

**Student Expectations from Faculty Based on their Enneagram.**

**By**

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M.A. Thesis

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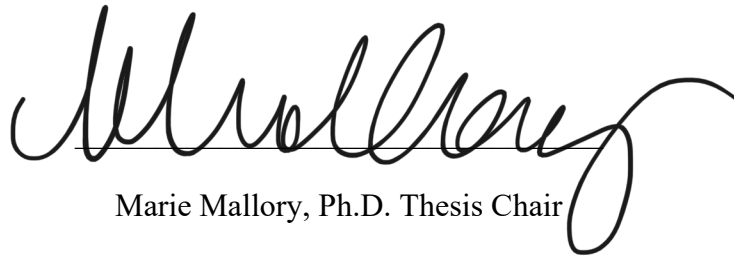
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I have no known conflict of interest to disclose. Correspondence concerning this article should be addressed to Kate Clinton Ndikumagenge.

### Approvals

This Master's Thesis is accepted in partial fulfillment of the requirements for graduation from the  
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### **Abstract**

In this study, the researcher uses the Enneagram to examine whether students' expectations of faculty change during a crisis. This mixed methods study used surveys to collect data from full-time students from higher education institutions. The data was collected during the COVID-19 pandemic. Therefore, the COVID-19 pandemic was used to predict students' expectations of faculty during any crisis. The overall goal of this study is to understand whether students' personality types affect how they expect faculty to act during a crisis and whether their expectations were met during a crisis. The results indicate that students' Enneagram types affect their perception of faculty during a crisis and suggest that students' personality types significantly influence how they expect their faculty to act during a crisis. It also suggests that different Enneagram types share expectations because they are in the same triads.

*Keywords:* Enneagram, higher education, students, faculty, crisis

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## **Chapter 1: Introduction**

Learning cannot be effective if the learner is doing it to check a box. Both learners and teachers should have a mutual passion for the content in order for them to grow and achieve a tangible goal (Mindshift, 2015). The author of the number-one-selling book "Emotional Intelligence 2.0", Bradberry (2016), suggests that people with passion are more likely to be optimistic, manage time effectively, and be successful in the end. It is important that the students have a passion for what they are learning, and one way to create that passion is through understanding their emotional intelligence (EQ) and using it to create a better environment in classrooms.

### **The Background of the Study**

#### **The Impact of COVID-19 on Learning**

In March 2020, the COVID-19 virus was declared a pandemic by the World Health Organization (WHO) (Sauer et al., 2021). This pandemic resulted in a crisis that forced most countries, including the United States, to pass a quarantine mandate (World Health Organization, 2020). Students were forced into electronic learning nationwide. According to Pokhrel and Chhetri (2021), COVID-19 impacted more than 94% of the world's student population. In the United States, the mandate to quarantine was given on March 25, 2020. This forced schools to close or move to electronic learning (e-learning) (Decker, 2020). The COVID-19 pandemic had some positive impacts on education in terms of introducing many schools to digital learning, but many argue that the negative impacts outweighed the positive ones (Dhawan, 2020).

One of the impacts of this shift was the change in content delivery. Teachers had to take different approaches to different subjects or age groups (Hollweck & Doucet, 2020).

Younger age groups and certain classes that require supervision were hard to maintain because

students had more freedom in a virtual environment, which sometimes delayed progress (Basilaia & Kvavadze, 2020). Research shows that distractions increased by 58% in the classroom, and it required 69% more effort to bring students back to task (Karbowski, 2022). During the pandemic, the only way teachers were able to track their students' progress was through collaboration platforms like Google Classroom, Blackboard, and Microsoft Teams. These platforms can show educators that the student has interacted with the course, but they cannot show teachers whether the interaction is helping the student understand the material the way a classroom setting would show it through non-verbal communication (Petrie, 2020).

Another significant impact of the COVID-19 pandemic is the accessibility and affordability of e-learning (Mugartrotd, 2020). Across many countries and in many parts of the United States, internet connection and access to digital devices are still a problem today (Vogels, 2021). This made e-learning close to impossible in some parts of the world, resulting in students' slowing down or falling behind in their academia. Internet and digital devices were not the only obstacles academia faced. It also faced a trial-and-error phase. This trial-and-error phase was faced by teachers figuring out how to effectively deliver content and examine students. It was faced by parents who had to make sure that their children stayed on track. And it affected students because they had to adapt to abrupt changes as they learned (Sintema, 2020). For these reasons, among many, the COVID-19 pandemic certainly qualifies as a crisis which can be defined as a time of intense difficulty, trouble, and danger (Google, 2022). Not all crises are pandemics; they can be intense earthquakes or family disasters. Regardless of the type of crisis, COVID-19 taught the world that it is important for educators to be prepared and equipped to help their students succeed in school, no matter the circumstance.



***The Impact of Positive Student View on Faculty.***

An analysis of 46 studies proved that positive teacher and student relationships have a big impact on academic success (Kissam, 2022). Students with a good relationship with faculty were more likely to attend class, score higher, and graduate (Sparks, 2019). According to Psychology Today (2022), peoples' personalities are an important contributor to how they decode a message or non-verbal communication, thus greatly impacting the ways in which they communicate and form relationships with others, including teachers.

The researcher believes that students' perception of their teachers is crucial because it makes communication and interaction easier in classrooms. According to Gupta (2022), communication can take place in different ways. It can be in a verbal or nonverbal form, such as gestures, eye moments or different postures. The interpretation of these forms of nonverbal communication solely depends on students' judgments. To understand these perceptions, one must look at sensory components, like what was heard or seen, as well as nonsensory components, such as perception (Greenwood, 2002). During a crisis, maintaining interaction is difficult because some sensory components are not present, especially in e-learning. Research by Adnan (2020) indicates that the most difficult aspects of remote teaching include maintaining order, facilitating discussion and feedback, grasping and maintaining student attention, and communication between professors and students. Similarly, 71% of participants in a Pakistani study considering the challenges in higher education caused by COVID-19 and the necessary switch to eLearning reported that in-person learning was more motivating than online learning (Adnan, 2020). 77% of those respondents indicated that in order to effectively complete a course, face-to-face contact with the instructor was essential.

A learning space is not only made of cognitive decisions and actions. Hanson (2019) explains that most students drop out because they believe that the sacrifices they are making to go to school are not worth the benefits of a degree. This assumption is often based on emotions and interpersonal relationships students have with their school environment. Another factor that students take into consideration when learning content or attending a class is whether what is being shared is well facilitated (Zandvliet et al., 2014).

### **Enneagram Research**

Interpersonal communication can only be successful if both people involved have the same interest during that event or experience (Gupta, 2022). Sharing interest comes with having a similar meaning or understanding of a situation or event. The Enneagram does not help people to view things through the same lens, but it helps individuals understand how other people view the world. The Enneagram is a systematic, comprehensive tool that helps individuals to understand themselves and others. It uses modern psychology and ancient wisdom to provide an understanding of human nature with new depth and clarity (Tan, 2022).

Research has proven that Emotional Intelligence (EQ) makes up 80% of an individual's life success and IQ only makes up 20% of an individual's success (Gopalakrishnan, 2022). The Enneagram focuses on understanding one's emotions and also teaches people how to relate to others (Truity, 2019). Without Enneagram knowledge, people tend to believe that others value and prioritize the same things they do (Tan, 2022). Being aware of the differences in how people view the world creates more empathy and a less reactive response in an interpersonal relationship or in a given situation (Atkins et al., 2016). Though the Enneagram is a great tool that can help society improve in terms of communication and other aspects of life, there are few scholarly articles talking about it.

### **The Research Problem**

This research suggests a relationship between phenomena and sought to understand whether Enneagram types affect classrooms by influencing students' perception of their teachers. This study seeks to understand whether the Enneagram types of students in higher education impact or influence how they view faculty during a crisis. The hypothesis for this study is that college students' Enneagram types impact how they view faculty members during a crisis. This research also extends knowledge on how students might view faculty differently solely because of their personality types.

### **The Purpose of the Study**

The purpose of this study is to examine the Enneagram's contribution to students' perceptions of faculty's actions in a classroom. The research question of this study is "How do the Enneagram types influence students' expectations of faculty members during a crisis?" The results shows how Enneagram types react to the same situation in different ways.

This study also aims to show that students' personality types can affect the class environment. It will provide educators and learning institutions with a better understanding of how their students might perceive certain rules or guidelines in a learning environment. Lastly, it will help society understand what to expect or what they might face in the education system during a crisis.

### **The Significance of the Study**

This study is significant theoretically and practically. It contributes to the field of communication by advancing knowledge about classroom conditions that can better the communication between instructors and students. It is important that schools understand students' expectations regarding communication in a learning environment. When instructors

gain this kind of knowledge, they are more likely to implement learning techniques or content that will be effective and help their students succeed (Gray & Diloreto, 2016). This study gives faculty an understanding of how their students are likely to perceive certain actions from their instructors. As mentioned previously, the COVID-19 pandemic that forced students to transition to e-learning still has effects now in the education system. According to Boa (2020), faculty were made highly aware that students now have a high chance of experiencing higher levels of anxiety. E-learning has been a tool for content delivery and the provision of student services in an educative setting. But it did not work effectively when it came to contributing to students' well-being because it directly contributed to poor psychological outcomes, which greatly reduced students' social contact (Burns et al., 2020). Many studies have looked at "mental health issues," "psychological distress," and "student well-being" interchangeably, but this research focuses on students' well-being in terms of students' expectations and perceptions influenced by their Enneagram types. This will help educators understand how to help students navigate through content with a healthy mental state during a crisis.

Chang and Fang (2020) suggested in their study that the most difficult parts of remote teaching are maintaining order, facilitating discussion and feedback, getting and maintaining students' attention, and communicating between professors and students. 71% of participants in a study conducted in Pakistan said that students lacked motivation when studying online versus in person, and 77% confirmed that face-to-face contact with the instructor of a course was essential to completing a course effectively (Adnan & Anwar, 2020). In times of crisis, conducting or attending classes in person is never a guarantee. So, this study does not aim to give ways in which communication between students and professors during an eLearning environment can be

more like an in-person experience. It seeks to help both students and professors understand how certain actions are perceived in a classroom which, as a result, affects learning.

This study is also unique because the researcher focuses on a personality type system that highlights patterns in how people view and interpret the world (Truity, 2019). This will help professors and students understand what triggers them by looking at how they might react disproportionately to different dynamics and emotions (Belle, 2020). This will also contribute to the communication field by adding information regarding how people can have better interpersonal relationships and communication through understanding how other people interpret the world. There is little research done in academics and science on the Enneagram. When the researcher was looking for the literature-reviewed articles, they could find fewer than 20 sources that talked about the Enneagram, education, and communication. This research fills a gap in research about the Enneagram and the impact it has on how we interact with the world and our environment.

### **The Methodology**

This research is a mixed method study conducted using a survey. Data was collected through an exploratory and correlation design. The survey was accessed online through Qualtrics. Students responded to various questions that were designed to gather information on well-being and teacher credibility. Also, students were asked to answer questions regarding expectations during their interactions with faculty.

Students from 36 different higher education institutions participated in the research. Students had to meet the following criteria: a) be older than 18 years of age, b) be a full-time residential undergraduate student and c) have taken college courses full-time during the pandemic. Students were encouraged to forward the invitation to other students at their

university. Students that met the above criteria were then directed to an informed consent page where they received additional information about the study. Once consent was received, participants were sent to the online Qualtrics survey. The questions asked in the survey will be covered in chapter three (the Methodology chapter).

This study specifically studies student's expectations based on their Enneagram. It considers the crisis in general instead of focusing on one pandemic. The expectancy violation theory, a communication theory that explains the unexpected behavior of human beings interacting with each other, is applied to this research (Communication theory, 2014). The use of this theory allows the researcher to predict and explain the effects of non-verbal behavior and interpretation on interpersonal communication between students and their professors using the collected data (Burgoon, 2015). Lastly, the research is conducted through the lens of the Enneagram, which classifies individuals into nine personality types. The first type is the reformer, the second type is the helper, the third type is the achiever, the fourth type is the individualist, the fifth type is the investigator, the sixth is the loyalist, the seventh type is the enthusiast, the eighth type is the challenger, and lastly, the ninth type is the peacemaker (The Enneagram Institute, 2014a).

## **Chapter 2: Literature Review**

Before proceeding, one must understand a crisis. This chapter starts by defining terms. It indicates how individuals and/or other researchers define these terms and how they are used within this research. Secondly, it provides basic information on the Enneagram types and triads. Thirdly, it names and explains the theory applied in the study. As mentioned in the introduction, there is a significant scientific gap regarding research about the Enneagram and education. Finally, this literature review examines other research about the Enneagram and education.

### **Defining Crisis**

A crisis is psychologically defined as any life event that an individual might perceive as stressful that results in standard coping mechanisms not being sufficient (La guardian college, n.d.). The United Nations defines a crisis as any extreme event that affects all countries in economic, social, cultural, political, and many other issues. For example, war, economic decline, pandemic, and many more (IGI Global, n.d.). A crisis is also defined as any non-routine event that surprises politicians, citizens, and reporters when a community of people encounters an urgent threat to core values or life-sustaining functions that must be dealt with urgently with conditions of deep uncertainty (Britannia, 2022).

For this particular study, the researcher defines a crisis as any event that happens affecting a community or a person and requires urgent decision-making. This includes wars, pandemics, school closures, or any emergency a community might consider urgent. The aim is to make sure the results of this study can help students, educators, and academic institutions in case of any crisis, whether it is an intensely difficult time or danger faced by their communities or any individual in their community.

### **The Understanding of the Enneagram**

The Enneagram is an ancient system of studying personalities that is made of nine types. These types are composed of patterns based on perception, emotion, and behavior (Bland, 2010). The Enneagram types are equally distributed among the world population, which allows everyone to find a type they are more likely to identify with (Wong, 2020). This section of the literature review looks at each type in a general form. It also talks about the triads, which classify the nine types into three groups based on their underlying emotions and their decision-making style during stressful times (The Cloverleaf Team, n.d.).

#### **The Nine Enneagram Types**

##### ***One (the Reformer)***

The reformer can be described in three words: structured, practical, and balanced. They are motivated by a desire to be good. Their primary goal is knowing right from wrong and having a structure in their own world. The reformer's personality is based on whatever is "right" to them. They desire to be good and have integrity, so they fear being corrupt or "bad." When under stress or going through a hard time, they can develop negative qualities like being judgmental, obsessive, critical of themselves and others, controlling, and high-strung. One of their best qualities is the ability to make changes to things to improve them (Whitmoyer-Ober, 2020). Their character traits are: principled, perfectionist, impatient, wise, realistic, competent, rule-follower, ambitious, practical, and independent. Reformers view the world as flawed, so they are willing to take risks to make the world a better place. They consider correcting the flaws of the world their mission. Lastly, the reformer will communicate it if you offend them because they believe that addressing conflict head-on is important in order to move on as soon as possible (Rohr & Ebert, 2001).



***Two (the Helper)***

The helper type is a helper, a giver, and a supporter. They are motivated by a need to be wanted and loved. The helper's biggest fear is being unwanted in life, so they desire to feel loved and needed. Also, they dislike conflict because of their fear that it will make them unloved and unwanted. One of the limitations of this type is living for the validation they receive from doing acts of kindness. This leads them to be needy and manipulative when they are in an unhealthy state (Whitmoyer-Ober, 2020). Their character traits are loving, caring, enthusiastic, empathetic, people-pleasing, sentimental, unselfish, patient, overly accommodating, and dependent. Due to the fear of being disliked, they are warm and inviting, bubbly and outgoing. They view the world as if everyone needs something, and they believe that they have what it takes to make each person whole again. Helpers are highly passionate about lightening and carrying people's burdens. Lastly, due to this passion, they think that everyone is going through something and feel that it is their responsibility to make an impact on people, even if it is small (Rohr & Ebert, 2001).

***Three (the Achiever)***

One can describe the achiever as a performer, a doer, and a go-getter. Achievers have a strong need to accomplish things in life. They like to be the best at everything that they do. Achievers are goal-oriented, hardworking, and often competitive. They have a strong work ethic, and they have the ability to get things done. Achievers are focused on success, so they are motivated by a desire to be seen as valuable. They are not only focused on achieving their own success, but they also love being able to help others attain their goals (Whitmoyer-Ober, 2020). Their character traits are: optimistic, goal-oriented, focused, charming, outgoing, driven, motivated, energetic, confident, image-conscious, and charismatic. They are assertive and have a

tendency to take charge in order to be seen as valuable. One of the achiever's limitations is getting involved in a lot of things and not knowing when to stop. One of their positive traits is their charismatic personality which makes them liked by their peers, teachers, and authoritative figures. The achiever sees the world as if there is a result to everything. They believe that the purpose of doing activities is to see results. Lastly, when they face conflict, they either act as if nothing happened and go on with their lives, or they go straight to the source (Rohr & Ebert, 2001).

#### ***Four (the Individualist)***

The Individualist is empathetic, warm, friendly, and very creative. They are often artistic, emotional, and creative. Individualists are motivated by a need to be seen as unique and unlike anyone else. Because their emotions can get the best of them, they are sometimes moody, stubborn, self-absorbed, and attention-seekers. They often feel like something is wrong with them, which makes them feel even more misunderstood. Individualists are always tapping into their deep feelings and emotions to convey the meaning of life in an artistic and powerful way (Whitmoyer-Ober, 2020). Their character traits are sensitive, self-aware, authentic, deep, artistic, melancholic, passionate, supportive, compassionate, warm, envious, inspirational, and friendly. They have an extreme amount of empathy toward others. Since conflicts can be associated with emotions, individualists do not fear conflicts. Though they also spend a lot of time doubting themselves, they are very focused on what they want out of life. They view the world as a place to create meaningful connections with others. Finally, when connections are not being made, then individualist' ideal worlds aren't being fulfilled. That is why they make it their mission to create deep connections with people in their lives (Rohr & Ebert, 2001).

***Five (the Investigator)***

The Investigator would be described as an investigator, observer, and intellectual. They are motivated by a strong need to be seen as competent by those around them. They are usually very quiet and very secretive. They are extremely smart, sensitive, and independent. Sometimes their stubbornness can get the best of them, causing them to become somewhat of a know-it-all who can be critical of others (Whitmoyer-Ober, 2020). They are introverted and like to spend time alone. Because they view the world as if resources are scarce, they believe that they must do everything in order to conserve their time, energy, and money. Investigators are usually conservative with their finances due to their fear of being depleted in that area. Lastly, they handle conflict in a rational way by collecting their thoughts before responding to the conflict. They do not necessarily love conflict, but they are always prepared to deal with it (Rohr & Ebert, 2001).

***Six (the Loyalist/the Counterphobic Six)***

Loyalists are committed, responsible, and anxious. They are motivated by a need to feel secure in their relationships and environment. They have a reputation for being anxiety-filled human beings. Loyalists' biggest fear is being without support or guidance. They tend to have a strong or resistant relationship with authority figures (there's no in-between). They struggle with anxiety, and this leads them to feel unsafe or without security. Loyalists usually base what they do on how safe and secure it makes them feel (Whitmoyer-Ober, 2020). Their character traits are: hardworking, engaging, trustworthy, skeptical, guarded, problem-solver, doubtful, warm, courageous, and structured. Since loyalists worry about almost everything, they need certainty when making decisions. They view the world as a dangerous place, shaky and unknown. Loyalists have a hard time understanding that it is okay not to know what the future holds. They

believe that they have to create a structure, stability and support in order to be safe and secure in the world. Lastly, during the conflict, they immediately seek others' opinions when trying to work through and resolve conflicts (Rohr & Ebert, 2001).

### ***Seven (the Enthusiast)***

Three words to describe the enthusiast would be spontaneous, scattered, and adventure seeker. They are motivated by a need to feel satisfied and content and often have the biggest fear of missing out. They can't get enough of life because they constantly need more. Enthusiasts' greatest desire is always to have their needs fulfilled, and their biggest fear is experiencing negative emotions and boredom. A type seven-person can be defined as one who is highly interested in a particular activity or subject for a limited period of time. When they get bored with something, they move on to the next exciting thing. They absolutely hate negative experiences and cover them up sometimes by not dealing with the painful feelings associated with them (Whitmoyer-Ober, 2020). Their character traits are: spontaneous, positive, upbeat, adventurous, flexible, encouraging, playful, scattered, practical, impatient, optimistic, impulsive, and generous. They always need a new adventure. They constantly fear that they are missing out on something. They go with the flow of things. They view the world as if it is empty, and they are responsible for filling it up. They also view the world as if it is automatically a negative place, and it is their job to bring happiness and joy into it (Rohr & Ebert, 2001).

### ***Eight (the Challenger)***

The challenger is strong, assertive, and resourceful. Challengers are motivated by a desire to protect themselves from being seen as weak or vulnerable. This type is tough but usually on the outside only. Their biggest fear is being controlled by others. They are fiercely independent and the captains of their own ships. Challengers want to be able to prove their strength, so they

fight for what they believe in. They are usually described as people who dispute to get the truth. They can be seen as heroic and mentors because they are protectors of the underdogs and are often known for speaking up for others. At their worst, they can be angry, controlling, and harsh. Challengers have a softer side inside that they do not want people to see because of their fear of vulnerability (Whitmoyer-Ober, 2020). Their character traits are confidence, protection, leadership, passion, decisive, truthfulness, inspiration, assertiveness, independence, bossy, and productivity. They do not shy away from conflict at all because they believe that confrontation is necessary. They view the world as if there are two types of people: the powerful and the weak. They feel like powerful people will always take advantage of the weak and that it is their responsibility to do something about it (Rohr & Ebert, 2001).

### *Nine (the Peacemaker)*

Peacemakers are calm, conflict-averse, and open-minded. They are motivated by a desire to maintain peace and wholeness in whatever they do. They usually have an extremely good reputation because of their gentle souls, peacemaking tendencies, and ability to see multiple sides of a situation. When they experience conflict, they want it to be solved as soon as possible. They hate conflict and would avoid it at all costs, and as a result, they want everyone to get along. They can be passive-aggressive, unable to speak up, forgetful, and indecisive (Whitmoyer-Ober, 2020). Their character traits are: selfless, giving, open-minded, attentive, emphatic, advice-giving, calming, stubborn, unassertive, indifferent, peaceful, moderating, agreeable, and welcoming. Lastly, peacemakers view the world as if it is full of strife and feel that they need to do something to remedy the conflict. They also see the world as if every person deserves to be respected and have a voice (Rohr & Ebert, 2001).

## **The Triads**

Psychology classifies the brain into three parts: the id, the ego, and the superego. The Id is the part of the unconscious that contains urges and impulses. The ego is the part of the id that has been modified by the external world. The superego is the moral aspect of the brain and the source of self-criticism (Mcleod, 2023). None of these parts is more important than the other; all these parts work together in order for our brain to navigate life successfully. The triadic system of the Enneagram is composed of the heart (feeling) triad, the head (thinking) triad, and the gut (instinct) triad. The triadic system can be perceived as a psychological classification. Every Enneagram personality type contains the three triads contains all three triads. All the triads interact with one another and cannot work without affecting each other (Riso & Hudson, 1999).

When one looks at the Enneagram diagram, the triads are created by a big "Y" that divides the circular Enneagram diagram into three subgroups. These groups that make the triadic system are far from random. The triads highlight a common dominant emotion the types share (Okafor, 2020). For example, types eight, nine, and one share an "anger" emotion. Being part of a particular triad does not mean that you have more feelings or that you are more discerning. It simply shows where your ego is mostly formed therefore causing suppression of the other ID in your life (Riso & Hudson, 1999).

### ***The Heart (feeling) Triad***

Our heart's quality is usually the source of our identity. For example, when we experience heartbreak, we find ourselves not focusing on the situation we are in but on the identity it gives us. "I failed" becomes "I'm a failure." Though everyone experiences seasons like these in their lives, types in this triad experience on another level. These types are concerned with self-image,

so they are attached to the false or assumed self of personality. The two major components of this triad's identity issues or problems have to do with hostility (Riso & Hudson, 1999).

The heart triad is composed of type two, type three, and type four. They struggle with shame and have an imbalance in their feelings. One of their core desires is to have a specific identity or significance in their environments. They long for connections and intimacy with others. When these connections do not meet their needs or expectations, they feel a great sense of shame (Mccord & Mccord, 2020). These types are set apart by their desire to create connections. Type two believes that by pleasing others, they will become outstanding, which will lead people to like them. Type three achieves things and becomes outstanding so that people will adore and affirm them. Type four have stories about themselves and attach tremendous significance to attire and personal characteristics (Rohr et al., 2001).

### ***The Head (thinking) Triad***

Types in this triad struggle with losing touch with the quiet mind. The quiet mind is a source of inner guidance that allows us to perceive (Riso & Hudson, 1999). Riso & Hudson (1999) explain that the "quiet mind allows us to feel profoundly supported; inner knowing and guidance arise in the quiet mind and give us the confidence to act in the world. When these qualities are blocked, we feel fear" (p. 57). They perceive their environments or circumstances through an interpretation of memories. This creates great concern about the future, which leads to a dominant feeling of anxiety and insecurity. They also long for a sense of inner guidance and support (1999).

The head triad includes type five, type six, and type seven. They struggle with anxiety and have a deep desire to have security. They are imbalanced in their thinking and approach life through mental analysis. They tend to take longer to make decisions because they like to

understand things before proceeding (Mccord & Mccord, 2020). All of the types in this triad have trouble getting their minds to simmer down, and can be distinguished by their reactions to fear. Type five responds to fear by retreating from life and reducing their personal needs. Type six deals with fear in a circular motion. They feel anxious inside and project mistakes onto their future which puts them back in an anxious place. Type seven is not afraid of the outside world. They are afraid of being trapped in emotional pain or anxiety, so they constantly want to engage in activities (Riso & Hudson, 1999, pp. 49–59).

### ***The Gut (instinct) Triad***

The instinctive center of brain gives us a sense of fullness, stability, and independence. When people lose that independence or stability, they create ego boundaries (Riso & Hudson, 1999, pp. 49–59). The ego boundary is a concept that allows individuals to differentiate between self and not-self (American Psychological Association, 2022). Every type uses ego boundaries, but types one, eight, and nine use them as an attempt to affect the world without being affected or influenced by it (Riso & Hudson, 1999, pp. 49–59). They want to influence, control, and rebuild their environment without any change in their beliefs or sense of self. They do this by creating a sense of wholeness and building a wall between what they consider self and not self (1999).

The gut triad is made up of type one, type eight, and type nine. They emotionally struggle with anger. They desire to have justice. They engage in life and circumstances through their gut instincts. They have the desire to control themselves and sometimes feel frustrated when they lose it, which leads to anger (Mccord & Mccord, 2020). What differentiates each type in the gut triad is where their ego boundaries are directed. Ego boundaries can be inward (our bodies) and outward (the environment). Type one also holds ego boundaries against the outside world. They



are invested in maintaining their internal boundaries. Type eight's ego boundary is focused outward. They do not want anything to get too close to them and hurt them. Type nine's ego boundary is both inward and outward. They do not want anything to disturb their equilibrium (Riso & Hudson, 1999, pp. 49–59).

### **Theory Related to this Research**

#### **Expectancy Violation Theory**

Expectancy violation theory (EVT) is centered on the concept of expectancies, or enduring patterns of anticipated verbal and nonverbal behavior that are appropriately desired or preferred (Berkos et al., 2001). The premise of EVT's theoretical assumptions is that all communicators hold expectations for the communication behavior of those with whom they communicate. According to EVT, every culture has set expectations or guidelines for acceptable behavior based on social norms (Gudykunst, 2006). While dependent upon context and individual, among other things, “these expectancies derive from social norms and from any individuating knowledge of the target gained through observation, personal experience, or third parties” (Burgoon et al., 1995, p. 293). “If one keeps a polite distance and shows an appropriate level of interest in one’s conversational partner, for instance, such behavior should be favorably received” (Burgoon & Hale, 1988, p. 61). Three primary sources of information also contribute to the interpretation of normative violations: communicator characteristics, relational characteristics, and context. Communicator characteristics include gender, personality, age, and appearance, while relational characteristics include prior history, degree of acquaintance, status, and liking. Context includes situational definitions, communication functions, formality, task, and environmental constraints (Berkos et al., 2001).

According to Burgoon et al. (1995), all individuals routinely interpret and evaluate the actions of others regardless of whether their communication confirms or disconfirms our expectations. Behavioral predictions (expectations) “hinge on whether target behavior constitutes a positive or negative violation” (Burgoon et al., 1995, p. 294). Positive and negative violations are those communication responses that vary from the expected behavior in either a positive or a negative direction. EVT predicts that when a violation of expectancies, or a deviation, occurs, individuals should experience heightened arousal, which stimulates the participants to assign meaning and valence to the violation. Valences are characteristics of individuals that change the outcome of how deviated behavior is perceived, and these deviations, or unexpected behaviors, can be valenced either positively or negatively (Gudykunst, 2006; Lannutti et al., 2001). The implicit messages associated with the behavior and the valenced evaluation of the communicator combine to determine “whether a violation is positive or negative, which in turn influences communication outcomes” (Burgoon & Hale, 1988, p. 59). Deviated behaviors are generally positively evaluated and interpreted, qualifying them as positive violations when they are received from a positively valued communicator. Such positive violations, according to EVT, result in positive communication patterns and consequences (Burgoon & Hale, 1988). Conversely, deviated behaviors that are negatively interpreted and evaluated “qualify as negative violations and generate unfavorable interaction patterns and consequences” (Burgoon & Hale, 1988, p. 63). Burgoon and Hale (1988, p. 58) also posit that behaviors that create a positive violation result in a more favorable outcome, while negative violations result in a less favorable outcome when compared to those which conform to our expectations. In addition, the EV model stipulates that an extreme violation, if committed by a high-reward communicator, can be viewed as positively valenced and produce positive outcomes (Burgoon & Hale, 1988). For example,

unexpected increases in proximity from a high-reward communicator during a conversation might be viewed as an attempt to affiliate. Still, the same behavior from a low-reward communicator might be viewed as an aggressive act (Berkos et al., 2001). While EVT considers that a moderate deviation of expectations may produce a positive reaction, there still exists an assumption that extreme violations are negatively valenced.

### ***Expectancy Violation Theory and Collegiate Studies***

Expectancy violation theory has been considered in collegiate studies for many years, including a study by Dusek and Joseph (1983), which applied EVT to the college classroom from an instructor's perspective about what is expected of students. When the researcher included students' perspectives, they examined ways in which instructors violated the students' expectations in the classroom (Houser, 2006; Lannutti et al., 2001; McPherson et al., 2003; McPherson & Liang, 2007). For example, one set of student expectations found by Obermiller et al. (2012) states that "students expect faculty to walk the talk, to demonstrate competence in their fields and to reflect the skills and concepts that they teach" (p. 155). According to Houser (2005), EVT is applied to collegiate studies for a good reason, as he considers understanding the instructional expectations of students "an essential component of facilitating learning" (p. 214). Keormer and Petelle (1991) echoed this sentiment by positing that examining expectancy violations among students "should be propitious for teachers concerned with meeting the foremost communicative needs of students as well as enhancing instructional evaluations" (p. 343).

Education as whole views increased student-teacher interaction in the classroom as vital to learning and assumes that more communication equates to more learning (McPherson & Liang, 2007). However, not all interactions within the classroom are positive and conducive to a

more positive learning environment. Research by McPherson and Liang (2007) found that when student expectations are positively violated, students generally perceive their instructors as more positive, rating them higher on effect, competence, goodwill, and trustworthiness. Conversely, negative violations elicit more negative perceptions of the instructor and decrease student learning and motivation (Houser, 2006; Koerner & Patelle, 1991). Additionally, Houser (2005) found that teachers who show great care and concern or are overly dynamic in the classroom setting are frequently not found desirable by students. Findings by Koerner and Patelle in 1991 indicated that incongruency, which is perceived as unfavorable, such as when students have low expectations but receive a high experience and/or when students have high expectations and receive a low experience, does not produce a satisfying outcome for the receiver. Alternatively, when students perceive that their experiences and expectations are congruent but positive, as in cases with high expectations and a high experience, the outcome is productive.

Within the university environment, professors and students rarely have extensive interpersonal knowledge of one another prior to the beginning of a course. As such, student expectations are created from social norms and their past experiences and expectations of teacher behavior (McPherson & Liang, 2007). While dependent, as previously noted, upon communicator characteristics, relational characteristics, and context, social norms also have a significant impact on whether violations of our behavioral expectations are considered positive or negative. Houser's 2005 research indicated that traditional students desire and expect immediacy and affinity from their instructors and place significant value on both having their needs attended to by their instructors and feeling as though their instructors like them. The arrival of the COVID-19 virus, and the subsequent restructuring of many collegiate courses and platforms, required professors to implement new strategies for both instruction and the

building or maintenance of student-instructor relationships. This re-evaluation of communication methods was necessary as students are likely to evaluate their learning experience and their instructors based on the strategies employed by the instructor (McPherson & Liang, 2007).

McPherson and Liang (2007) found that not only do students have expectations regarding how instructors will utilize management strategies, but students' perceptions of teacher credibility are affected by the instructor's choice and implementation of such strategies. In accordance with the theoretical foundations of EVT, that study notes that the more instructors provided management which aligned with student expectations, the more highly they were evaluated.

In addition to student evaluations of classroom management, studies indicate that students are evaluating and concerned with relational communication with their instructors (McPherson et al., 2003; Mottet et al., 2007). Over the course of a term, relationships between students and instructors evolve, and students begin placing more emphasis on relational aspects of instructor communication than on message content (Mottet et al., 2007). "As relationships develop, associated expectancies become less generalized and more specific to the communicators involved" (Ramirez & Zhang, 2008, p. 23). This is particularly true with regard to expectancy violations as students seek to understand unexpected behavior better. However, it is relevant to note that such violations are less critical when received from a positively perceived instructor. Mottet et al. (2007) posit that when an instructor is well-liked by students, those students are less likely to be concerned by unexpected communication behavior and will frequently explain away any concerns by considering the instructor's nature. Alternatively, the theory predicts that when an instructor is not well-liked by students, they are more troubled by unexpected communication behavior and are less likely to offer explanations for violations and

“are more likely to hold the instructor accountable for their behaviors and may resist the instructor’s influence attempts” (Mottet et al., 2007, p. 147).

When considering students’ perceptions of the grace, concern, and compassion received from instructors during a crisis, the findings of Mottet et al. (2007) become highly relevant. That research produced evidence that even when an instructor violated student expectations with regard to course requirements, nonverbal immediacy behaviors allowed students an overall favorable perception of affective learning. Likewise, students perceived that they had not internalized as much learning with instructors who were less nonverbally immediate. Data from that same study implies that “nonverbally immediate instructors may be able to make moderate to high workload demands in their courses and still have students who are willing to recall and use the information from the course in their personal lives and at work” (Mottet et al., 2007, p. 163). Additionally, when compared to nonverbally nonimmediate instructors, nonverbally immediate instructors were perceived by students as being fairer and more positive. Of particular note is the implication that regardless of the rigor and demand within a course, instructor immediacy behaviors enhance students’ “desire and willingness to continue learning and to use and apply their new knowledge outside the classroom even when the course is rigorous and demanding” (Mottet et al., 2007, p. 163).

Understanding that instructor relational cues influence student behavior, and vice versa, contributes to the idea that the implementation of relational strategies by collegiate faculty increases student engagement in the learning process (Mottet et al., 2006). Mottet et al. (2006) state that student engagement is dependent upon having faculty members “develop and maintain the instructor/student relationship” (p. 148). As previously indicated, one-way instructors can establish and/or maintain a relationship with students is to remain nonverbally immediate in the

classroom. Instructors should also give serious consideration to student expectations and realize that these expectations change over time. Even a highly valued communicator can undermine initial positive expectations through poor communication behaviors during the span of a course (Obermiller et al., 2012).

## **The Empirical Research**

### **The Enneagram as a Tool**

The Enneagram is a central tool used to guide self-awareness, personal development, and understanding of others (9Paths, n.d.). The Enneagram is an effective tool because it can be applied to all cultures, genders, and ages. It is able to do so because it does not look at someone's decision; instead, it looks at someone's motivation (Schlegel, 2020). For example, if we take gender into consideration, research has shown that male decision strategies are usually not random because they are more outcome sensitive than females (Chen et al., 2021). Using a personality test tool that looks at the decision people made would result in a bias depending on what is available to the individual, what they thought was right, and their gender or age. But using a tool like the Enneagram that looks at motivation would most likely give you more accurate results because motivation is core to everyone human being. It is the reason why someone acts or behaves a certain way (Oxford Languages, 2022).

Research by Park and Ha (2014) used the Enneagram as a tool to examine whether there is a difference in empathy among medical students based on the Enneagram's typology. The use of the Enneagram as a tool was successful because results showed that students in the feeling triad scored higher in being companionate but inconsistent in empathy. Type two and six scored the highest based on empathy, and type three had the lowest empathy score. Type three is the feeling triad which would lead this type to be more empathetic with people. But one of the basic

characteristics of type three is focusing on producing and performing (Trilogy Effect, n.d.). This research provides evidence that the Enneagram can be used to understand people's decisions or choices.

The Enneagram can be a tool to understand people's motivations, but it can also be used to predict people's choices in certain scenarios. Ball (2009), in his article "Do Professions Have a Distinct or Singular Personality? Using the Enneagram to Support and Facilitate Inter-professional Nursing," argues that knowing the nurses' Enneagram type can help hospitals predict whether a nurse is more likely to have an easier time having an inter-professional communication with their patients. The Enneagram was used as a tool to highlight some uniqueness and challenges that these nurses might face when taking care of their patients and ways to train them better. This resulted in a number of benefits, including; seamless services, patients being examined quicker, and care being more individualized and responsive towards an individual patient. Both of these articles showcase how the Enneagram can be used as a tool to understand and predict individuals' choices both in schools or exercising their professions. But the question of whether the Enneagram would be effective in the education system is still present.

### **The Enneagram and the Education System**

#### ***Students (as self)***

The goal of the education system is to establish quality education that helps all children to achieve their highest potential as individuals, serve their countries effectively, and successfully change the global marketplace (UNESCO, 2006). As mentioned before, the Enneagram is a tool that can be used as a self-reflection method. Dimond's dissertation "Because minds can't sit in classrooms without bodies: Making use of the Enneagram as a tool for



embodied education" exposed students to the Enneagram in hopes of empowering them with new ways to reflect on relationships with their education (Dimond, 2013). Results proved that students were able to connect, invest, and act in new ways as they realized or got to know themselves more. Students that went through the program claimed to understand better why they feel certain ways and also how their actions affected the world (p.75). Lastly, participants in this study suggested that information like this can be useful to a professor to better understand their students (p.84). This discretion shows how self-awareness in education can make a big difference in education. Steiner (2018) also argues that self-awareness can help people form real relationships with peers.

Self-awareness not only helps students to understand themselves to make better connections, but it also helps them improve as individuals. Research that examined whether the Enneagram relates to psychological development, social dynamics, and spiritual development. Results showed that the Enneagram helped college students understand themselves. They also showed that the Enneagram could help individuals create and maintain relationships. Lastly, the result showed that the Enneagram could help individuals attain personal and spiritual transformation and growth (Huffman et al., 2021). Huffman et al. (2021) goes the extra mile to discuss how the Enneagram can be applicable and implemented in colleges.

### ***Higher education Implementation***

Huffman et al. (2021) suggest that Enneagram knowledge can help universities in developing students that are thriving both academically and in terms of health. He believes that this can be achieved through recommendations. The first one is age-appropriateness. He explains that colleges should expose students to the Enneagram as soon as possible because

...young adults may be able to identify their Enneagram type and be more likely to engage personal issues at an earlier age (within a supportive environment) compared to those who have not used the tool. The students exposed to the Enneagram in this study communicated positive impact and preparedness for the tool. (pp. 228-229)

Secondly, he recommends that training should be done for both students and teachers. He believes that the self-awareness the Enneagram offers will be beneficial in classes (Huffman et al., 2021).

One might wonder what Huffman et al. meant when they suggested that the Enneagram can be beneficial in classes. The Enneagram can be used as a road map for students by using it as a comprehensive framework for outlining and defining common ways of interpersonal communication (Sisti, 2018). The Enneagram can also be used to improve conflict resolution by placing possible disputes in a meaningful perspective. Understanding a type of expatriation or understanding the problem can change how individuals approach conflict (Sikorski, 2018). Results showed that students improve both self-awareness and communication when they know or are exposed to their Enneagram types (Sisti, 2018). The Enneagram can also be used in schools to build collaborative teams. A case study by Vaida (2019) used both the Enneagram and the Myers-Briggs Type Indicator (MBTI) to build collaborative teams. Results showed that groups formed using these methods did better than groups that did not. This shows that using personality types to create groups is useful. All the articles found by the researcher focused on the Enneagram types of students. Only two articles suggested or examined a relationship between both students and teachers.

Daly (2021) researched whether there is a connection between the Enneagram personality types of presidents in faith-based institutions and student enrollment sizes. The aim of this

research was to see whether students' Enneagram types would be attracted to a university president of a certain Enneagram type. For example, if type two of the Enneagram is compatible with type six of the Enneagram, would a type two student enroll in a university because the president is a six? The results showed that there is no significant relationship between Christian university leadership's Enneagram personality type and the size of their student enrollment (Daly, 2021). The study most like the current research is Strengthening Teachers' Relationship-Building Skills: A single Quantitative Case Study of a One-Day Enneagram Training. This case study looks at the impact of a one-day Enneagram program on teachers' abilities to create and maintain relationships with students and colleagues. The study suggests that many teachers need more skills to strengthen relationships with their students because both students and teachers need to be more self-aware. The results of the study suggest that focusing on self-awareness training for teachers can help improve interpersonal connections with their students (Mechelke, 2021).

### **Summary**

Research involving the Enneagram and education highlights how the Enneagram can be used as a tool. It also answers the question of whether the Enneagram can be used in school to benefit classrooms by being more aware of the self and people around you. Research also showcases how the Enneagram is beneficial to higher education by strengthening relationships between students and educators. Existing Enneagram and education research primarily look at the relationship between two people. Questions like whether the environment, individual personalities, or social state affects these relationships still needs to be considered. Research focusing on how educators can maintain a healthy and uplifting classroom in a difficult situation or environment still need to be conducted.

### **Chapter 3: Methodology**

A mixed methods study combines qualitative and quantitative research methods (Harvard Catalyst, 2022). It allows researchers to combine inductive and deductive thinking. The mixed methods approach is not only a combination of qualitative and quantitative data analysis. It is an integration process of both methods during data collection, analysis, presentation of results, and interpretation of results. A qualitative study examines the nature of a phenomenon or the relationship between phenomena. It does not look at a phenomena's range, frequency, or place in a determined chain of cause and effect. Instead, it examines a phenomena's quality, different manifestations, the context in which the phenomena appear, and the perspective in which they can be perceived (Busetto et al., 2020). Qualitative research allows the researcher to get insight into what the participants feel and how they view or understand the world around them (Austin & Sutton, 2014). Quantitative research emphasizes objective measurements as well as statistical, mathematical, and numerical analysis of data collected (USC Libraries, 2022). The goal of quantitative research is to collect numerical data that can be studied and generalized across diverse groups of people (Kenton, 2019). This study uses a mixed methods research approach to determine whether college students' Enneagram type impacts or influences how they view faculty in regard to grace and compassion. More particularly, the researcher tries to answer the question: "Does Enneagram type influence students' expectations from faculty members during a crisis?" It also tries to prove the hypothesis that college students' Enneagram types impact how they view faculty members during a crisis.

#### **Sample of the population**

This research used a secondary data analysis approach. The data was collected during a different research project and analyzed for this thesis. Four hundred students were recruited for

the study. Some participants were recruited through the primary searchers' institutions. The researcher's personal connections were also used to recruit students and faculty via email invitation (Mallory et al., 2022). Students were encouraged to forward the invitation to other students at their university. Participants were recruited from a total of 38 higher education institutions around the United States of America. Participants had to be students and had to meet the following criteria: a) be older than 18 years of age, b) be a full-time residential undergraduate student, and c) have taken college courses full-time during the pandemic (Mallory et al., 2022).

### **Data Collection, Procedures, and Sequence of Activities**

Students were recruited through active recruitment on campus and through social networks. Students accessed the survey online through Qualtrics. Students were first provided with the selection criteria and then directed to an informed consent page. Individuals were instructed to answer the survey questions to reflect their personal qualities and experiences, not what they thought their answers should be. Those who consented responded first to a series of demographic questions. Demographic questions allow the researcher to gain background information about the participants, which helps the researcher to describe the participants better and analyze their data (Allen, 2017).

The Qualtrics survey included approximately 60 items total and took students about 20 minutes to complete. Subjects were not compensated for participation, so there was no penalty for not participating in the research. The survey asked participants to report their perceived stress and flourishing, the credibility of their faculty members, and their expectations of their faculty members. Students were asked rating scale questions that collected data about their experiences with the COVID-19 pandemic and how they viewed their professors during that time.

### **Data Collected from the Original Study**

Matrix questions were asked to collect data about the students' perceived stress and flourishing. The perceived stress scale is a tool used to assess stress. It asks about individuals' feelings and thoughts during the last month (State of New Hampshire Employee Assistance Program, n.d.). The flourishing scale measures an individual's self-perceived success in areas like relationships, self-esteem, purpose, and optimism (Diener et al., 2010). Matrix questions were used to collect data about the professors' credibility. The teacher credibility scale analyzes whether students view professors as trustworthy, competent, dynamic, and immediate (Derrick, 2020).

Additional questions were asked to evaluate whom students thought their professors were on the Enneagram-type scale. The Enneagram type scale is made of nine types; the reformer, the helper, the achiever, the individualist, the investigator, the loyalist, the enthusiast, the challenger, and the peacemaker (The Enneagram Institute, 2014a). There were also asked questions that collected data using the expectancy violation scale. The expectancy violation scale explains the effects of nonverbal behavior violations in an interpersonal relationship or communication (Burgoon, 2015).

### **Current Data Collection**

Open-ended questions were chosen for this study (the extension) to understand how students were feeling. Open-ended questions give the researcher the opportunity to ask their participants to give more information which gives more useful and contextual feedback (Cleave, 2017). The questions that were used for this study include:

1. What do you expect from a faculty member?
2. How have your expectations for faculty members changed during the pandemic?
3. What happens when faculty meet/exceed your expectations?

#### 4. Does your faculty member ever fall short of your expectations? If so, how?

### **Data Analysis**

To analyze the data collated, the researcher printed very individual responses and grouped them by participants' Enneagram types. Then the researcher used Creswell's six-step data analysis to develop themes and code the data. Creswell's six-step data analysis allows the researcher to prepare, analyze, report, and interpret the results (Price & Wright, 2012). The first step was organizing and preparing the data for analysis. All results were downloaded into one folder and printed. The researcher went through all the results and grouped them based on their Enneagram. They disregarded any incomplete survey. The researcher combined the second step and the third step, reading through the data and coding process. They then moved to the fourth step, generating themes and categories for the results. The researcher used step five, the description of themes, to combine close themes to generate logical results. Lastly, the researcher interpreted the meaning of the data before conducting a taxonomic analysis (Creswell, 2009).

A taxonomic analysis is an analytic procedure that organizes data into categories and analyzes and describes their relationships (DePoy & Gitlin, 2016). A taxonomic analysis allows a researcher to identify specific factors that are likely to happen in a particular situation (Manning & Kunkel, 2013). The data was coded into a taxonomy using one of Spradley's (1979) nine taxonomic categories to reveal the communicative impacts that individuals employed to navigate campus community life. The data were analyzed to look for key ideas and themes emerging from participant responses (Strauss & Corbin, 1998), and those key ideas became part of the final taxonomy.

The previously coded segments were then reviewed to apply the principle of constant comparison whenever a new taxonomy category emerges (Glaser & Strauss, 1967). This process

allowed a comprehensive analysis of the data. The final result of the data analysis was a taxonomy that provided a nuanced overview of student expectations during a crisis. As the data were prepared and analyzed, validity was also be considered. The best ways to ensure validity in qualitative work was using respondent checking, exemplars from the data, and code cross-checking (Gibbs, 2007). Exemplars from the data were also highlighted when the researcher wrote up the results section of this research. The exemplars, or quotations directly from the respondents, clearly demonstrated that the proposed connections existed in the data. Finally, the researcher code-cross-checked by having a member of their committee review ten percent of the coded items.

### **Summary**

This study used a mixed method research method to analyze whether students' Enneagram types influence how they view their professors. Students were selected from different universities across the United States of America. They completed a 20-minute survey on Qualtrics. Results were analyzed using Creswell's six data analyses and the taxonomic analysis to determine a relationship or patterns in the phenomena.



## **Chapter 4: Data Analysis and Results**

The overall goal of this thesis is to study whether students' Enneagram types affect how they perceive faculty during a crisis. This chapter presents and discusses the study analysis and results. All the participants took the survey online and answered all questions. Participants that did not answer all questions were disregarded. The findings are organized based on enneagram types. Key themes are also discussed and explained in this chapter. This chapter describes the participants first, then presents the collective findings, and finally discusses the findings.

### **Participants**

Out of the participants from the original study, only 91 were chosen for this study. They were chosen based on whether they answered all the surveyed questions used in this study and knew their Enneagram type. These questions include: What do you expect from any faculty member in general? How have your expectations for faculty members changed during the pandemic? What happens when faculty meet/exceed your expectations? Do any faculty members ever fall short of your expectations? If so, how? The 91 surveys used for this study include 10 Enneagram type ones, 21 Enneagram type twos, 14 Enneagram type threes, seven Enneagram type fours, seven Enneagram type fives, nine Enneagram type sixes, eight Enneagram type sevens, four Enneagram type eights, and 11 Enneagram type nines. Four survey questions were used in this survey. The first one examined whether students had any expectations from faculty in general. The second question looked at whether these expectations changed during the pandemic. The third question examined what happens when faculty meet or exceed students' expectations. Lastly, the survey asked if faculty ever fell short of students' expectations.

### Presentation of Results

All four questions used in this study were opened ended questions. The researcher asked open-ended questions because they allowed participants to express and articulate opinions that may be unusual or unthought of by the researcher (Allen, 2018). This type of detailed information allows the researcher to qualify the results and avoid any assumptions (Questback, 2021). The data were collected and coded through the taxonomy method by Spradley in 1979. The taxonomy method identifies themes in a study using participant responses (Strauss & Corbin, 1998). Eight themes were generated from this study:

1. Grace: care, understanding, compassion, kindness, and grace
2. Professionalism: respect, ethics, and professionalism
3. Motivation: faculty's ability to push students and motivate them regarding their class
4. Teaching: faculty's ability to deliver a lecture effectively
5. Positive or negative emotions
6. Class management: instructions, grades, classroom management, and assignments
7. Intelligence: faculty being smart or intelligent.
8. Inter-personal relationships
9. And no: no expectations, no change, or no effect

### Survey Question 1

**Table 1: What do you expect from faculty member in general?**

	Grace	Professionalism	Motivation	Teaching	Positive/negative emotions	Class Management	Interpersonal Relationships	Intelligence
Enneagram 1	90%	60%	10%	20%	0%	0%	0%	0%
Enneagram 2	66.66%	57.14%	0%	52.38%	0%	14.28%	28.57%	0%
Enneagram 3	42.85%	71.42%	0%	21.42%	0%	21.42%	42.85%	21.42%
Enneagram 4	50%	62.50%	0%	37.50%	12.50%	12.50%	62.50%	0%
Enneagram 5	57.14%	42.85%	0%	57.14%	0%	14.28%	42.85%	0%
Enneagram 6	66.66%	88.88%	0%	22.22%	0%	0.00%	55.55%	0%
Enneagram 7	37.50%	12.50%	0%	25.00%	0%	12.50%	50.00%	0%
Enneagram 8	50.00%	75%	0%	25.00%	0%	0.00%	0.00%	0%
Enneagram 9	72.72%	36.36%	9%	36.36%	18%	9.09%	9.09%	0%

What do you expect from any faculty member in general? This question allowed the researcher to use the answers as a benchmark to see whether expectations change during a crisis. It also allowed the researcher to identify which expectations change during a crisis and which ones remain constant. Human beings have a natural tendency to associate their happiness with fulfilled expectations (Johnson, 2018). Understanding general initial expectations can help faculty maintain a good classroom environment overall. Results indicate that 59% of all participants expect faculty to be gracious, 56% expect faculty to be professional, 33% expect faculty to have the ability to teach a class successfully, and 32% expect interpersonal relationships between faculty and students. 3.38% of the participants expect faculty to create some emotion in students, and 2% expect faculty to be intelligent. Lastly, only 1% expect faculty to motivate them.

### Survey Question 2

**Table 2: How have your expectations for faculty members changed during the pandemic?**

		Grace	Professionalism	Motivation	Teaching	Positive/negative emotions	Class Management	Inter-personal	No
1									
2	Enneagram 1	90%	0%	10%	0%	0%	30%	0%	0%
3	Enneagram 2	57.14%	0.00%	0%	14.28%	0%	9.52%	9.52%	0%
4	Enneagram 3	42.85%	14.28%	0%	0.00%	7%	21.42%	21.42%	43%
5	Enneagram 4	50%	25.00%	25%	25.00%	0.00%	25.00%	25.00%	25%
6	Enneagram 5	71.42%	0.00%	0%	14.28%	0%	28.57%	14.28%	14%
7	Enneagram 6	44.44%	11.11%	0%	11.11%	0%	33.33%	0.00%	11%
8	Enneagram 7	75.00%	0.00%	0%	0.00%	0%	12.50%	12.50%	0%
9	Enneagram 8	100.00%	0%	0%	0.00%	0%	12.50%	0.00%	0%
10	Enneagram 9	54.54%	0.00%	0%	9.09%	0%	9.09%	9.09%	18%

How have your expectations from faculty members changed during the pandemic? This question allowed the researcher to determine whether expectations changed during the pandemic and, if so, which one's changed. Balasubramanian (2022) explains that expectations are influenced by genetic predisposition, social conditioning, and life experiences. This explains why expectations from students might change during a crisis because their social conditions might

change, and their life experiences might change too. For example: during the COVID-19 pandemic, people were forced to quarantine and to work virtually, which was not a lot of people's reality before the pandemic (Parker et al., 2020). Results indicate that the expectations of students towards faculty change during a crisis. 65% of students believe that their expectations regarding grace have changed. 32% believe that their interpersonal relationship expectations changed. Teaching expectations changed by 8%. Professionalism and respect expectations changed by 6%. Motivation expectations changed by 4%. Intelligence expectations changed by 2%, and positive or negative expectations changed by only 1%.

### Survey Question 3

**Table 3: What happens when faculty meet/exceed your exceptions?**

1		Grace	Professionalism	Motivation	Teaching	Positive/negative emotions	Class Management	Inter-personal	No
2	Enneagram 1	20%	30%	50%	0%	10%	10%	10%	0%
3	Enneagram 2	0.00%	4.76%	57%	0.00%	62%	0.00%	14.28%	0%
4	Enneagram 3	0.00%	21.42%	36%	7.14%	86%	0.00%	14.28%	7%
5	Enneagram 4	0%	0.00%	75%	0.00%	75.00%	0.00%	50.00%	0%
6	Enneagram 5	0.00%	0.00%	57%	14.28%	29%	0.00%	28.57%	14%
7	Enneagram 6	0.00%	0.00%	44%	0.00%	56%	0.00%	22.22%	0%
8	Enneagram 7	0.00%	0.00%	25%	0.00%	75%	0.00%	12.50%	0%
9	Enneagram 8	0.00%	0%	25%	0.00%	50%	0.00%	50%	0%
10	Enneagram 9	0.00%	0.00%	45%	0.00%	82%	0.00%	18.18%	0%

What happened when faculty meet/exceed your expectations? This question allowed the researcher to determine whether maintaining or meeting students' expectations can contribute to a positive classroom environment. Having a positive classroom experience can help students learn class material better. When people are happy or have positive emotions, the body creates dopamine and serotonin. When released to the brain, these substances positively affect your memory and help the brain to learn better (Dfarhud et al., 2014). Studies show that the environment in which students learn can affect a student's progress by as much as 25% (Cooper, 2018). Results of this study indicate that 58% experienced a positive emotion. 46% feel more motivated toward the class. 24% said it led to interpersonal relationships between students and

faculty members. Six percent see it as professionalism, and one percent see it as classroom management. 2% see the faculty member as a capable teacher. 2% see faculty as being gracious, and 1% said that it does not have any effect on how they view faculty.

#### Survey Question 4

**Table 4: Do any faculty members ever fall short of your expectations? If so, how?**

	A	B	C	D	E	F	G	H	I	J
1		Grace	Professionalism	Motivation	Teaching	Positive/negative emotions	Class Management	Inter-personal	No	Intelligence
2	Enneagram 1	40%	0%	0%	0%	0%	60%	0%	0%	0%
3	Enneagram 2	4.76%	23.80%	5%	19.04%	14%	42.85%	9.52%	0%	0%
4	Enneagram 3	21.42%	21.42%	0%	50.00%	0%	35.71%	14.28%	21%	14.28%
5	Enneagram 4	0%	0.00%	0%	25.00%	0.00%	25.00%	40.00%	0%	0%
6	Enneagram 5	0.00%	28.57%	0%	57.14%	0%	14.28%	0.00%	29%	0%
7	Enneagram 6	0.00%	11.11%	0%	44.44%	0%	22.22%	22.22%	22.22%	0%
8	Enneagram 7	25.00%	0.00%	0%	25.00%	0%	0.00%	0.00%	50%	0%
9	Enneagram 8	25.00%	0%	0%	25.00%	0%	25.00%	0.00%	25%	0%
10	Enneagram 9	9.09%	0.00%	9%	54.54%	0%	18.18%	0.00%	18%	0%

Do any faculty members ever fall short of your expectations? If so, how? Responses to this question allowed the researcher to identify what faculty can do better, especially during a crisis. Understanding this would help schools and faculty change class dynamics for a more positive student experience. According to Meharg (2021), classroom dynamics encourage students to become more active and involved in learning. So, knowing where faculty is falling short can contribute to correcting poor class dynamics or creating class dynamics that work. Results showed that 33% of participants said that faculty fell short in their teaching style. 14% said that faculty fell short in giving them grace. 10% said that faculty had not fallen short of their expectations. 9% said that faculty did not meet their professional expectations. 2% said faculty did not meet their intelligence expectations. 2% explained that faculty felt short in creating positive emotions in their students, and lastly, 1% said that faculty did not motivate them enough.

## The Enneagram Results

### *Enneagram 1*

**Table 5: The reformer results: The total of Enneagram 1 participants were 10**

	What do you expect from any faculty member in general?	How have your expectations for faculty members changed during the pandemic?	What happens when faculty meet/exceed your expectations?	Do any faculty members ever fall short of your expectations? If so, how?
Grace	9	9	2	4
Motivation	1	1	5	0
Professionalism	6	0	3	0
Teaching	2	0	0	0
Positive/negative emotions	0	0	1	0
Class management	3	3	1	6
Intelligence	0	0	0	0
Interpersonal relationships	0	0	1	0
No	0	0	0	0

Enneagram 1 is also called the reformer. Regarding general reformer expectations, results show that 90% expect grace and 60% expect professionalism. 10% expect faculty to motivate them, and 20% expect faculty to be able to teach. All reformer participants said that their expectations changed during the pandemic. 90% said that their expectations regarding grace changed. 10% said that their expectations of motivation changed, and 30% said that their expectations of instruction or classroom management changed. When reformer individuals were asked what happens when faculty meets and exceeds expectations, 20% said that they feel like faculty offered grace, and 30% said that they see faculty as professional. 50% said they felt more motivated, and 10% felt positive emotions. 10% understood instructions better and were able to create interpersonal relationships with faculty. Lastly, reformer participants said that faculty had fallen short of their expectations. 40% said that faculty fell short in offering grace, and 60% said faculty fell short regarding class management or assignment instructions.

### ***Enneagram 2***

**Table 6: The helper results: Total Enneagram 2 practitioners were 21**

	What do you expect from any faculty member in general?	How have your expectations for faculty members changed during the pandemic?	What happens when faculty meet/exceed your expectations?	Do any faculty members ever fall short of your expectations? If so, how?
Grace	14	12	0	1
Motivation	0	0	12	1
Professionalism	12	0	1	5
Teaching	11	3	0	4

Positive/ negative emotions	0	0	13	3
Class management	3	2	0	9
Intelligence	0	0	0	0
Interpersonal relationships	6	2	3	2
No	0	0	0	0

Enneagram 2 is known as the helper. Regarding general expectations of faculty members, results indicate that 67% of participants expect grace, and 57% expect professionalism. 52% of participants expect faculty to be skilled teachers, and 14% expect faculty to possess strong classroom management skills. Additionally, 29% of participants expect to develop interpersonal relationships with their faculty members. When asked about changes in expectations during the pandemic, 57% of participants reported that their expectations regarding grace had changed. 14% of participants reported that their expectations regarding teaching had changed, and 9% reported that their expectations regarding instruction and interpersonal relationships had changed.

Participants who identified as Helpers were asked about their reactions when faculty members exceeded their expectations. 5% of participants reported feeling that faculty members were professional, and 57% reported feeling motivated by their faculty members. 62% of participants reported that faculty members meet or exceed their expectations when creating positive emotions, and 14% reported the importance of developing interpersonal relationships with



faculty members. On the other hand, Helper participants reported that faculty members had fallen short of their expectations. 5% of participants reported that faculty members fell short in offering grace, and 24% reported that faculty members were not professional. 5% of participants reported that faculty members fall short when they fail to motivate students, and 14% reported that faculty members create negative emotions. Lastly, 43% of participants reported that faculty members fell short when they couldn't manage classes, and 10% reported that faculty members did not create interpersonal relationships.

### *Enneagram 3*

**Table 7: The achiever results: The total of Enneagram 3 participants were 14**

	What do you expect from any faculty member in general?	How have your expectations for faculty members changed during the pandemic?	What happens when faculty meet/exceed your exceptions?	Do any faculty members ever fall short of your expectations? If so, how?
Grace	6	6	0	3
Motivation	0	0	5	0
Professionalism	10	2	3	3
Teaching	3		1	7
Positive/negative emotions	0	1	12	0
Class management	3	3	0	5

Intelligence	3	0	0	2
Interpersonal relationships	6	3	2	2
No	0	6	1	3

Enneagram 3 personality type is also known as the achiever. Based on the results of Achiever participants, it was found that 43% of them expect grace, and 71% expect professionalism. Additionally, 21% expect faculty to be effective teachers, manage the class well, and be intelligent. Lastly, 43% expect faculty to be intelligent. During the pandemic, 43% of Achiever participants said that their expectations did not change. However, 43% said that their expectations regarding grace changed, 14% said that their expectations of professionalism changed, and 7% said that their expectations of emotions regarding faculty changed. 21% of participants said that faculty's classroom management and interpersonal relationship were significant factors. When asked about what happens when faculty meets and exceeds their expectations, 36% said that they felt faculty met or exceeded their expectations when faculty motivated them, and 86% when faculty created positive emotions. 7% said expectations were met when faculty could teach, and 14% understood instructions better and were able to create interpersonal relationships with faculty. On the other hand, Achiever participants also shared that faculty fell short of their expectations. 21% said that faculty fell short in offering grace and being professional. 50% said that faculty fell short when they did not teach effectively, and 54% said they fell short regarding class management or assignment instructions. Lastly, 14% said that faculty fell short when interpersonal relationships were not created or when faculty were not intelligent, and 21% said that faculty had not fallen short of their expectation.

*Enneagram 4***Table 8: The individualist results: The total Enneagram 4 participants were 8**

	What do you expect from any faculty member in general?	How have your expectations for faculty members changed during the pandemic?	What happens when faculty meet/exceed your expectations?	Do any faculty members ever fall short of your expectations? If so, how?
Grace	4	4	0	0
Motivation	0	0	3	0
Professionalism	5	1	0	0
Teaching	3	0	0	2
Positive/negative emotions	1	1	3	0
Class management	1	2	0	2
Intelligence	0	0	0	0
Interpersonal relationships	5	2	4	4
No	0	1	0	0

Enneagram 4, also known as the individualist (The Enneagram Institute, 2014a), has specific expectations regarding its interactions with faculty. According to the result, 50% of

Individualist students expect grace from their faculty, while 63% expect professionalism. Additionally, 63% of students expect faculty members to have interpersonal relationships with them, and 38% expect faculty to possess effective teaching skills. Furthermore, 13% expect positive emotions from faculty and effective classroom management. During the pandemic, 25% of **Individualist** participants reported no change in their expectations, while 50% reported a change in their expectations regarding grace. 25% of participants reported changes in their expectations of motivation, professionalism, teaching, classroom management, and interpersonal relationships. When faculty members exceed Individualist students' expectations, 37.5% of students reported feeling more motivated and experiencing positive emotions. Additionally, 50% of students were able to form interpersonal relationships with faculty members. On the other hand, Individualist students reported that faculty members fell short of their expectations. Specifically, 25% identified shortcomings in teaching and classroom management, while 50% reported issues with interpersonal relationships between faculty and students.

### ***Enneagram 5***

**Table 9: The investigator results: The Enneagram 5 participants were 7**

	What do you expect from any faculty member in general?	How have your expectations for faculty members changed during the pandemic?	What happens when faculty meet/exceed your expectations?	Do any faculty members ever fall short of your expectations? If so, how?
Grace	4	5	0	0
Motivation	0	0	4	0
Professionalism	3	0	0%	2

Teaching	4	1	1	4
Positive/ negative emotions	0	0	2	0
Class management	1	2	0	1
Intelligence	0	0	0	0
Interpersonal relationships	3	1		0
No	0	1	1	2

Enneagram 5, also known as the Investigators. Results indicate that 57% of Investigator participants expect grace, while 43% expect professionalism. Additionally, 43% expect faculty members to establish interpersonal relationships with them, and 57% expect them to be proficient in teaching. Only 14% expect faculty members to manage classes effectively. During the pandemic, 14% of Investigator participants reported no changes in their expectations, while 71% reported changes in their expectations for grace. Meanwhile, 14% and 29% reported changes in their expectations for teaching and interpersonal relationships, respectively. When faculty members meet and exceed Investigator's expectations, 57% feel more motivated, and 29% experience positive emotions. For 14% of participants, it is perceived as a skill of the faculty member's teaching ability, while 29% are able to establish better interpersonal relationships with their faculty. However, 29% of Investigator participants have not experienced any shortcomings from their faculty members. On the other hand, 57% have reported that faculty

members fell short in teaching and 14% in class management. Lastly, 29% of participants reported that faculty members fell short in terms of professionalism.

### ***Enneagram 6***

**Table 10: The loyalist results: The total Enneagram 6 participants were 9**

	What do you expect from any faculty member in general?	How have your expectations for faculty members changed during the pandemic?	What happens when faculty meet/exceed your expectations?	Do any faculty members ever fall short of your expectations? If so, how?
Grace	6	4	0	0
Motivation	0	0	4	0
Professionalism	8	1	0	1
Teaching	2	1	0	4
Positive/negative emotions	0	0	5	0
Class management	0	3	0	2
Intelligence	0	0	0	0
Interpersonal relationships	5	0	2	2
No	0	1	0	2

Enneagram 6 is also known as the loyalist. In results regarding general expectations of Loyalists showed 67% expected grace and 89% expected professionalism. Additionally, 56% expected faculty to have interpersonal relationships with them, and 22% expected faculty to have good teaching abilities. During the pandemic, 11% of Loyalist participants reported that their expectations remained unchanged. However, 44% reported that their expectations regarding grace changed, while 11% reported that their expectations regarding professionalism and teaching changed. Furthermore, 33% reported that their expectations of class management changed as well. When asked about the impact of faculty members meeting and exceeding their expectations, 44% of participants reported feeling more motivated, and 56% reported feeling positive emotions. Additionally, 22% were able to establish interpersonal relationships with faculty. However, Loyalist participants also reported that faculty fell short of their expectations. Specifically, 11% reported that faculty fell short in professionalism, 44% reported that they fell short in teaching abilities, and 22% reported that they fell short in interpersonal relationships and class management.

### ***Enneagram 7***

**Table 11: The enthusiast results: The total Enneagram 7 participants were 8**

	What do you expect from any faculty member in general?	How have your expectations for faculty members changed during the pandemic?	What happens when faculty meet/exceed your expectations?	Do any faculty members ever fall short of your expectations? If so, how?
Grace	3	6	0	2
Motivation	0	0	2	0

Professionalism	1	0	0	0
Teaching	2	0	0	2
Positive/ negative emotions	0	0	6	0
Class management	1	1	0	0
Intelligence	0	0	0	0
Interpersonal relationships	4	1	1	0
No	0	0	0	4

Enneagram 7, also known as the enthusiast. The results of this study show that 38% of Enthusiast participants expect grace, and 13% expect professionalism. Half of the participants expect their faculty to have interpersonal relationships with them, while 25% expect faculty to have good teaching skills. 13% expect classroom management from their teachers. During the pandemic, 13% of Enthusiast participants said that their expectations remained the same, while 75% said their expectations regarding grace changed. 13% of the participants said that their expectations regarding classroom management and interpersonal relationships changed. When Enthusiast participants were asked about the outcomes of their expectations being met and exceeded, 25% said that they felt more motivated, and 50% felt positive emotions. Additionally, 13% were able to create interpersonal relationships with their faculty. Finally, 50% of Enthusiast



participants stated that their faculty met their expectations, while 25% said that their faculty fell short of expectations regarding grace and teaching.

### *Enneagram 8*

**Table 12: The challenger results: The total Enneagram 8 participants were 4**

	What do you expect from any faculty member in general?	How have your expectations for faculty members changed during the pandemic?	What happens when faculty meet/exceed your expectations?	Do any faculty members ever fall short of your expectations? If so, how?
Grace	2	4	0	1
Motivation	0	0	1	0
Professionalism	3	0	0	0
Teaching	1	0	0	1
Positive/negative emotions	0	0	2	0
Class management	0	1	0	1
Intelligence	0	0	0	0
Interpersonal relationships	0	0	2	0
No	0	0	0	1

Enneagram 8 is also known as the Challenger. In terms of Individualist expectations, results indicate that 50% expect grace and 75% expect professionalism. 25% of them expect faculty to possess good teaching skills. All Challenger participants expressed their expectations for grace. 13% of them expect classroom management and interpersonal change. When asked about their response to faculty who meet and exceed their expectations, 25% of Challenger participants reported feeling more motivated, while 50% felt positive emotions. 13% of them were able to create interpersonal relationships with faculty. On the other hand, Challenger participants also reported that faculty had fallen short of their expectations. 25% of them stated that faculty did not meet their expectations in areas such as grace, teaching, and class management, while 25% said that faculty never fell short.

### ***Enneagram 9***

**Table 13: The peacemaker results: The total Enneagram 9 participants were 11**

	What do you expect from any faculty member in general?	How have your expectations for faculty members changed during the pandemic?	What happens when faculty meet/exceed your expectations?	Do any faculty members ever fall short of your expectations? If so, how?
Grace	8	6	0	1
Motivation	1	0	5	1
Professionalism	4	0	0%	0
Teaching	4	1	0%	6

Positive/ negative emotions	2	0	9	0
Class management	1	1	0	2
Intelligence	0	0	0	0
Interpersonal relationships	1	1	2	0
No	0	2	0	2

Enneagram 9, also known as the peacemaker. Regarding Peacemaker expectations, results indicate that 73% expect grace and 36% expect professionalism. 9% expect faculty to motivate them, while 36% expect faculty to be able to teach. Additionally, 18% expect faculty to provide positive emotions, and 9% expect good class management and interpersonal relationships with faculty. Interestingly, 18% of Peacemaker participants said that their expectations did not change during the pandemic, while 54.54% said that their expectations regarding grace changed. Only 9% said that their expectations regarding teaching, class management, and interpersonal relationships with faculty changed. When asked about what happens when faculty meets and exceeds their expectations, 82% of Peacemaker participants said that they feel positive emotions, 45% said that they become more motivated, and 18.18% said that they are able to create interpersonal relationships. Lastly, Peacemaker participants reported that faculty had fallen short of their expectations. Specifically, 55% said that faculty fell short in teaching, while 9.09% said that they fell short regarding grace. In contrast, 18% said that they do not feel anything when

faculty fall short of their expectations, and 18% said that faculty fell short when they did not manage classes well.

### **Data Analysis and Interpretation**

To analyze these results, the researcher used the Enneagram types and the expectancy violation theory (EVT). The expectancy violations theory (EVT) explains people's reactions when their expectations are violated during communication. It suggests that people have specific expectations of how other people should behave in a given context. These expectations are based on past experiences, cultural norms, or personality (Communication Theory, 2014). Violation of expectations is not always a bad thing. When expectations are violated in a positive way, people react in a positive way and can therefore create a relationship between individuals (Andersen & Guerrero, 1998). Several studies have considered the relationship between personality types and EVT. A study done by Burgoon et al. (1995) found that individuals with a higher openness are more likely to respond positively to unexpected expectations, and individuals with higher neuroticism are more likely to respond negatively. For example, since Enthusiasts are extroverted and open to new adventures, they are more likely to react positively to expectancy violations (The Enneagram Institute, 2014a).

#### **The Reformer (Enneagram 1) and ETV**

Reformer individuals see the world in black and white. They have a strong sense of right and wrong. They have a desire for order and structure and a need for control (Whitmoyer-Ober, 2020). For the current study, 90% of reformer participants said that they expected grace from faculty members, and 60% expected their faculty to be professional. A study by Riso and Hudson (1999) found that reformer individuals have a high level of consciousness, responsibility, and self-control. One participant, when asked what they expect from faculty, said,

“for them to push their students, yet have grace when they are struggling with circumstances they cannot. It exhibits the behavior of Christ.” Two other participants said, “the ability to balance their students to a high standard but show grace when necessary” and “grace but also the ability to oust me as a student.” This shows that reformer value grace in case they do not reach a designated threshold. They also expect faculty to be professional at all times because they believe in taking responsibility for your actions and self-control (Owens, 2019a).

This Enneagram was one the only Enneagram that liked when faculty had good class management and was in control. One participant said, “I expect them to be more competent using technology than I would have expected in the past because we are using virtual means of communication more often.” This shows that this Enneagram type expects faculty to be in control of the classroom. Being in control is very important to reformer individuals. They desire to be in control because of their internal belief that they must be perfect and that they are responsible for making the world a better place (Riso & Hudson, 1999). Since reformer individuals believe that making things better requires control, they believe that faculty will be more effective if they are in control of the classroom. ETV believes that when expectations are met, communication becomes positive. As the results of these results show, reformer individuals had a positive experience when faculty met their core expectations, like being in control, offering grace in case their standards are not met, and being professional at all times.

### **The Helper (Enneagram 2) and ETV**

Helper individuals are caring and generous. They are people-pleasing, interpersonal and possessive (The Enneagram Institute, 2014a). Helpers in this study showcased a high expectation of positive emotions in the results. 62% said that they feel positive emotions towards faculty when they exceed their expectations. When they were asked if faculty ever fell short of their

expectations, this Enneagram was the only one that answered that faculty failed to acknowledge their emotional expectations.

This Enneagram also scored high number in classroom management category when they were asked if faculty fell short of their expectations. One participant said, “if their syllabus does not reflect how they teach during the pandemic, that is a huge bummer to me. What’s important is that they put their money where their mouth is and follow through,” and another participant said, “when they do not show that they are organized with discovery and updated right before class constantly, this happens in a specific class I take.” Helpers are possessive in nature, and they believe that being in control is a necessary way to operate successfully (Ion, 2023). Faculty not being in control violates a core expectation, therefore, creating a negative experience for this Enneagram.

### **The Achiever (Enneagram 3) and ETV**

Achiever individuals are known as success-oriented and pragmatic. They are also adaptive and excelling. Lastly, they are driven and image conscious. This Enneagram is the only Enneagram type that expects faculty to be intelligent, with 21%. Being intelligent is part of how higher education teacher is perceived or expected (Owens, 2019b). Achievers have this expectation because they heavily focus on personal image. A question was asked on Quora whether professors are smart, and a professor from the University of South Carolina, Dr. Meglinio (2019), confirmed that this is a common assumption. He says that there is a certain level of intelligence professors need to reach to achieve this position. Participants that were Achievers also said that faculty fell short because they were not intelligent. One participant said, “...professor who...can’t answer class material-based questions....”

This Enneagram was the highest Enneagram that answered “no” to the question of whether their expectations of faculty changed during the pandemic. One participant said,

I set up no expectations for anyone’s behavior to change at the start of the pandemic. As the spring 2020 semester ended and the fall 2020 semester began, I did subconsciously expect professors to be more caring about and abiding to mask mandates and other COVID restrictions. Expected performance in terms of classroom behavior, teaching styles, and understanding of COVID-related situations stayed the same. If any difference occurred, it was an increase in understanding involving assignments and workload due to mental or physical health struggles.

This Enneagram is known for setting goals and adapting to the environment they are in order to achieve their set goals (Robinson, 2021). This explains why a high number of Achiever participants’ expectations did not change during the pandemic.

### **The Individualist (Enneagram 4) and EVT**

Individualist individuals are expressive and dramatic. They are self-absorbed and temperamental. Enneagram Type 4 had unique results. The common denominator in their answer was an expectation of interpersonal relationships with faculty members. Individualist individuals have a strong desire to be seen as unique (Whitmoyer-Ober, 2020). So, in order to achieve that desire to be unique, they need to create interpersonal relationships. One participant said, “puts in effort to know their students and to be a safe place to go to. Listens with an open mind and lies to connect with their students.”

Results indicate that though interpersonal relationships were hard to create during the pandemic because of the regulation, Individualists still expected to have an interpersonal

relationship with faculty. 25% percent said that they expected interpersonal relationships, which is the highest in percent in this category (see Appendix B). One participant said, “Sometimes, some come across as a bit cold, though this is usually because either them or I have a place to be.” 50% of Individualist participants said that faculty had fallen short of their expectations because there was no interpersonal relationship. Another Individualist said, “In the past, yes. I often get disappointed when faculty won’t take the time to help out their students when they are struggling, but with most classes still being online/hybrid, it is a bit challenging to meet with people for help.”

### **The investigator (Enneagram 5) and EVT**

The Investigator type is intense and cerebral. They are also perceptive and innovative. They are secretive and isolated. 57% of Investigator participants said that faculty fell short when they were not about to teach. An Investigator participant said, “If I can tell that a faculty is underprepared or uninterested, they fall short of my expectations.” This Enneagram has a strong need for competence and mastery in their areas of interest (Owens, 2019c). So, faculty members’ ability to teach shows that they master what they are teaching them.

When Investigator participants were asked if their expectations changed during the pandemic, 14% said that nothing changed. This Enneagram type is independent and self-sufficient and prefers relying on its own resources (Integrative Enneagram Solutions, 2011). So not expecting any additional help or resources from faculty during a crisis. One participant said, “I expect them to have a little more grace and follow covid guidelines. However, my general expectations have not changed.” Another participant said, “I’ve begun to understand that most faculty members are about as in control of the situation as I am---not at all.” They also enjoy



spending time alone, which explains why they constantly scored low on expecting interpersonal relationships with faculty (see Appendix B).

### **The Loyalist (Enneagram 6) and EVT**

Loyalist individuals are committed and security-oriented. They are engaging and responsible. They are also anxious and suspicious (The Enneagram Institute, 2014a). 88% of Loyalist participants said that they expect professionalism from faculty, which comes from their expectations or character trait of being responsible. One participant said they expect “compassion, expertise of their field, honesty, and willingness to help students.”

This Enneagram had high expectations when it came to class management during the pandemic. A participant said, “I think professors started taking things easier, and I would prefer them to challenge me more. It is hard challenging myself when my professor does not seem to challenge me. I can do an assignment well and get good grades, but not retain the info...” They are known for seeking guidance and support from others because they have a hard time trusting themselves and their own judgment (Burns, 2021). This expectation may come from them wanting specific instruction of assignments or from wanting faculty to make final decisions for them in the classroom. Lastly, Loyalist interpersonal expectations were very low throughout. They have a tendency to question everything, so having a high expectation of class management might be doing to their tendency to be skeptical and suspicious (The Enneagram Group, n.d.).

### **The Enthusiast (Enneagram 7) and EVT**

Enneagram 7 individuals are busy and fun-loving. They are also versatile and distractible. Lastly, they are scattered and spontaneous (The Enneagram Institute, 2014a). The results of the study showed that this enneagram had very low expectations (see Appendix B). This may come from their optimistic and adventurous personalities. This Enneagram usually longs for something

new, so part of not having expectations may be part of looking for something new (Owens, 2019d). The results also showed that Enthusiast participants' expectations of grace from faculty changed during the pandemic. It came from 38% to 75%. A participant said, "I expect faculty members to be supportive and understanding of hard circumstances, more so following the pandemic and seeing how it impacted so many people."

When Enthusiast individuals were asked when did faculty fall short of their expectations, 50% answered that nothing happens when faculty falls short of their expectations. One participant said, "Sometimes they might pile a lot on us, but for the most part, they never fall short of my expectations." As mentioned before, this Enneagram did not have a lot of exceptions overall. Not having a lot of expectations or going with general expectations, like offering more grace during a crisis, may come from their spontaneous personality traits.

### **The Challenger (Enneagram 8) and EVT**

Enneagram 8 individuals are powerful and dominant. They are also self-confident and decisive. They are also willful and confrontational (The Enneagram Institute, 2014a). The most surprising result from this Enneagram was 100% of Challenger participants said that their expectation of grace changed during the pandemic. One participant said, "I expected faculty to have more grace and latitude," and another one said, "expect them to be more adaptable and understanding." This is not surprising because this Enneagram expects everything to be fair (Whitmoyer-Ober, 2020).

When asked what they expect from any faculty member in general, 75% of the Challenger participants expect faculty to be professional. One of the participants mentioned that they expect professionalism, honesty, understanding, and qualifications. This expectation may come from the

Challenger personality trait of being in control of their surroundings and may become frustrated when they feel like they are not in charge (The Enneagram Institute, 2014a).

### **The Peacemaker (Enneagram 9) and EVT**

Peacemaker individuals are easygoing and self-effacing. They are also receptive and reassuring. They are agreeable and complacent (The Enneagram Institute, 2014a). Results show that Peacemaker individuals have low expectations of interpersonal relationships. Getting into a conflict with someone you have a relationship with is most likely to happen compared to someone you do not have a relationship with. Peacemaker has difficulties confronting other people, therefore, prefers to avoid any situation that may result in a conflict (Professional Leadership Institute, 2021). This Enneagram may avoid interpersonal relationships with their professors to avoid any chances of getting into a situation where they might be a conflict between them and a faculty member.

### **Summary**

This chapter presented and discussed the results of the study, which aimed to investigate whether students' Enneagram types affect how they perceive faculty during a crisis. The findings were organized based on Enneagram types. The chapter began with a description of the participants, and then the collective findings were presented, followed by a discussion of the results. Reformer individuals expect grace from faculty members and value professionalism. Helper individuals value positive emotions and expect faculty to be in control of the classroom. Achiever individuals expect faculty to be intelligent. Individualist individuals expect interpersonal relationships with faculty members. Investigator individuals expect faculty to be able to teach effectively. Loyalist individuals expect professionalism and high-class management. Enthusiast individuals have low expectations and expect grace during a crisis.

Challenger individuals expect professionalism and grace during a crisis. Lastly, Peacemaker individuals have low expectations of interpersonal relationships with faculty members.

## **Chapter 5: Discussion of Results and Conclusion**

This study is a product of the researcher's passion for the Enneagram and research about higher education. This encouraged the researcher to explore whether the Enneagram had an influence on how students view faculty during a crisis. This led to an understanding of Enneagram types' expectations of faculty in general and during a crisis, as the results of the study presented in previous chapters show that the Enneagram types influence what students in higher education expect from faculty. It also influences how different Enneagram types perceive faculty actions. The previous chapter discussed the collective findings of students regarding their expectations during a crisis. It also discusses the expectations of each Enneagram during a crisis. Understanding the expectations of each Enneagram type is beneficial when faculty are able to see that a student is going through a crisis, whether it is known or unknown. They could then reference Enneagram to find ways to help them. This chapter will discuss the overall findings of this study and the surprising findings of this study. Lastly, it will discuss the limitations of this study and recommendations for future research.

### **Key Findings**

A total of 18 questions were asked from the original study, but only four questions were used for this study because they met the purpose of this study. What do you expect from any faculty member in general? To explore general expectations of students of faculty. How have your expectations for faculty members changed during the pandemic? To explore whether expectations change during a crisis. What happens when faculty meet/exceed your expectations? Do any faculty members ever fall short of your expectations? If so, how? Both of these questions explore what faculty can do or avoid in order to meet students' expectations.

### **Students' General Expectations of Faculty**

Every Enneagram type had expectations of faculty, but they were all different (see Appendix B). Enneagrams One and Six had four expectations. Enneagrams 2, 5, and 7 had five expectations. Enneagrams 3 and 4 had six expectations. Challengers had three expectations, and Peacemakers had seven expectations. The common expectations in all Enneagrams faculty are being gracious, being professional, and having the ability to teach. The results show that different Enneagrams had different expectations due to their personality traits. For example, the Achiever was the only Enneagram that had participants that did not have any expectations from faculty because this Enneagram is success driven and looks at their success as depending on their actions, not other people's actions (Owens, 2019b). Another example of how the enneagram affects students' expectations of faculty is how Enthusiast had the most expectations. This might come as a surprise to many because this Enneagram is not demanding. This might come from two causes associated with their personality traits. It might be because of their indecisive trait, therefore, causing them to name many expectations as they can think of (Whitmoyer-Ober, 2020). It might also be from their passive-aggressiveness trait and avoidance of conflict, therefore leading them to express all their expectations in a survey that they cannot express in a face-to-face conversation with faculty.

### **Students' Expectations of Faculty during a Crisis**

When looking at whether students' expectations changed during the pandemic, there was a significant change in students' expectations of faculty during a crisis (see Appendix B). Three Enneagram types (1, 4, and 6) increased their expectations. Two Enneagram types (3 and 5) had the same amount of expectations. Four Enneagram Types (2, 7, 8, and 9) had fewer expectations. The significant changes in expectations were in Enneagram 8. This Enneagram expected faculty

to be gracious originally by 50%, but during the pandemic, it doubled to 100%. This may have been caused by their personality trait of looking for justice (Whitmoyer-Ober, 2020). Another noticeable change was the expectation of faculty to be professional decreased significantly, and the expectation of managing the class increased. When participants were asked what they expected from faculty members, the average for professionalism was 56.29%, and for classroom management was 9.34%. When they were asked about their expectations during the pandemic, the average professionalism number dropped to 5.59%, and the classroom management average increased to 13.53%. One thing to note about this change is that Achiever participants did not change their expectations regarding classroom management; the percentage for both questions in this category was 21.42%. This is expected from the Achiever type because they believe that a change in the environment does not necessarily affect productivity; instead, they adapt to the environment (Integrative Enneagram Solution, n.d.).

### **When Faculty Meets, Exceeds or Falls Short of Student's Expectations**

For the last two questions, students were asked what happens when faculty do what they expect versus when they do not do what they expect. When looking at these results, the researcher saw a significant relationship between what was answered and the Enneagram types' personality traits. Reformer individuals said that when their expectations are met, they feel more motivated, and when faculty falls short when they cannot manage classrooms.

Reformer individuals are goal-oriented, so having a positive experience with faculty may lead to them being motivated toward their goals in the class. As mentioned in the previous chapters, reformer individuals are controlling and therefore see a faculty's inability to control the class as falling short (Owens, 2019a). Enneagrams 2, 3, and 4 individuals showed they feel positive emotions when faculty meets their expectations. All of these Enneagrams fall into the

feeling triad, which makes them lean toward emotions when their expectations are met (Whitmoyer-Ober, 2020). When it came to when faculty fell short of their expectations, their Enneagrams had different experiences. Most Achiever individuals said that faculty fell short when they were unable to teach effectively, which aligns with their character traits of wanting to be the best at what they do (Owens, 2019b). Most Individuals said that when interpersonal relationships are not created between students and faculty and this talks to their need to feel unique and their zeal for creating meaningful relationships (Whitmoyer-Ober, 2020).

Investigator individuals were the only group that had participants say that nothing happens when faculty meets or exceeds their expectations. This Enneagram type is known to be detached and in their own world, therefore not being affected by what faculty members do. One thing to note about Loyalist participants is how their interpersonal percentage was the same when faculty met their interpersonal expectations and when they fell short of their interpersonal expectations. Loyalist individuals are dependable (Owens, 2019d). It is important for them to have that relationship with faculty in order to be able to ask for help when they need it. Enthusiast individuals were the participants with the lowest expectations violations effect overall. This Enneagram is impulsive, scattered and enjoys new experiences. They are always onto the next thing, so when faculty meet or do not meet their expectations (Shaw, 2022). This may explain how they are not affected as much because they move on quickly. The Challenger's results for both questions were specific to particular themes because they are assertive and have a strong sense of justice (Owens, 2019f). Lastly, Peacemaker participants did not show any big effects when faculty fell short of their expectations. This Enneagram seeks a peaceful environment and prioritizes other people's needs, therefore leading them to sacrifice their exactions sometimes (Burns, 2021b).



### **Surprising Findings**

In this mixed-methods study, a significant influence of the Enneagram is evident. Both qualitative and quantitative research methods were used. The qualitative method allows the researcher to go more in-depth when comparing phenomena. Qualitative research gives the researcher a richer, more detailed, and emotionally driven result based on the participants' views (Osbaldeston, 2021). This helped the researcher explore participants' attitudes and behaviors. The quantitative method allows the researcher to measure variables systematically and test one or more hypotheses (Bhandari, 2020). The quantitative research helped the researcher to explore experiences and concepts in detail.

Another surprising finding was how Enneagram triads played a big role in students' expectations of faculty in general and during a crisis. The Enneagram has three triads, the heart triad, the head triad, and the gut. The heart triad (Enneagrams 2, 3, and 4) desires identity and significance and experiences shame when connections do not meet their expectations. The head triad (Enneagrams 5, 6, and 7) struggles with anxiety and desires security, taking longer to make decisions. The gut triad (Enneagrams 8, 9, and 1) emotionally struggle with anger and desires justice, using ego boundaries to differentiate between self and not-self (Riso & Hudson, 1999, pp. 49–59). The results of this study showed that participants in the feeling triad are more likely going to expect interpersonal relationships with faculty. Participants in the head triad are more likely to expect professionalism from faculty. Lastly, participants in the gut triad are more likely going to expect grace from faculty during a crisis.

### **The Limitations of the Study**

Limitations of a study refer to what the study has not achieved or what the design cannot allow (Joyner et al., 2018). For this particular study, several limitations are worth noting. First,

the study only involved institutions in the United States of America to avoid being too general in terms of demographic. Second, the study only involved participants who were 18 years old and above and enrolled in higher education institutions while taking full-time classes. This further limit the generalization of the results. Third, since the data was collected through surveys, the environment or the state of the participants where the survey was conducted can impact the way they answer. This might have affected the results of the study. Lastly, participants' understanding or interpretation of the questions may have affected how they answered, which might affect the results (Chetty, 2016).

### **Theoretical Implication**

The methods and objectives of this study were based on the expectation violation theory. When the results when analyzed through the expectation violation theory, it provided insight into the participants' expectations toward faculty. The results from the survey needed to be interpreted through this theory. The expectation violation theory explains how individual process and responds to unexpected events or situations in interpersonal interactions (Communication Theory, 2014). It allowed the researcher to interpret the results using the Enneagram personality types in order to answer the research question. It also allowed the researcher to see how the Enneagram types' character traits affected how they interpreted faculty's actions.

### **Recommendations for Future Research**

This study aimed to look at students' expectations of faculty using the Enneagram. The researcher was able to survey students in higher education institutions. Doing research looking at students at every education level could help educators at every level to understand their student's expectations in order to communicate with them effectively and create relationships with their students. A study to examine whether faculty members' Enneagram type affects how students

perceive them would also benefit the communication field. It would help faculty know what personality traits benefit them as communicators and improve them. It would also help them know their negative personality traits in order to turn them into strengths. Lastly, when conducting the literature review for this study, little research was found about the Enneagram. More research about the Enneagram and how it affects individuals' choices would help people understand themselves and others better for better communication and successful relationships.

### **Summary**

This study aimed to answer the question, "How do the Enneagram types influence students' expectations of faculty members during a crisis?" It used the mixed methods research approach and the expectancy violations theory. This study has shown that the Enneagram can have a significant impact on students' perceptions of faculty members during a crisis. This study can provide educators and learning institutions with a better understanding of how their students might perceive certain rules or guidelines in a learning environment. The research has also highlighted how the Enneagram can be used as a tool in education to benefit classrooms by being more aware of the self and people around you. Lastly, this study showcases how the Enneagram can benefit higher education by strengthening relationships between students and educators.

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## **Appendix A**

### **Consent Form**

#### **Pandemic Impacts on Student Expectations of Grace and Compassion from Faculty**

You are invited to participate in a research study conducted by Renee Bourdeaux, a professor in the College of Arts and Sciences and Northwest University, and Marie Mallory, a professor in the School of Communication and the Arts at Liberty University. The purpose of this study is to determine your expectations and experiences with faculty during a pandemic.

If you agree to participate in this study, you will be asked to complete four assessments, a few open-ended questions about your experiences with a faculty member, along with demographic questions. Completion or participation in the study will not be tied to any form of compensation. The four assessments total approximately 60 questions and should take less than 15 minutes to complete.

There are likely to be minimal risks associated with participation. It is possible you may be uncomfortable answering personal questions, such as those about your well-being and your experiences. You may choose not to participate in this research study. One benefit of participating in this study is that you will have an idea of how we collect data in the field of communication. By participating in this study, you will have the opportunity to reflect on your experiences in the classroom throughout the current pandemic.

This study has the potential to reveal new information about how teachers impact student well-being, especially during a crisis. This information could be valuable to colleges and universities, researchers, mental health professionals, and faculty across the globe. The results will later inform others reading the published materials.

Participation in this study is voluntary. You may choose not to participate in this study at any time and for any reason. There will be no negative consequences for you if you refuse to participate. There will be no identifying information (e.g., names) disclosed in the assessments. All quantitative data will be stored using the Qualtrics data base.

You may request a copy of this consent form for your records. By participating in this study, you are giving permission to use your responses in this research study. The results from this study will be presented within research papers in both academic and trade journals and may also be shared at a professional conference. All raw data will be destroyed on or before December 30, 2022. If you have any questions about this study, contact Renee Bourdeaux at [renee.bourdeaux@northwestu.edu](mailto:renee.bourdeaux@northwestu.edu) or Marie Mallory at [mmallory13@liberty.edu](mailto:mmallory13@liberty.edu). You may also contact the Northwest University Institutional Review Board (IRB), [irb@northwestu.edu](mailto:irb@northwestu.edu) and the committee will respond to any questions or concerns. If you experience any concerns from participating in this study, you can talk to a leader on your campus or you may also contact the National Alliance on Mental Illness (NAMI) HelpLine at 1-800-950-NAMI (6264).

Thank you very much for your consideration of this request.  
Renee Bourdeaux, Associate Professor, Northwest University  
Marie Mallory, Associate Professor, Liberty University

## Appendix B

What do you expect from any faculty member in general?

	Grace	Professionalism	Motivation	Teaching	Positive/negative emotions	Class Management	Interpersonal Relationships	Intelligence
Enneagram 1	90%	60%	10%	20%	0%	0%	0%	0%
Enneagram 2	66.66%	57.14%	0%	52.38%	0%	14.28%	28.57%	0%
Enneagram 3	42.85%	71.42%	0%	21.42%	0%	21.42%	42.85%	21.42%
Enneagram 4	50%	62.50%	0%	37.50%	12.50%	12.50%	62.50%	0%
Enneagram 5	57.14%	42.85%	0%	57.14%	0%	14.28%	42.85%	0%
Enneagram 6	66.66%	88.88%	0%	22.22%	0%	0.00%	55.55%	0%
Enneagram 7	37.50%	12.50%	0%	25.00%	0%	12.50%	50.00%	0%
Enneagram 8	50.00%	75%	0%	25.00%	0%	0.00%	0.00%	0%
Enneagram 9	72.72%	36.36%	9%	36.36%	18%	9.09%	9.09%	0%

How have your expectations for faculty members changed during the pandemic?

	Grace	Professionalism	Motivation	Teaching	Positive/negative emotions	Class Management	Inter-personal	No
Enneagram 1	90%	0%	10%	0%	0%	30%	0%	0%
Enneagram 2	57.14%	0.00%	0%	14.28%	0%	9.52%	9.52%	0%
Enneagram 3	42.85%	14.28%	0%	0.00%	7%	21.42%	21.42%	43%
Enneagram 4	50%	25.00%	25%	25.00%	0.00%	25.00%	25.00%	25%
Enneagram 5	71.42%	0.00%	0%	14.28%	0%	28.57%	14.28%	14%
Enneagram 6	44.44%	11.11%	0%	11.11%	0%	33.33%	0.00%	11%
Enneagram 7	75.00%	0.00%	0%	0.00%	0%	12.50%	12.50%	0%
Enneagram 8	100.00%	0%	0%	0.00%	0%	12.50%	0.00%	0%
Enneagram 9	54.54%	0.00%	0%	9.09%	0%	9.09%	9.09%	18%

What happens when faculty meet/exceed your exceptions?

	Grace	Professionalism	Motivation	Teaching	Positive/negative emotions	Class Management	Inter-personal	No
Enneagram 1	20%	30%	50%	0%	10%	10%	10%	0%
Enneagram 2	0.00%	4.76%	57%	0.00%	62%	0.00%	14.28%	0%
Enneagram 3	0.00%	21.42%	36%	7.14%	86%	0.00%	14.28%	7%
Enneagram 4	0%	0.00%	75%	0.00%	75.00%	0.00%	50.00%	0%
Enneagram 5	0.00%	0.00%	57%	14.28%	29%	0.00%	28.57%	14%
Enneagram 6	0.00%	0.00%	44%	0.00%	56%	0.00%	22.22%	0%
Enneagram 7	0.00%	0.00%	25%	0.00%	75%	0.00%	12.50%	0%
Enneagram 8	0.00%	0%	25%	0.00%	50%	0.00%	50%	0%
Enneagram 9	0.00%	0.00%	45%	0.00%	82%	0.00%	18.18%	0%

Do any faculty members ever fall short of your expectations? If so, how?

	A	B	C	D	E	F	G	H	I	J
1		Grace	Professionalism	Motivation	Teaching	Positive/negative emotions	Class Management	Inter-personal	No	Intelligence
2	Enneagram 1	40%	0%	0%	0%	0%	60%	0%	0%	0%
3	Enneagram 2	4.76%	23.80%	5%	19.04%	14%	42.85%	9.52%	0%	0%
4	Enneagram 3	21.42%	21.42%	0%	50.00%	0%	35.71%	14.28%	21%	14.28%
5	Enneagram 4	0%	0.00%	0%	25.00%	0.00%	25.00%	40.00%	0%	0%
6	Enneagram 5	0.00%	28.57%	0%	57.14%	0%	14.28%	0.00%	29%	0%
7	Enneagram 6	0.00%	11.11%	0%	44.44%	0%	22.22%	22.22%	22.22%	0%
8	Enneagram 7	25.00%	0.00%	0%	25.00%	0%	0.00%	0.00%	50%	0%
9	Enneagram 8	25.00%	0%	0%	25.00%	0%	25.00%	0.00%	25%	0%
10	Enneagram 9	9.09%	0.00%	9%	54.54%	0%	18.18%	0.00%	18%	0%