

The Relationships Between Enneagram Personality Types and Conflict Problems in Male University Students Stayed in Dormitory

Ochilbek Rakhmanov¹, Abdullah Demir², Senol Dane^{3*}

¹Department of Computer Science, Faculty of Natural and Applied Sciences, Nile University of Nigeria, Abuja, Nigeria

²Faculty of Law, Nile University of Nigeria, Abuja, Nigeria

³Department of Physiology, Faculty of Basic Medical Sciences, College of Health Sciences, Nile University of Nigeria, Abuja, Nigeria

ABSTRACT

Introduction: In this study, it has been hypothesized that Enneagram personality typing may be important to solve the conflicts in students stayed in university dormitories. The aim of the present study was to investigate the relationships between Enneagram personality types and conflict problems in male students stayed in university male hostel.

Materials and Method: Two hundred forty-two students stayed in 107 rooms of male dormitory were volunteered to participate (average age=21.22 years, SD=1.32). Nile Personal Assessment Test (NPAT) and Conflict Resolution Questionnaire (CRQ) were used during study.

Results: There was a difference between rooms in which at least 50% of students have the same personality type according to NPAT and other rooms in terms of average CRQ scores. Also, in rooms in which at least 50% of students have the same personality type according to NPAT, there was no statistically significant difference in terms of average CRQ scores between students having the same personality type (majority group) and others (minority group).

Conclusion: These results suggest that Enneagram personality types are important in arrangement of groups to stay in the same room of university dormitories. Also, the grouping according to Enneagram personality types can be used in division of students in laboratory and hospital training in medical and nursing students. In each group, one personality type needs to be majority (at least 50% of all group students). These arrangements according to Enneagram personality types can increase education or training achievement in universities.

Key words: Enneagram, Personality assessment, Conflict resolution

HOW TO CITE THIS ARTICLE: Ochilbek Rakhmanov, Abdullah Demir, Senol Dane The Relationships Between Enneagram Personality Types and Conflict Problems in Male University Students Stayed in Dormitory, J Res Med Dent Sci, 2020, 8(5): 28-32

Corresponding author: Senol Dane
e-mail ✉: senol.dane@nileuniversity.edu.ng
Received: 10/07/2020
Accepted: 07/08/2020

INTRODUCTION

Conflict is a term used to describe a struggle or contest among people with opposing needs, ideas, beliefs, or goals. Conflict can be accepted as a normal result of interplay between humans. Its symptoms vary from minor disagreements to physical violence. Along with competing for limited resources, conflict can occur because of individual or group differences in rank, objectives, views, and traditions [1]. Conflict management skills can lessen those tensions or resolve problems that arise among individuals or groups who are at variance with one another.

Conflict elements are disagreement, opposition, dissonance, incompatibility in conflict which can be described as disagreement or disaccord resulted from differences of status, goals, values, perceptions and sharing of limited sources among persons and groups. Conflict is a term generally used for disagreement that occurs in various levels. For example, both a fight that contains physical violence and a disagreement that turns into a verbal mutual argument are called conflict. Conflict does not always reflect a stable situation as well. A conflict that rises in the lowest level may turn into a conflict in the highest level, too [2].

There are 9 different personality types according to the Enneagram: the number 1 is "the perfectionist", the number 2 is "the helper", the number 3 is "the achiever", the number 4 is "the romantic", the number 5 is "the observer", the number 6 is "the loyalist", the number 7 is

“the adventurer”, the number 8 is “the challenger”, the number 9 is “the peacemaker” [3,4].

In education and health, conflict management or solution is especially important. In many university hostels around the world, multiple students must stay in the same room. Therefore, conflict problem is natural and inevitable between students stayed in the same room in university hostels. Conflict can prevent them to study hard and decrease their successes. The personality typing according to Enneagram principles in students may be valuable and necessary before their booking in university hostels to solve possible conflicts between students.

The aim of the present study was to investigate the relationships between Enneagram personality types and conflict problems in male university students stayed in university male hostel.

MATERIALS AND METHOD

Participants

All students who reside at male dormitory of Nile University of Nigeria were personally invited to participate in the study and to fill the survey. All students (N=242) stayed in 107 rooms of male dormitory were volunteered to participate (average age=21.22 years, standard deviation=1.32). The distribution of students with respect to study level was as follow: 94 students (38.8%) from 100 level (1st year of study), 64 students (26.4%) from 200 level (2nd year of study), 38 students (15.7%) from 300 level (3rd year of study) and 13 students (5.4%) from 400 level (final year of study except Engineering Faculty) and finally 16 students (6.6%) from 500 level (final year of study for Engineering Faculty).

Table 1. Adopted CRQ questionnaire.

No	Question
1	When conflicts arise about our room I usually stand on my principles.
2	When there is a conflict, I make a point of presenting my view and I invite others to do the same.
3	I am always willing to listen to roommates' opinions, but I also want to give them mine.
4	I try to adjust my priorities to accommodate other people's needs.
5	When a conflict arises, I am usually willing to adjust my priorities to reach a resolution.
6	I often keep to myself because most things are not worth arguing about.
7	I try to avoid my roommates who have strong opinions.
8	I had several discussions with my roommates, and we managed to find common way.
9	I can call my roommates my friends
10	In overall, I am satisfied with my roommates.

Ethics and regulation

The experimental protocol was by following international ethical standards. The study was performed per under the Helsinki Declaration (1975, revised in 1996-2013) [8]. It was a descriptive cross-sectional study. The aims and objectives of the study were explicitly explained to

the participants before the commencement of the study. All participants voluntarily gave written informed consent to participate in the study. All the names were removed.

Instruments

Nile Personal Assessment Test (NPAT) [5] and Conflict Resolution Questionnaire (CRQ) were used during study.

Nile personality assessment tool (NPAT)

NPAT is easy to use test to identify the personality type of the participant. It usually takes 10 mins to finish the test. All directives are given on test paper, so no instructions are needed from test conductor. Participant need to identify the main personality type and wing. Only main personality type was recorded during the research [5].

Conflict resolution questionnaire (CRQ)

Originally, Conflict Resolution (Management) Questionnaire contains 25-30 questions [6,7]. As the objective of the study was to detect level of conflicts among students living in same dormitory room, most related 10 questions from CRQ were extracted and adopted. All questions were 3-point scale-rated questions (Do not agree, Neutral, Agree). Table 1 presents the content of the questionnaire.

Procedure

Two tests were conducted sequentially. Firstly, students were asked to fill NPAT to detect their main personality type according to Enneagram and later an adopted CRQ was given to participants. Twenty minutes (10 minutes for each test) was given and all participants were able to finish the tests. To protect the privacy, no name was recorded, and all students were marked as Student 1, Student 2 and so on.

The population of each room ranges from 3 students minimum to maximum of 6 students. As the last step of data collection and preprocessing, the summarized table was produced for statistical analysis. If any of the room contain at least 50% of students with similar personality type according to NPAT, the room was marked as YES, and NO if not. The average score of CRQ was calculated for each room.

Statistical analyses

Measured values are given as a mean +/- standard deviation (Std.dev.). Statistical analysis was performed using the software SPSS for Windows, version 26. The Student's t and Mann Whitney U tests were used to compare CRQ average score between two groups in dominance.

dinner. The data recorded from NPAT test was the participants main personality type. Following Figure 1 present the distribution of personality types among students. Number 9 was most frequently appearing personality type.

CRQ test

The data recorded from CRQ was total score of scale-rated questions, where low score means that participants experienced low level of conflicts with roommates, while high score means reverse of it. The minimum score was 0 and the maximum possible score was 30. Figure 2 shows the histogram distribution of the CRQ scores.

Student's t-test results showed that there was a statistically significant difference between YES rooms in which at least 50% of students have the same personality type according to NPAT and NO rooms in terms of average CRQ scores ($t=-6.031$, $p<.001$). Table 2 presents the results for t-test. Also, in YES rooms, there was no statistically significant difference in terms of average CRQ scores between students having the same personality type at least 50% in the same room (majority group) and others (minority group) ($t=0.814$, $p=0.417$) (Table 2).

RESULTS

NPAT

The test was conducted in the afternoon time, where students spend time for their leisure, after evening

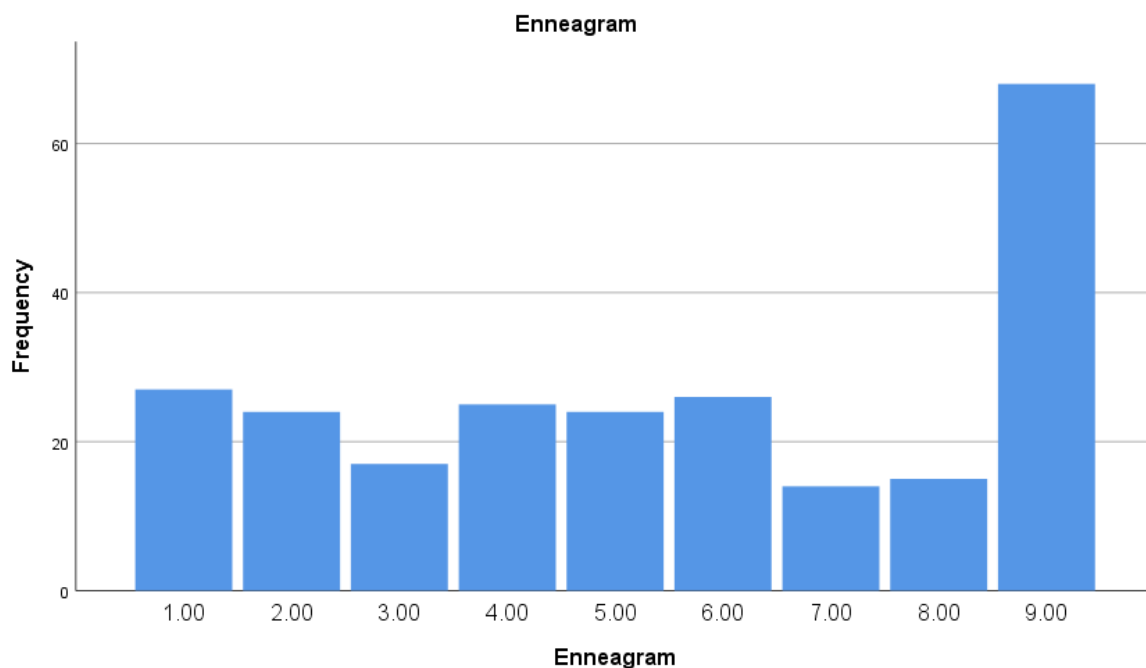


Figure 1: The bar chart for enneagram personality types distribution among participants.

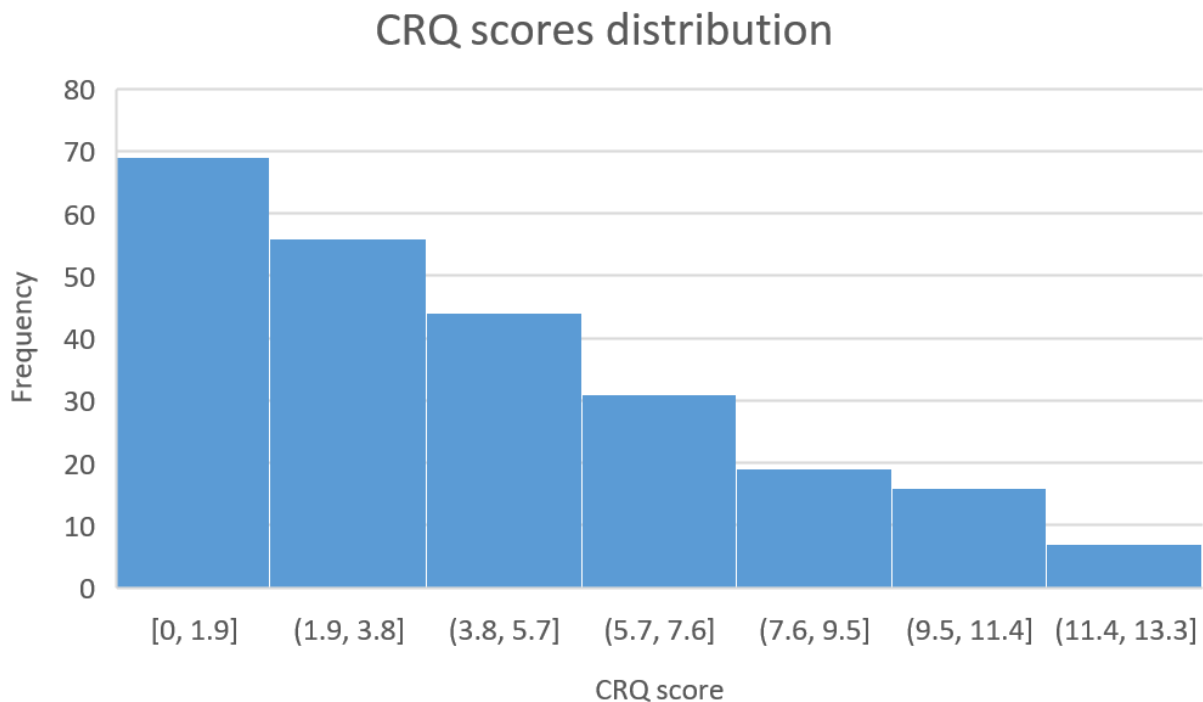


Figure 2: Histogram distribution of CRQ scores.

Table 2: CRQ results between different groups.

YES Rooms (N=32)	NO Rooms (N=75)	t	P
1.91 ± 1.56	5.13 ± 2.12	6.031	0
Majority Group (N=88)	Minority Group (N=45)	Z	P
3.531 ± 3.336	3.051 ± 3.165	0.897	0.37

DISCUSSION

In the present study, the used tool (English version of NPAT) showed number 9 (the peacemaker) as the most frequent personality type in English-speaking university students. However, number 1 (the perfectionist) was the most common personality type [5, 9] according to NPAT in both Turkish- and English-speaking people, while the Tasthan Personality Inventory [10] had reported number 2 (the helper) as the most frequent type in Turkish population. These differences or inconsistencies can be explained with two reasons. First, personality types 1 and 9 is the wings of each other. Second, the age can cause some changes in Enneagram personality types [11], thus the age group was different in the last two studies in English-speaking population.

Conflict is an inevitable and natural part of human life. Throughout history, it always accompanied by human life [12]. If these disagreements do not solve correctly and scientifically, they can result in many problems, issues including violence and oppression [13].

Values are created as a value system inside the person and the basis for judging and deciding on different affairs. Values by creating attitudes cause behavioral orientation [14].

Resolving and management ability value conflicts require skills. These skills have basic and emotional core and have decisive role in student’s educational outcome. In a previous study, there was a significant positive relationship between the amounts of moral intelligence and the ability to manage conflict resolution value in medical students [15].

In the present study, there was a difference between rooms in which at least 50% of students have the same personality type according to NPAT and other rooms in terms of average CRQ scores. Also, in rooms in which at least 50% of students have the same personality type according to NPAT, there was no statistically significant difference in terms of average CRQ scores between students having the same personality type (majority group) and others (minority group). These results show that the personality typing, or grouping depend on Enneagram is valuable and usable for future investigations. Also, these results suggest that Enneagram personality types are especially important in arrangement of groups to stay in the same room of university dormitories.

CONCLUSION

Also, the grouping according to Enneagram personality types can be used in division of students in laboratory and hospital training in medical and nursing students. In each group, one personality type needs to be majority (at least 50% of all group students). These arrangements according to Enneagram personality types can increase education or training achievement in universities.

REFERENCES

1. Ayas T, Deniz M, Kağan M, et al. An investigation of conflict resolution strategies of adolescents. *Procedia-Social Behavioral Sci* 2010; 2:3545-3551.
2. <https://www.pegem.net/dosyalar/dokuman/161120151924445.catismayonetimi%20matbaa.pdf>
3. Baron R, Wagele E. *The enneagram made easy: Discover the 9 types of people*. New York: Harper Collins Publishers 1994.
4. Tastan K. Combating stress according to personality types. *Elazig: Grafikkent Dijital Baski Merkezi* 2012.
5. Demir A, Rakhmanov O, Dane S. Validity and reliability of the Nile personality assessment tool based on enneagram for english-speaking people. *J Res Med Dental Sci* 2020; 8:24-32.
6. Henning M. Evaluation of the conflict resolution questionnaire, PhD Thesis. Auckland University of Technology 2003.
7. Kluwer E, Nauta A. The use of questionnaires in conflict research. *Int Negotiation* 2004; 9:457-470.
8. <https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>
9. Demir A, Rakhmanov O, Tastan K, et al. Development and validation of the Nile personality assessment tool based on enneagram. *J Res Med Dent Sci* 2020; 8:24-32.
10. Tastan K. Development and validation of a personality type inventory based on enneagram. *Konuralp Tıp Dergisi* 2019; 11:112-120.
11. Aktürk Z, Taştan K. Frequency of personality types based on enneagram in a Turkish sample: A web-based cross-sectional study. *Ortadogu Tıp Derg* 2020; 12:211-218.
12. Shahrokni H. Dealing with conflict. *Management Development* 2002; 34:18-23.
13. Hollenbeck J, Wagner J. *Organizational behavior*. New York: Routledge publishing 2010.
14. Akbarilakeh M, Yazdani SH, Makarem A, et al. Spirituality and cognitive and behavioral excellence in higher education system. *Med Ethics* 2013; 7:115-134.
15. Akbarilakeh M, Mohandes Mojarrad L, Yazdani S, et al. The relationship between moral intelligence and value conflict resolution ability in university students. *Iran J Public Health* 2020; 49:409-410.