



Academic Performance and Personality: A Study of Enneagram Archetypes in Brazilian High Schools

João Henrique Ferreira

Abstract

Improving educational methods to improve student performance and engagement in the classroom is a primary focus of academic research. With the development of new psychological and behavioral assessment tools, analyzing personality characteristics in educational contexts has become a prevalent approach. Previous research has focused on a limited set of theoretical models within higher education settings, like college and graduate school, in Asia, Europe, and North America. This raises questions of whether results might differ when analyzed in a different educational context, such as high school, and when a different theoretical model is utilized. To address this question, the study explores the correlation between personality archetypes of the Enneagram Personality Test and academic performance among Brazilian high school students. The study utilized a quasi-experimental correlational design to quantitatively analyze differences in Grade Point Average (GPA) across the 9 personality archetypes. Although the data revealed differences in GPA across the different Enneagram personality archetypes, the results were statistically insignificant. Therefore, it was concluded that personality archetypes are not reliable predictors of academic achievement in the context of Brazilian high school students. The study also found weak correlations ($r < 0.2$) between GPA and each Enneagram personality archetype.

Keywords: enneagram, personality archetypes, academic performance, educational psychology, Brazilian high schools

I. Introduction

Education is one of the foundations of our society, but what shapes it? Factors like teaching style, studying techniques, behavior, and habits impact our performance in educational and academic environments. However, all the factors mentioned are connected to one common factor: personality, defined as the unique set of traits, behaviors, and emotional patterns that shape how a person thinks, feels, and acts in life (American Psychological Association, n.d.). Research has analyzed different perspectives, methods, and factors to understand educational processes and student development. Every year, it becomes evident how important the understanding of personality truly is regarding education, but fully understanding its applications is still a work in progress.

The continuous evolution of personality tests has brought challenges to fully understanding their applications and reliability in education. Several studies have identified weak correlations between general academic performance and the analyzed personality types. Thus, the lack of robust quantitative support has hindered the credibility and reliability of the results of the personality tests used. This issue has been shown to negatively affect the analyses that many teachers, students, and scientists could use to develop a more inclusive and effective educational environment and to gain deeper

self-understanding. However, due to the complexity and the absence of a perfectly developed tool, this issue requires the integration of results across a variety of cultural and educational backgrounds into the field of study rather than a further generalization of results. Focusing on these areas can provide more accurate results on the factors specific to that study's comparison with academic performance.

The overgeneralization of results has created perceptions of how the general public perceives the use of personality tests, hindering the effectiveness of these tools in educational settings. By addressing the misconceptions that the results of personality tests define individuals, the academic community can better understand the complementary potential of these tests instead of reinforcing negative limitations and stereotypes. On various occasions, when personality types are defined as labels, the “self-fulfilling prophecy” ingrained by these labels can evolve into an excuse and discourage students from putting in academic effort, as they believe their personality traits are directly influencing their capacity and success. To counter this idea, research can demonstrate how educators can use personality tests for positive development among their students rather than limit their potential through stereotypes and labels (Jach et al, 2023).

II. Literature Review

Analyzing personality types is a complex field with methods that have room for improvement. Over the years, psychologists and scientists have worked towards developing accurate tools to analyze the different personality characteristics and categorize them in generally applicable frameworks. Today, many tools like the Big 5 Personality Test and the Myers-Briggs test offer different approaches to analyzing personality types. Among these tools, the Enneagram test is a globally utilized tool that categorizes different personality types into 9 archetypes.

The term "Enneagram" comes from Greek and can be interpreted as a "nine-sided shape that has been drawn" (Huffman et al., 2022; Wagner, 2010). Over time, the Enneagram personality test's use as a tool in academic research has become more prevalent. The test has been used across a variety of research initiatives. For example, University of Central Florida Professor Dr. Mihai's research on second language acquisition and its relation to personality type (Coker & Mihai, 2016), Marmara University Associate Professor Dr. Atatürk's research on psychological resilience levels of adult individuals in terms of personality types (Ünal-Karagüven, 2023), and research on the results of teacher-learning methods according to personality types in a programming course with high school students (Kim et al., 2016).

The Enneagram breaks down the analysis of personality types into 9 archetypes with distinctive characteristics. According to the Enneagram Institute, those archetypes are: The Reformer (1), characterized by rational traits like principled, self-controlled, purposeful, and perfectionist; The Helper (2), characterized by interpersonal traits like generous, possessive, demonstrative, and people-pleasing; The Achiever (3), characterized by success-oriented traits like adaptive, excelling, driven, and image-conscious; The Individualist (4), characterized by sensitive traits like expressive, dramatic, self-absorbed, and temperamental; The Investigator (5), characterized by cerebral traits like perceptive, innovative, secretive, and isolated; The Loyalist/Skeptic (6), characterized by committed and security-oriented traits like engaging, responsible, anxious, and suspicious; The Enthusiast (7), characterized by fun-loving characteristics like spontaneous, versatile, distractible, and scattered; The Challenger (8), characterized by dominating-type traits like self-Confident, decisive, willful, and confrontational; and The Peacemaker (9), characterized by easy-going type traits like receptive, reassuring, agreeable, and complacent (The Enneagram Institute, 2024). Personality tests, including the Enneagram, have become revolutionary tools in the field of study, bringing new opportunities for academic research. With many possible paths of exploration, this field of study is continuously evolving.

The study of personality types and their measurement tools have developed distinct personality characteristics that have

increasingly enriched educational research. Over the decades, quantitative data and observations have supported research conclusions across different academic contexts. In 1970, British psychologist Noel Entwistle published a paper examining the relationship between academic performance and personality characteristics of first-year university students (Entwistle, 1970). Despite the age of this research, it remains a foundational study in this field because it laid key methodological principles still used in the field and initial results that have shaped following research since then. The study found stronger correlations between academic performance and introverted personalities compared to extroverted traits in the study. Additionally, the study also analyzed more specific characteristics such as motivation and neuroticism, identifying no correlation between academic performance and neuroticism, and a moderate correlation with motivation. Entwistle and his studies, including this study with the Eysenck Personality Questionnaire, became significant contributions to personality psychology and its applications in education, serving as a stepping stone for future research.

Following research has expanded on these findings, exploring the relationship between academic performance and specific characteristics that compose different personality traits in higher education students. These studies utilized a variety of personality tests to examine these relationships. For example, studies with the Big Five Personality test have found moderate and positive correlations between the characteristics of openness, agreeableness, and conscientiousness with academic performance, while having inconsistent correlational results with traits such as neuroticism and extraversion (John et al., 2020; Sahindis and Frangos, 2013). Other studies, like one by post-doctoral researcher Yueqi Shi from the University of Science and Technology Beijing in 2021, explored the relationship between other personality traits, psychological health, and academic performance, finding correlations with the different traits. Similarly, studies with the Enneagram test have found relationships between academic performance and specific personality archetypes, generally archetypes 1, 3, 4, and 9 (Hur and Lee, 2011; Sutton et al., 2013).

Over time, categories have become more specific and distinct, opening new possibilities for research. The growing depth of analysis has reflected the continuous evolution of personality psychology, displaying new insights into how different personalities influence academic environments that are brought into discussion. Each new development in the field demonstrates the value of personality psychology in continuing educational research.

Building on this progress, researchers have taken the next steps to provide educational guidelines, recommendations, and policy recommendations to improve learning environments (Coelho et al., 2022; Jach et al., 2023; Garibaldi and Sisti, 2018). Further research has demonstrated that personality tests can be beneficial, complementary tools for students and teachers. These tests supported students in developing greater self-understanding, which they use to design better study techniques and habits based on their primary personality traits (Garibaldi and Sisti, 2018). Also, teachers can use this information to adapt their classrooms to better engage and meet the needs of their diverse students (Garibaldi and Sisti, 2018). Thus, personality tests can motivate both students and teachers to adopt better strategies to improve their learning in the classroom and outside it, and set expectations for better academic performance. Studies also suggest that schools can use this knowledge to incentivize the best personality traits for students to succeed in school. In her paper, HK Jach from the University of Tübingen and her colleagues recommended that schools implement social-emotional education classes to develop personality traits that promote better academic performance. Other studies have also suggested government investment in developing these traits for education. Coelho from the State University of Rio de Janeiro and his colleagues argue that: “Developing personality traits can be a powerful investment strategy to improve academic performance...” (Coelho et al., 2022). They follow this claim by suggesting that educators refine their teaching methods based on the available data, while legislators create public policy that invests in curriculum to develop positive personality traits through workshops, counseling, and extracurricular opportunities. The studies offer valuable insights into how the study and development of personality psychology can help improve educational institutions, but further research is still

required to make specific and applicable suggestions for different institutions.

Past research suggests weak or moderate correlations between various factors that compose personality types and students' academic performance (Coelho et al, 2022). However, this analysis has only been effectively studied at higher education levels (university and graduate school). With this, there is a lack of research regarding personality characteristics and academic performance at the high school level, an influential time of development for students.

To further investigate this area, this report will investigate to what extent personality archetypes of the Enneagram Personality Test correlate with the academic performance of high school students in Brazil. For this study, the Enneagram was selected instead of other personality tests for three key reasons. First, the Enneagram test has quantitative backing to its credibility, but future research is still being conducted to establish further confidence in the test's results (Hook et al., 2020). Second, the thoroughness of the test allows for a comprehensive correlational analysis between different traits and academic performance. Third, the test is easy to access and feasible to complete for a sufficient sample size. By delimiting the scope to high school students of the metropolitan region of the southern state, specifically Rio Grande do Sul, the results won't be impacted by confounding cultural variables. The study will provide reliable results for this specific unstudied region's high school students' personality characteristics and academic performances.

III. Methodology

3.1 Overview

As the world aims to improve education methods continuously, new studies have been dedicated to enhancing the understanding of personality types and behavior. Leveraging this knowledge, researchers suggest that the understanding of personality and behavior can be applied to improve the understanding of student behavior, educational tendencies, and learning preferences. They also argue that it would enable tailored teaching approaches to unique needs in classrooms. Further understanding of this field and its applicability in education can be useful information in the development of public policy, with some researchers recommending policy to incentivize the workshops and classes to maximize the benefits of each unique personality archetype and their characteristics (Coelho et al, 2022; Jach et al., 2023). One approach to exploring the connection between personality types in academic scenarios is analyzing student performance based on their respective archetypes. This study aimed to explore to what extent personality archetypes of the Enneagram Personality Test correlate with the academic performance of high school students in Brazil. To successfully address this question, established methodologies from previous studies were adapted to the context of this specific study.

3.2 Research Design

The methodology of this study was designed as a correlational quasi-experimental study. This design's procedure acknowledges that the independent variables analyzed are inherently assigned to the tested individuals and cannot be randomly assigned. In this paper's area of research, the personality archetypes are inherent in high school students. This quasi-experimental design was developed to collect the quantitative data necessary to answer the research question. Collecting quantitative measurements of academic performance, serving as the dependent variables, ensured the analysis of standardized data and minimized the risks of bias and external variables, which would have been more challenging to control with qualitative results. The researcher utilized this data to perform a correlational analysis. Since several external variables influence the academic performance of each unique student, designing an experiment to prove causation would not be feasible, which is why a correlation analysis was used instead. With data on academic performance and personality archetypes, the researcher was able to calculate the strength and direction of the correlation between both variables. This analysis tested the hypothesis that high school students with The Achiever archetype (3) would demonstrate the highest metrics of academic performance.

3.3 Delimitations

The delimitations in the sample selection, geographic scope, conceptual lens, and methodology decisions defined the boundaries of this study.

This data were delimited to high school students in Grades 9 to 12 from high schools in the Rio Grande do Sul state. This delimitation was necessary to narrow the scope of research to specifically high school students, a population that has received less attention from research initiatives compared to undergraduate and graduate school students. Additionally, delimiting the study to only high school students from a specific state supported the credibility of the results to be generalized to a larger population.

Another delimitation was using only the Enneagram test as the conceptual framework for personality types. Restricting the research to one personality test and theory was necessary for two main reasons. First, this simplified the methodology and made it easier to replicate in future studies. Second, combining different classifications of personality types from multiple tests would lead to too many independent variables, complicating the analysis.

The study was also delimited to quantitative data, excluding any qualitative observations. By doing so, the study's analysis of the results and conclusions was simplified and more objective as it did not include subjective comments. Additionally, the study's methodology ensured the feasible replicability and credibility of the results to be generalizable.

3.4 Sampling Strategy

The sampling strategy used for this study was a stratified sampling with a target population of Brazilian high school students in Grades 9-12. This sampling strategy was chosen because it facilitated the analysis of the correlation between personality types and academic performance across all grade levels, serving as the strata. To correctly implement this strategy in the research design, the researcher followed a number of steps:

- First, the researcher broke down and separated the students by their common characteristics, in this case, their grade levels.
- Next, the researcher numbered each student within their grade levels and randomly selected a sample of each stratum to be surveyed. To randomly select these students, a random number generator was utilized to determine the surveyed students.

3.5 Data Collection Tool and Method

The study collected two primary types of data through a survey: academic performance indicators and personality archetypes. The academic performance indicator included in the survey was Grade Point Average (GPA), which was quantitatively measured. The study also collected students' personality types results, which were categorically measured.

Both results analyzed in the study were self-reported by the students. For accurate responses of GPA, students were instructed to ask their school directory for guidance on where to find that information, as schools usually calculate their students' GPA. To determine their personality types, students were instructed to take the Enneagram test attached to the survey to receive their results. Additionally, as all students have their GPAs calculated by the school, but not all have taken other standardized tests, reporting academic performance indicators beyond GPA was optional.

Previously published research papers have utilized similar methodologies, including correlation analysis and surveys, to explore the academic performance, stress level, or efficiency of their test subjects compared to personality archetypes.

These papers have also described the use of student-reported results for their studies (Garibaldi and Sisti, 2018; Hur and Lee, 2011; Sahindis and Frangos, 2013; John et al., 2020; Shi & Qu, 2021).

3.6 Limitations

With this, it is important to acknowledge the limitations of this study, which can also be found in the geographic scope and methodology decisions.

The research was mostly conducted in an international school following a different educational curriculum from most schools in Brazil, which primarily follow the Brazilian educational curriculum established by the Ministry of Education (MEC). This difference limited the generalizability of the results and conclusions of this study to most high school students in the state. Additionally, there are limitations to the credibility of this study as the survey instrument utilized may have introduced response bias, like voluntary and exclusion biases. Voluntary bias may have occurred because students with higher academic performance indicators may have been more inclined to participate in the study and share their results compared to other students with lower performance results. Exclusion bias, similarly, may have occurred when results from other students, including those with lower performance indicators, were not included in the survey, as many decided not to participate.

3.7 Pilot Study

Before proceeding to the data collection process, a pilot study was conducted to evaluate the clarity of the survey, how much time was spent completing the survey, and to receive any feedback on how the data collection process could be improved. This pilot study involved the participation of a small sample of students from the target population.

The main findings of this pilot study were primarily positive. The test subjects were able to complete the Enneagram test, report their personality archetype, and report their GPAs. However, a major challenge was identified during the pilot. Completing the Enneagram test and the survey took more than 20 minutes, longer than initially expected. As both steps were essential for the methodology, the researcher compensated this time spent participating in the study with an incentive: candy and a referral to the school directory to recognize this time as service hours for research purposes. Furthermore, the estimated time needed to complete the test was stated explicitly in the introduction to the survey, so that participants would be fully informed of the time commitment before undertaking the personality test and questionnaire.

3.8 Ethical Considerations

When developing the methodology for this study, the researcher considered the principles established by the Belmont Report: Respect for persons, Beneficence, and Justice (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, 1979).

To certify that the principle of respect for persons was upheld, the methodology ensured that all individuals asked to report their personality test results and academic performance metrics would have the option to not participate in the study and ask any questions they may have had before, during, or after the study. To certify the principle of beneficence, the study's methodology at its core posed minimal risk of harm to its participants; however, while the potential for emotional harm was minimal, if the participants didn't feel comfortable at any point of the study, they could terminate their participation at any time. Lastly, to certify the principle of justice, all participants were treated fairly, answered the same form, and answered the same Enneagram Test. Additionally, before completing the survey, all participants were assured that their data would be kept confidential and would not be disclosed to any external parties, and would only be used for research purposes.

IV. Results & Analysis

4.1 Results Overview

After participants completed the Enneagram Personality Test and answered the survey questions on Google Forms, the data was transformed into different graphs. This study aimed to analyze to what extent personality Archetypes of the Enneagram Personality Test correlate with the academic performance of high school students in Brazil. The study was guided by the hypothesis that high school students with The Achiever Archetype (3) would demonstrate the highest academic performance metrics. To analyze the research question, a correlational analysis was conducted to determine the relationship between personality Archetypes and reported GPA. Additionally, to determine if differences between reported GPAs among personality Archetypes were statistically significant, a significance test for the difference in mean GPA was conducted, comparing reported GPAs of all Archetypes with those of students classified as Archetype 3: The Achiever.

4.2 Sample Demographics and Statistics

The data collected was analyzed through grade levels, separating the demographics as grade levels from Grade 9 (high school freshman) to Grade 12 (high school senior). The study included a total of 69 responses from high school students who completed personality tests and self-reported their GPAs. Understanding the distribution of these proportion characteristics provides further insights into how representative the sample is of the total population and whether specific demographic groups are better represented than others.

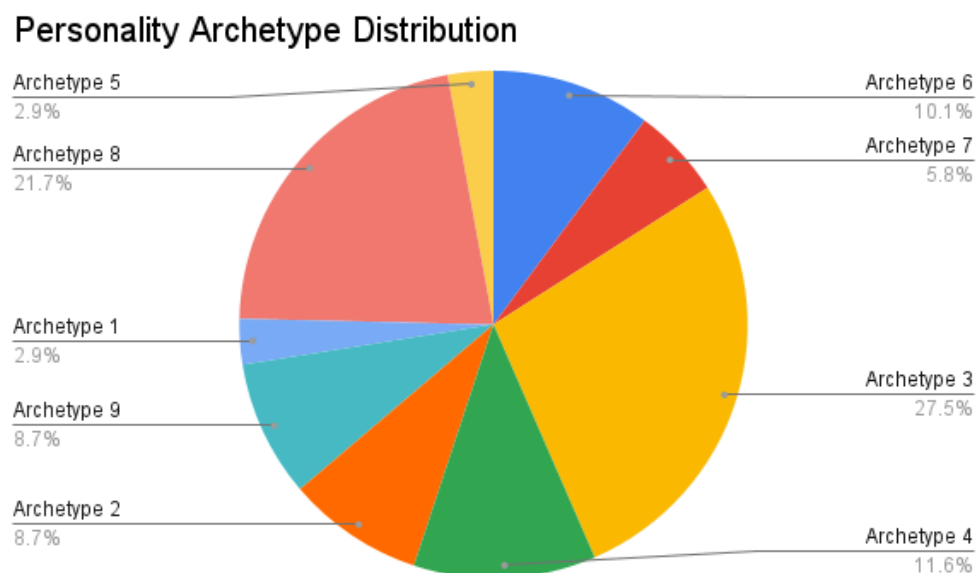


Figure 1. Pie Chart with the Proportions of Enneagram Personality Types Among the Sample

Among the responses, there was a concentrated distribution of results of personality Archetypes (Figure 1). Archetype 3, The Achiever Archetype, comprises most of the pie chart, with approximately 27.5% of the results. This proportion is followed by Archetype 8, Archetype 4, Type 6, and the other Archetypes, with proportions less than 10% of the results.

Grade Level Response Proportion

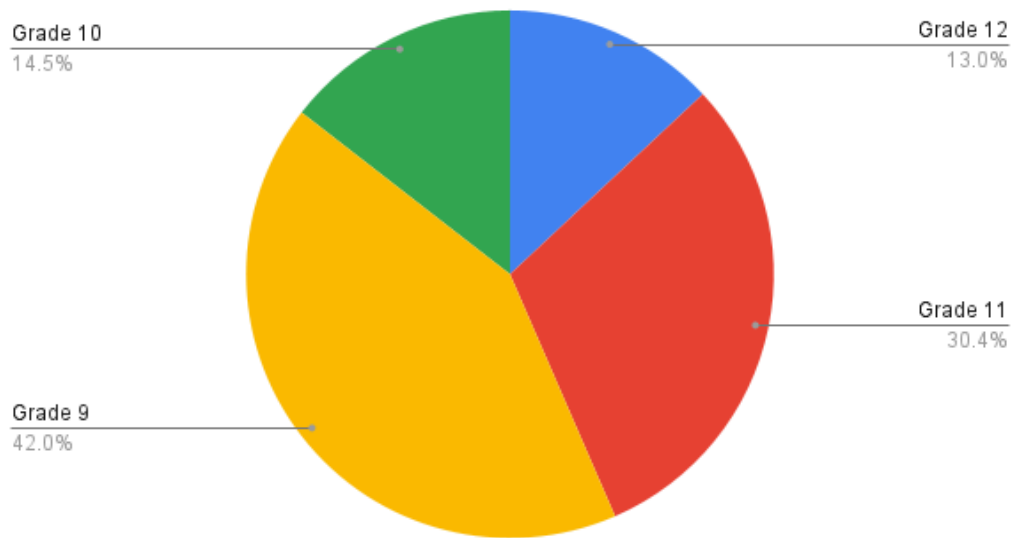


Figure 2. Pie Chart with the Proportions of Grade Levels Personality Types Among the Sample

The grade level demographic was also concentrated and distributed towards specific grade levels that comprised large percentages of the results (Figure 2). The pie chart demonstrates a larger proportion of Grade 9 students compared to other grade levels, making up 42% of the total responses to the form. Following it comes Grade 11 students, with 30.4%, Grade 10 with 14.5%, and G12 with 13%.

Mean GPA (x / 100) x Personality Archetype

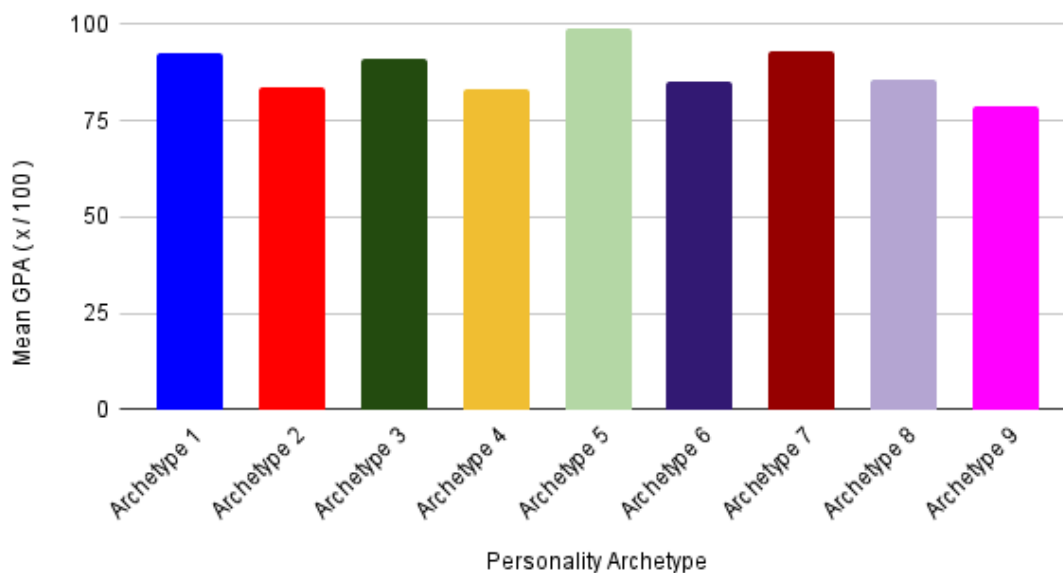


Figure 3. The Mean GPA per Personality Archetype

While personality-focused data was represented mainly as proportions, the dataset also included the self-reported GPAs by the students. The bar graph (Figure 3) provides an overview of the mean GPAs per personality archetype. Notably, Type 5 demonstrates a higher Mean GPA of 99/100, in comparison to Type 9 with the lowest Mean GPA of 78.62/100. The most

common personality archetype, Type 3, The Achiever, demonstrated a Mean GPA of 91.1/100. However, when assuming there is a significant statistical difference between the Mean GPAs of each Personality Archetype compared to Archetype 3, a significance test only identified two statistically significant differences. Archetype 5 has a statistically significantly higher GPA than Archetype 3, with a p-value (0.011) less than the alpha-value of 0.05. Also, Archetype 9 has a statistically significantly lower GPA than Archetype 3, with a p-value (0.036) less than the same alpha-value.

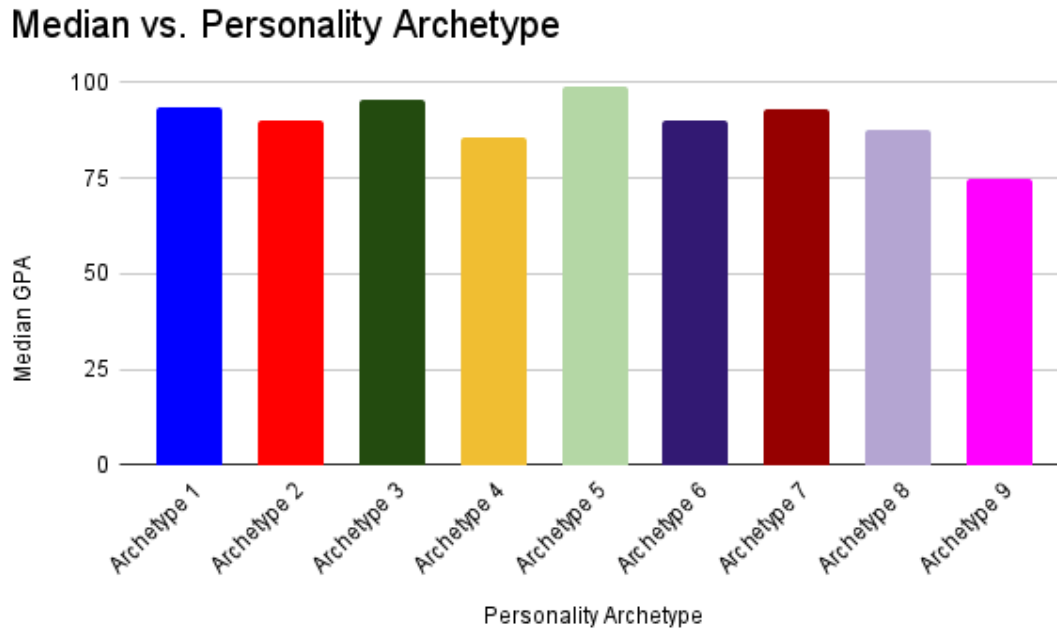


Figure 4. *The Median GPA per Personality Archetype*

However, while means can provide insights into differences in academic performance by personality Archetypes, the data can be heavily skewed due to outliers. Therefore, considering the median (Figure 4) provides a similar representation of values that can be compared to determine differences in GPA, minimizing the impact of outliers. By analyzing differences between the median values, it is possible to determine that the results and established observations were not significantly different than when comparing the means.

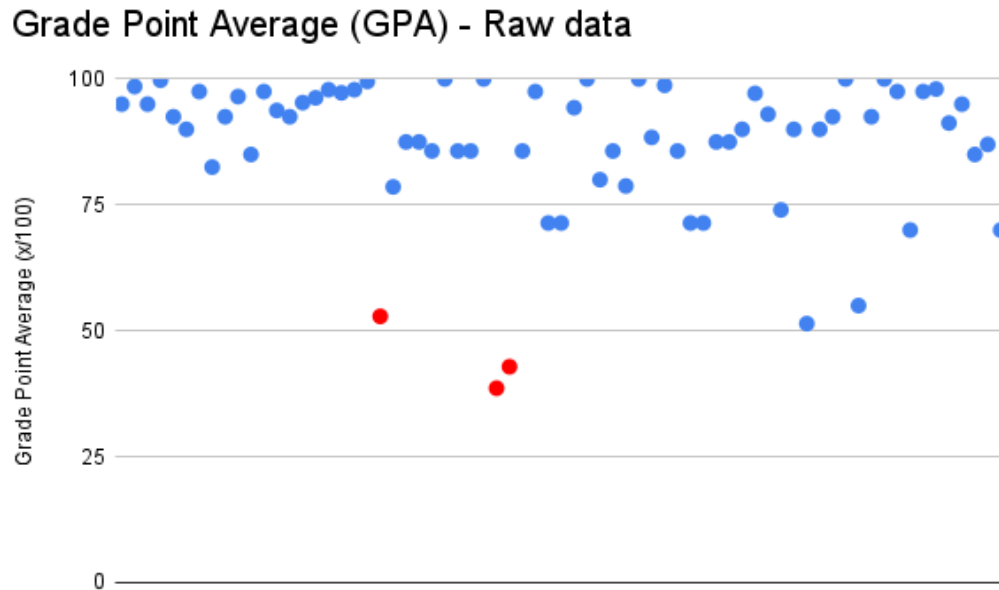


Figure 5. All reported mean GPAs in the sample

Regarding outliers in the data set, through the calculation of non-outlier boundaries through the use of the formula Interquartile Range (IQR) x 1.5, the analysis of outliers was determined with lower and upper bounds of 66.25 and 116.25, respectively. Based on the established bounds, 5 outliers were identified below the lower bound and were highlighted in red on the scatter plot above (Figure 5). These outliers were a 52.26 GPA reported by an Archetype 4 student, a 38.6 GPA reported by an Archetype 8 student, a 42.86 GPA reported by an Archetype 6 student, a 51.43 GPA reported by an Archetype 2 student, and a 55 GPA reported by an Archetype 3 student. When analyzing the means of each personality Archetype, these outliers were possible factors of skewness in the data. However, when analyzing the data through medians, as previously stated, there were minimal changes to the analyzed differences between personality Archetypes.

Correlation between GPA and Personality Types

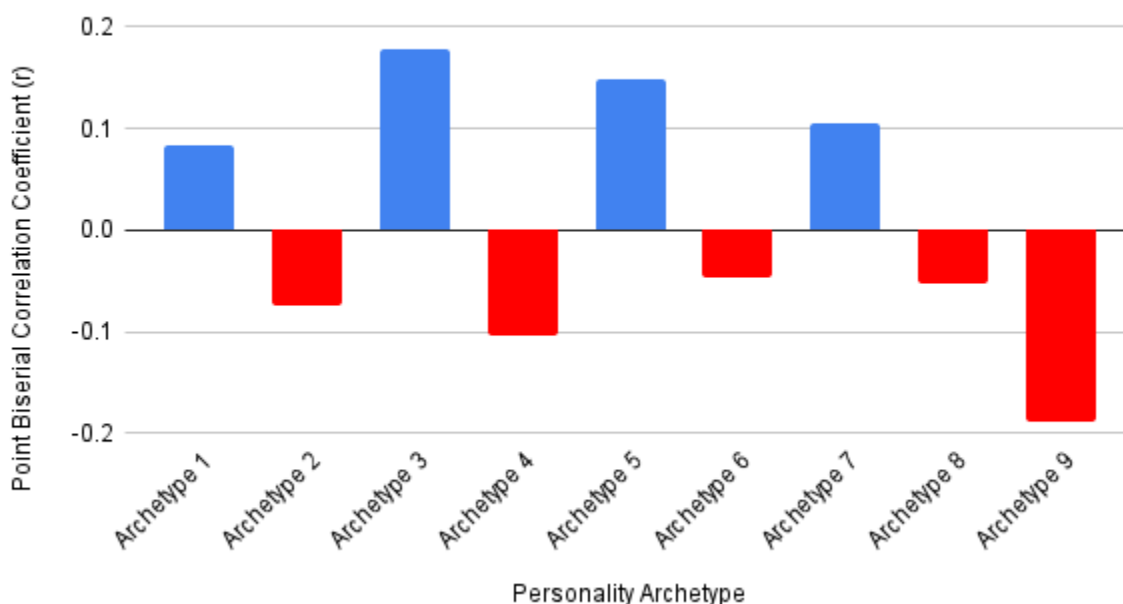


Figure 6. Point-Biserial Correlations of GPA per Personality Type

The conducted correlational analysis found a variety of correlations between each independent personality type, varying between positive and negative correlations. However, as the values demonstrate, every calculated correlation is weak, below the value of ± 0.2 . Still, it is important to identify that Archetype 3 (The Achiever) has the highest positive correlation with a correlation coefficient of 0.178. In contrast, Archetype 9 (The Peacemaker) has the highest negative correlation with a correlation coefficient of -0.188. However, all calculated correlations attained a p-value greater than the alpha-value of 0.05, resulting in the coefficients being statistically insignificant.

4.3 Results Analysis and Implications

As the study aimed to analyze the correlation between personality Archetypes and GPA in Brazil, the results of the statistical test do not support a strong correlation between both variables. As it was observed in the correlational analysis, all correlations were weak with r-values less than 0.2 and statistically insignificant (Figure 6). Based on the results, personality Archetypes themselves do not significantly correlate with GPA, meaning that they are not a great predictor of academic performance in a high school environment.

The data also does not fully support the hypothesis that Archetype 3 (The Achiever) would show the highest metrics of academic performance, specifically GPA. While Archetype 3 demonstrated the highest positive correlation with academic performance (Figure 6), Figure 3 illustrates the differences in the mean GPAs of each personality Archetype, showing how Archetype 5 (The Investigator) has a higher mean GPA than Archetype 3. In support of this conclusion, Figure 4 demonstrates how the same observation continues when comparing medians and minimizing the potential impacts of outliers in the data sample. However, this conclusion should be interpreted cautiously, as limitations that will be discussed further along could have had an impact on the data and its statistical significance.

Additionally, the data sample brings into consideration implications for population proportions. The 69 responses do meet some of the necessary statistical conditions to be proportionally inferred to the entire population of high school students in the Rio Grande do Sul state. Therefore, considering the personality proportions illustrated by Figure 1, the data can cautiously be generalized to the greater population, concluding a higher proportion of high school students fit into the Enneagram's Personality Archetype 3. However, this generalization must be done cautiously, as other personality proportions may be underrepresented due to a small sample size.

The study contributes to the gap in research on personality Archetypes in Brazil by reinforcing previously established global conclusions on their correlation with academic performance. It also expands the discussion into unexplored further insights into a different academic scenario: high schools. The lack of statistically significant results further supports the conclusion that there is a lack of correlation between personality archetypes and GPA. However, the study brings into focus how new research methods can be explored for further research into high school scenarios, analyzing specific characteristics and habits related to personality with different indicators of academic performance.

4.4 Limitations

While the study provides reinforcing implications for the correlational relationship between personality Archetypes and academic performance, several limitations must be acknowledged. The relatively small sample size of 69 responses restricts the generalization of these results to the broader population. Additionally, it also led to an unbalanced representation of each personality Archetype, with some Archetypes receiving 19 samples, such as Archetype 3, while others received 2 samples, such as Archetypes 1 and 5. The lack of sufficient representation of each personality Archetype

impacts the reliability of mean and median comparisons between different Archetypes, resulting in any conclusion regarding differences in mean GPA to be treated with extreme caution. Furthermore, the nature of self-reported results exposed the data to potential volunteer bias by relying on the trustworthiness of each student to report their correct GPAs. Lastly, the recalculation of GPAs from different scales to a universal $x / 100$ scale could have resulted in a loss in precision when aligning the different scales to the universal one.

V. Conclusion

This report addressed the relationship between personality Archetypes of the Enneagram Personality Test and the academic performance of high school students in Brazil, guided by a hypothesis that Archetype 3 (The Achiever) would demonstrate the highest academic performance metrics. The findings indicate that while certain personality archetypes, such as Type 3 (The Achiever), had a higher positive correlation with GPA, the overall relationship between personality and academic performance was weak and statistically insignificant. Additionally, while the hypothesis stated that Archetype 3 (The Achiever) would present higher academic performance metrics, results showed that Archetype 5 (The Investigator) had significantly higher GPA metrics than Archetype 3 (The Achiever), even though these results should be treated cautiously. Additionally, the data presented findings about the proportions of Personality Archetypes in a high school scenario, with the largest proportion composed of students of Archetype 3 (The Achiever).

While the report's findings reinforce previous conclusions, they also open new avenues for understanding the field within the context of high school environments. The statistical comparison between different GPAs according to each Personality Archetype highlighted the lack of causation between one and the other; how the Personality Archetypes of personality tests should not be used as indicators of academic performance, regardless of the academic context. Also, the sampling results from the data indicate larger proportions of specific archetypes, such as 3 and 5, which can be used in future research about specific archetypes and their prevalence within high school academic scenarios. The data also provided further insights into the specific results from a Brazilian context and educational setting, inherently considering cultural differences from other parts of the world.

Based on the results of this report, new methodological approaches and research focus are necessary to further contribute to the field of study. Future research could explore additional factors that may impact academic performance, such as psychological stress caused by stereotypical expectations associated with specific personality archetypes. To investigate this, future studies could adopt a mixed-method approach by administering the Enneagram personality test alongside surveys and incorporating qualitative interviews. Through these interviews, the focus would be on collecting students' self-imposed expectations in academic scenarios. By analyzing both quantitative and qualitative results, future researchers can identify commonalities and patterns between perceived academic expectations with personality archetypes or focus on the expectations of one specific archetype, such as Archetype 3 (The Achiever).

With research efforts constantly directed to finding better ways to improve education, understanding the usefulness of personality archetypes and their characteristics is crucial to develop this field further. However, it is not as simple as it seems. There are many possible paths to follow, but if personality alone does not dictate academic success, what other unseen forces shape the achievements of students in the classroom?

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