, gender, functional group and regional area. More than fourteen hundred employees took part in a 183 question multirater survey that measured a variety of competencies associated with leadership performance including those commonly referred to as Emotional Intelligence. Results showed that the highest performing managers have significantly more "emotional competence" than other managers. The high potential managers received higher scores in the emotional

competencies by Peers and supervisors, but not by subordinates. Some gender difference was found, with, supervisors rating females higher in adaptability and service orientation, which Peers rated females higher on Emotional self-awareness, conscientiousness; developing others, service orientation and communication. Direct reports scored males higher in change catalyst.

Chawla Bharti (1999) conducted a critical enquiry into Enneagram as an ancient technique for judging personality types. The aim of the study was to develop a test to measure nine dimensions of personality types and to relate them with sixteen dimensions of MBTI and four leadership styles viz. Task oriented, authoritative, participative and a combined type of Assertive Participative and Nurturant style of leadership. The study, as such, could not yield any even or systematic distribution between these psychological models.

Bachman (2000) found that the most effective leaders in the US Navy were warmer, more outgoing, emotionally expressive, dramatic and sociable people.

Schoiack (2000) conducted a study on “Promoting Social Emotional Competence.” The study investigated effects of a social and emotional learning program and corresponding teaching practices on the students’ social competence. Teachers taught a social emotional learning program in experimental classroom of 2nd and 4th grade students over 2 years. All the students were given then a group administered survey assigning their social cognition. Analysis demonstrated that lessons combine with support of students’ emotional regulation was associated with lower aggression. This confirms the need for investment in teacher development and training to support social emotional learning in schools.

Cherniss (2000), conducted a study in which 515 executives were analyzed by a search firm, showed that those who were primarily strong in emotional intelligence were more likely to succeed than those who were strongest in either relevant previous experience or IQ. In other words, emotional intelligence was a better predictor of success than either relevant previous experience or high IQ. The executive was high in emotional intelligence in 74 percent of the successes and only 26 percent of the failures.

Ashkansy and Tse (2001) explore the emotional underpinnings of transformational leadership from a variety of perspectives, including – member exchange and

emotional intelligence. A model is provided that links empirical and theoretical work on transformational leadership and on emotions. Propositions for the role of emotion in leadership are developed. Explanations and interpretations of the various elements of EQ and related studies on emotions are further used to develop propositions that help explain what elements may be at work in making a leader charismatic or transformational.

Caruso, Mayer and Salovey (2001) present an overview of an ability model of EQ and explore the role that EQ plays in effective leadership. According to them, EQ plays in effective leadership. According to them EQ underlies a leader's 'people' or 'relationship' skills. They apply their model of EQ to leadership in work organizations and discuss why organizations should consider EQ in the selection and development of managers and leaders. Ability models have given new respectability to the discussion of emotions in the workplace and they have proven to be of immense value. Such enthusiasm is important because leaders of today are still chosen for their functional expertise. If leaders do lack EQ, they may be unmoved by calls for greater understanding of emotions in the workplace

Curtis and Lillian – Salter (2001) presented a research project on an innovative effort to explore a specific area of a secondary guidance program, the goal being to enhance high school students' knowledge of self and other. This action-oriented research was designed to assist with program development and evaluation using the Missouri comprehensive model guidance program as the main framework. Through the use of curriculum intervention methods, lessons were presented to students in this study. These presentations centered on the five components of summaries from pre and posttests. However, statistically significant gain occurred on competencies within the groups. The competency statement 'I can deal with life when I feel down' and the EQ trait managing emotions showed gain within each group. Among the groups, the only variable showing significant gain was on the self – concept score. As a whole, the gifted group was the only treatment group showing gain on at least one variable for each survey.

Thomas (2001) undertook a study to determine the effect of group counseling among adolescents in enhancing their emotional competence. A group counseling program consisting of 12 sessions, spread over a span of 16 days were given to the

experimental and control groups. The emotional competence scale was used to find a significant increase in their emotional competence.

Rao (2001) developed an in – service training programme for teachers of Navodaya schools in enhancing their ability in meeting students emotional needs. The training consisted of counseling skills, rational emotive therapy and transactional analysis, which helped teachers to be more sensitive and caring towards their students.

Mayer (2001) examines the research – based concept of emotional intelligence. Topics discussed in his study include the trilogy of mind, other parts of personality, emotional traits, cognitive traits, emotion as information, understanding emotion, management of emotion, measuring emotional intelligence as ability, a description of the Multifactor Emotional Intelligence Scale (MEIS), scoring and findings with MEIS. It is concluded that the field of cognition and affect provided some of the foundations for a new theory of emotional intelligence.

Nair (2002) constructed standardized tools to measure Emotional Intelligence and Integrity. Also the study found a significant relationship between emotional intelligence and integrity. The result showed that higher the emotional intelligence level, higher is the level of integrity. No significant relationship were found between emotional intelligence and executive success, between integrity and executive success and between successful and not so successful executive in terms of emotional intelligence and integrity levels.

These are the available literature relevant for the present study, the investigator could locate. In fact this chapter looks quite thin in comparison to most theses in the field. But in view of the recent concept and area used here in this study, the available literature relevant for the present study is quite big; and it gives quite important implications for the present study.

2.2. IMPLICATIONS FOR THE PRESENT STUDY

From the review of related literature it is quite clear that many studies are emphasizing on the need for Emotional or affective education for students as well as for teachers. Emotional literacy plays an important role in enhancing the personality of the teacher. They show the impact of intervention programmes enhancing the personality dimension of teachers, leaders, managers and so on. There is a need for intervention programme for teachers, so that in educational field we have better

teacher – student relationship, improved teaching – learning environment and satisfactory outcome in terms of students, who can develop different senses of self – esteem, in which their personalities are allowed to work in their own way for each individual. Therefore many studies are conducted on the utilization of certain strategies for providing emotional education. Studies done on teacher competency tends to show that different authorities are not in agreement on the components of teacher competence and terms involved in identifying them. Different tools have been devised by researchers to measure teacher competence from different points of view such as traits of teachers, their academic and professional knowledge, their working in the classroom and the change in pupil behavior. They have supported each other in certain dimensions of teachers' behavior. And in some cases different or contradictory results have also been obtained specifically from rating of teachers by different observers (administrators, supervisors, pupils and others) In fact many research has failed to supply a general list of predictors of teachers' competences.

Researchers on personality measurement leadership competencies and performance in any industry or organization, success in business field and a new theory of emotional intelligence, all give the important implications for the present study. The personal qualities or more precisely the elements of our personality really matter to assess our “emotional well-being” state. The results of many studies say that emotional intelligence is a better predictor of success in any field of our lives.

In India, the studies were conducted on the relationship between intelligence and emotional maturity and on emotional adjustment of teachers and adolescents with the help of counseling, rational emotive therapy, transactional analysis and other intervention programs. Enneagram model has not been applied in the field of education so far. Thus it calls for some research for the development of competency of the teaching profession. Only such teachers who have succeeded in building up sound professional and emotional competencies are in a position to structure an intellectual environment in the classroom. The implication for the student teacher is that failure as a teacher may be interpreted as personal failure and lack of wider personal competence, which includes emotional competence. The situation is further complicated by the fact that student teachers must reassess their perceptions of the pupils, physical and social environment in order to modify their teaching style. It is

not too surprising that student teachers' affective responses have long held the attention of researchers.

Considering the stress given by the above mentioned studies and the implications of Enneagram as mentioned in the introduction of this chapter and also looking at the paucity of educational research in emotional intelligence and personality types of teachers, the present study tried its level best to make an attempt to provide teachers with opportunities to increase their emotional competences by knowing their own personality types and that of the pupils.