

TABLE OF CONTENTS

CHAPTER NO.	TITLE	PAGE NO
	Certificate	2
	Acknowledgement	3
	Table of Contents	5
	List of Tables	11
	List of Figures	13
	List of Appendices	14
I	CONCEPTUAL FRAMEWORK	15-51
	1.0. Introduction	15
	1.1. The Enneagram of Personality	16
	1.1.1. Brief description of the Nine Enneagram Types	18
	1.2. The Enneagram and other Psychological models	22
	1.2.1. Freud and the Enneagram	23
	1.2.2. C. G. Jung and the Enneagram	24
	1.2.3. The MBTI and the Enneagram	25
	1.2.4. Karen Horney and the Enneagram	25
	1.3. Psychological Context of Enneagram System	27
	1.4. Enneagram and Education	29
	1.5. Teaching Style	32
	1.6. Emotional Intelligence	34
	1.6.1. How Emotional Intelligence Develops	36
	1.6.2. Emotional Mind	38
	1.7. Emotions and Enneagram	40
	1.8. The Present study	41
	1.9. Aim of the study	42
	1.10. Rationale of the study	42
	1.11. Objectives of the study	44
	1.12. Null Hypotheses	45
	1.13. Variables under study	47
	1.14. Delimitation of the study	51
II	REVIEW OF THE RELATED STUDIES	52-65
	2.0. Introduction	52
	2.1. The Related studies	55
	2.2. Implications for the Present study	63
III	METHODOLOGY OF THE STUDY	66-81
	3.0. Introduction	66
	3.1. Design of the study	66
	3.2. Population and Sample	68
	3.3. Description of the tools used	71
	3.3.1. Emotional Intelligence Scale	72
	3.3.2. EQ Map Questionnaire	73
	3.3.3. Reaction Scale for Feedback	74
	3.3.4. Casual Observation	74

	3.3.5.	Anecdotal Records	74
	3.3.6.	Interview Schedule	74
	3.3.7.	Enneagram triad Personality Test	75
	3.3.8.	Enneagram Questionnaire	75
	3.3.9.	Enneagram Personality Portraits Inventory and Profile	76
	3.3.10.	Family Script Interview	76
	3.4.	Experiment Procedure	77
	3.4.1.	Development Phase	77
	3.4.2.	Implementation Phase	79
	3.5.	Data Analysis Procedures and Techniques	79
IV		DEVELOPMENT AND IMPLEMENTATION OF THE INTERVENTION PROGRAMME	82-225
	4.0.	Introduction	82
	4.1.	Module I – Orientation on the Programme	83
	4.1.1.	Session 1: Self – Introduction	84
	4.1.1.1.	Session objectives	84
	4.1.1.2.	Materials needed	84
	4.1.1.3.	Methodology	84
	4.1.1.4.	Procedure	84
	4.1.2.	Session 2: Orientation on the whole programme	85
	4.1.2.1.	Session objectives	85
	4.1.2.2.	Materials needed + teaching Aids	85
	4.1.2.3.	Methodology	85
	4.1.2.4.	Procedure	85
	4.1.3.	Session 3: Orientation on the programme (cont.)	86
	4.1.3.1.	Session Objectives	87
	4.1.3.2.	Methodology	87
	4.1.3.3.	Procedure	87
	4.1.3.4.	Content	87
	4.1.4.	Session 4: Self – Concept	91
	4.1.4.1.	Session objectives	91
	4.1.4.2.	Materials needed	91
	4.1.4.3.	Methodology	91
	4.1.4.4.	Procedure	91
	4.2.	Module II :- The Enneagram Intelligences	94
	4.2.1.	Session 5: Background of the Enneagram system	95
	4.2.1.1.	Session objectives	95
	4.2.1.2.	Methodology	95
	4.2.1.3.	Procedure	95
	4.2.2.	Session 6: Enneagram Triads	95
	4.2.2.1.	Session objectives	96
	4.2.2.2.	Methodology	96
	4.2.2.3.	Procedure	96
	4.2.3.	Session 7 : Working with Enneagram	97
	4.2.3.1.	Session objectives	97
	4.2.3.2.	Methodology	97

	4.2.3.3.	Procedure	97
	4.2.3.4.	Content	99
	4.2.4.	Session 8 : General Description of Personality Types I & II	101
	4.2.4.1.	Session objectives	102
	4.2.4.2.	Methodology	102
	4.2.4.3.	Procedure	102
	4.2.4.4.	Content	104
	4.2.5.	Session 9 : General Description of Personality Types III, IV & V	104
	4.2.5.1.	Session objectives	104
	4.2.5.2.	Methodology	105
	4.2.5.3.	Procedure	105
	4.2.6.	Session 10 : General Description of Personality Types VI, VII & VIII	105
	4.2.6.1.	Session objectives	105
	4.2.6.2.	Methodology	105
	4.2.6.3.	Procedure	105
	4.2.7.	Session 11: Description of Type IX & sharing Session of Experiences	105
	4.2.7.1.	Session objectives	105
	4.2.7.2.	Methodology	106
	4.2.7.3.	Procedure	106
	4.2.8.	Session 12 : Enneagram Quiz Session	106
	4.2.8.1.	Session objectives	106
	4.2.8.2.	Methodology	106
	4.2.8.3.	Procedure	106
	4.3.	Module III – Family Script Method and Factors Influencing Personality Types.	128
	4.3.1.	Session 13 : Family Script Sharing Session	129
	4.3.1.1.	Session objectives	129
	4.3.1.2.	Methodology	129
	4.3.1.3.	Procedure	129
	4.3.2.	Session 14 : Factors Influencing the types; Wings of each personality Types	131
	4.3.2.1.	Session objectives	131
	4.3.2.2.	Methodology	131
	4.3.2.3.	Procedure	131
	4.3.2.4.	Content	131
	4.3.3.	Session 15 : Factors Influencing the types : Stress & Security	138
	4.3.3.1.	Session objectives	138
	4.3.3.2.	Methodology	139
	4.3.3.3.	Procedure	139
	4.3.3.4.	Content	139
	4.3.4.	Session 16 : Self Awareness Exercise	147
	4.3.4.1.	Session objectives	147

	4.3.4.2.	Methodology	147
	4.3.4.3.	Procedure	147
4.4.	Module IV : Transformational Enneagram Workshop		151
4.4.1.	Session 17 : The Enneagram; A tool for Transformation		152
4.4.1.1.	Session objectives		152
4.4.1.2.	Methodology		152
4.4.1.3.	Procedure		152
4.4.1.4.	Content		153
4.4.2.	Session 18 : Personality Types and Communication		178
4.4.2.1.	Session objectives		178
4.4.2.2.	Methodology		178
4.4.2.3.	Procedure		178
4.4.2.4.	Content		179
4.4.3.	Session 19 : Enneagram and Time – Management		198
4.4.3.1.	Session objectives		198
4.4.3.2.	Methodology		198
4.4.3.3.	Procedure		198
4.4.3.4.	Content		198
4.5.	Module V : Synthesis of the Programme and Goal – Setting		207
4.5.1.	Session 20 : Attention Practices		208
4.5.1.1.	Session objectives		208
4.5.1.2.	Methodology		208
4.5.1.3.	Procedure		208
4.5.1.4.	Content		208
4.5.2.	Session 21 : Developing Appreciation and Love		217
4.5.2.1.	Session objectives		217
4.5.2.2.	Methodology		217
4.5.2.3.	Procedure		217
4.5.2.4.	Content		217
4.5.3.	Session 22 : Goal Setting		222
4.5.3.1.	Session objectives		222
4.5.3.2.	Methodology		222
4.5.3.3.	Procedure		222
4.5.3.4.	Introduction & Guidelines		223
4.5.4.	Session 23 : Evaluation Session		225
4.5.4.1.	Session objectives		225
4.5.4.2.	Methodology		225
4.5.4.3.	Procedure		225
4.6.	Overall Observation		225
V	DATA ANALYSIS, INTERPRETATION AND DISCUSSION		226-317
	5.0.	Introduction	226

	5.1.	Analysis and Interpretation of the Data obtained through Emotional Intelligence Scale	227
	5.1.1.	Graphical Presentation of the Data	228
	5.2.	Analysis and Interpretation of the Data obtained through EQ Map	231
	5.2.1.	Graphical presentation of EQ Map	274
	5.3.	Analysis of the Data obtained through the unstructured Interview	277
	5.4.	Analysis and Interpretation of the Data obtained through Reaction Scale for Feedback of the Intervention Programme	290
	5.4.1.	Verbal Responses of the participants during Feedback Session	293
	5.5.	Analysis and Interpretation of the data obtained through Casual observation and Anecdotal Record.	296
	5.6.	Discussion	299
	5.6.1.	Discussion on Data obtained through Emotional Intelligence Scale	302
	5.6.2.	Discussion on Data obtained through EQ Map	303
	5.6.3.	Discussion on Data obtained through the Unstructured Interview	311
	5.6.4.	Discussion on Data obtained thorough Reaction Scale for feedback	314
	5.6.5.	Discussion on Data obtained through Casual observation and Anecdotal record	316
VI		SUMMARY, FINDINGS AND CONCLUSIONS	318-353
	6.0.	Introduction	318
	6.1.	Conceptual Framework	319
	6.1.1.	Enneagram : the nine personality types.	319
	6.1.2.	Enneagram and Education	326
	6.1.3.	Teaching style	327
	6.1.4.	Emotional Intelligence	328
	6.1.5.	How Emotional Intelligence Develops	329
	6.1.6.	Emotions and Enneagram	330
	6.2.	The Present Study	332
	6.3.	Aim of the study	332
	6.4.	Rationale of the study	332
	6.5.	Objectives of the study	334
	6.6.	Null Hypothesis	335
	6.7.	Variables under study	336
	6.8.	Design and Methodology of the study	340
	6.8.1.	Population and Sample	341
	6.8.2.	Tools and techniques	342
	6.8.3.	Development and Implementation of the interview programme	343
	6.8.3.1.	Development Phase	343

	6.8.3.2.	Implementation Phase	344
	6.8.4.	Data Analysis Procedures and Techniques	344
	6.9	Major Findings of the study	346
	6.10.	Educational Implications of the study	348
	6.10.1.	Suggestions for Educators & Student-Teachers	348
	6.10.2.	Suggestions for policy makers/Curriculum framers in Teacher-education	351
	6.11.	Conclusions	351
	6.12.	Suggestions for Further Researches	352
		BIBLIOGRAPHY	354-360
		APPENDICES	361-432