

**The Enneagram: Predicting Consistent Condom Use among Female Sex Workers**

by

**Bisrate Markos Woldeeyesus**

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Supervisor: Dr Monika Dos Santos

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**DECLARATION**

I declare that

**THE ENNEAGRAM: PREDICTING CONSISTENT CONDOM USE AMONG FEMALE SEX WORKERS**

is my original work and that all the resources that I have used or quoted have been indicated and acknowledged through complete references.

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SIGNATURE

Mr Bisrate Markos Woldeeyesus

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DATE

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# **THE ENNEAGRAM: PREDICTING CONSISTENT CONDOM USE AMONG FEMALE SEX WORKERS**

## **ABSTRACT**

Given the lack of effective vaccine or medicine, changing an individual's risk behaviours has been crucial in preventing the spread of HIV. Consistent and correct condom use has been considered as the most effective form of HIV prevention among female sex workers. Despite coordinated national level interventions over the last decade, a consistent decline in condom use among female sex workers has been evidenced in the Ethiopian context, particularly with non-paying partners. Thus far, no study has been produced that has illustrated major determinants of consistent condom use among female sex workers which would help in developing effective intervention strategies for the prevention of HIV spread in the country. In other countries, the Information, Motivation and Behaviour (IMB) model has been used to identify individual level determinants of condom use. However, the researcher postulated that behaviour emanating from the personality structure of individuals could be the fundamental individual level determinants of adherence to condom use and chose to investigate this using the Enneagram theory of personality, which was acknowledged for its heuristic value in explaining and enhancing self-development of at-risk individuals. This cross-sectional study was conducted in Addis Ababa. With the Without Finite Population Correction of the Sample Size Estimation Formula, the sample size of 350 was set and participants were recruited using Respondent-Driven Sampling (RDS). Using trained female sex workers, the Essential Enneagram Test (EET) and an Information-Motivation-Behaviour (IMB) questionnaire were administered to collect data. General Linear Modeling (GLM) Multivariate analysis was carried out to assess the correlation between personality style and consistent condom use among participants in the last seven days before the interview. The finding of this study revealed that personality type, measured by the Essential Enneagram Test (EET), is able to predict adherence to condom use among female sex workers and provided a new dimension for policy

makers and practitioners in behavioural intervention programmes, such as Information-Education-Communication, peer-to-peer approaches, as well as health and rehabilitation services by using the Enneagram principles and universal growth process.

### **KEY TERMS**

Enneagram, predicting; consistent condom use; female sex workers; Addis Ababa; individual level determinants; Essential Enneagram Test (EET); HIV; Information, Motivation and Behaviour (IMB) model; behavioural intervention programmes; Enneagram principles and universal growth process

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## **2 CHAPTER ONE INTRODUCTION**

### **2.1 Background**

Throughout history and existing in all cultures, sex work has frequently been called the oldest profession (Ethiopian Health and Nutrition Research Institute, 2012). With regard to the increase in Human Immunodeficiency Virus (HIV) prevalence in Sub-Saharan countries, sex workers have been serving as a bridge of transmission for decades. According to the 2010 statistics of the Joint United Nations Programmes on HIV/AIDS (UNAIDS, 2010), HIV prevalence among sex workers has ranged between 0.2% and 60.5% in many of the sub-Saharan African countries over the past two decades.

In most Sub-Saharan countries, sex work is strictly prohibited and criminalised by law. Ethiopia is one of the few African countries that have employed a permissive approach towards female sex work. While trafficking women, engaging in sexual intercourse with a minor (under the age of eighteen), sexual exploitation of women for pecuniary gain, and homosexuality amount to a grave criminal offence in the country, engaging in sex work is not legally prohibited, the 2005's Criminal Code of the Federal Democratic Republic of Ethiopia (FDRE, 2005) has considered it as an act of deviant behaviour and immorality, but have permitted sex work on the grounds that it would be impractical to abolish it entirely.

This permissive approach in the Ethiopian law, coupled with poverty, domestic violence and losing parents to Acquired Immunodeficiency Syndrome (AIDS), has seen the number of females entering sex work growing alarmingly with its correspondingly increasing demand. According to the 2010 report on the progress to implement the United Nations Declaration of Commitment on HIV/AIDS of the Federal HIV/AIDS Prevention and Control Office (FHAPCO, 2010), sex work in Ethiopia has undergone demographic and behavioural variations. The estimated number of sex workers has increased considerably as much younger girls have joined the sex industry in the last two decades; there has also been an increase in the average number of clients they are

seeing. The report indicated that a recent analysis of data from mobile counselling and testing clinics, in 40 towns located on the major transportation corridors which link Addis Ababa to Ethiopia's borders, found that 25.3% of the sex workers who received the service were HIV positive.

Given the lack of effective vaccine or medicine, changing an individual's risk behaviours has been crucial to prevent the spread of HIV. Consistent and correct condom use has been considered as the most effective form of HIV prevention among female sex workers (UNAIDS, 2009). In the last decade, national level intervention programmes coordinated by FHAPCO have been undertaken specifically targeting female sex workers. Prevention programmes, such as peer-to-peer education, condom use promotions and distributions, HIV counselling and testing services, alternative income generating schemes and drop-in centre services have been promoted and made available in the working vicinities of various female sex workers (World Bank, 2008; FHAPCO & Dharmendra Kumar Tyagi (DKT) Ethiopia, 2008).

Despite such efforts, a survey conducted by DKT Ethiopia (2012) revealed that eighty-six (86%) percent of sex workers consistently used condoms with paying clients in the seven days preceding the survey, which is consistent with usage rates in 2011 (86%) and 2008 (86%). Forty-three (43%) percent of sex workers consistently used condoms with non-paying partners in the 30 days preceding the survey, showing a periodical decline from 2011 (56%) and 2008 (66%) findings, respectively.

The national progress report on HIV/AIDS response also agreed with DKT Ethiopia's findings in the decline of consistent condom use among female sex workers with some variations in percentages (FDRE, 2012). According to this report, in 2002, 70.5% of female sex workers were reported to use condoms consistently, whereas in 2008 and in 2009, this percentage dropped to 56.3% and 49.7%, respectively.

A study carried out in the capital city of Ethiopia by Nikat Charitable Association (2013), indicated that 68.2% of the participants were forced to enter into sex work when they were minors. As a result of the stigma and discrimination they experienced from law enforcers and from society in general because of the association with HIV/AIDS as well

as substance use, all participants have faced difficulties in forming social referent support groups outside of the sex industry. These had delimited them to access health information and services. Seventy-two point two percent (72.7%) of the participants were not aware of their legal rights to access health services at the time of the study, especially those female sex workers who were young, uneducated, novices (especially those who came from the countryside) and home-based or who worked in small local drinking houses. The study further noted that 81.8% of the participants lacked the cognitive capacity and motivation, due to their use of substances such as Khat and alcohol, to overcome their challenges, resulting from being trapped in maintaining their survival in the sex industry. Studies (DKT-Ethiopia, 2012; FDRE, 2012) had recommended further assessments to explore the underlying factors, so as to comprehend the declining trends of consistent condom use among female sex workers of Ethiopia. Thus far, no other national level assessment has identified the major determinants of consistent condom use among female sex workers that would help in developing effective intervention strategies for the prevention of HIV spread in the country (Nikat Charitable Association, 2013; FDRE, 2012).

Studies undertaken in a number of African, South East Asian and Latin America countries have illustrated various interrelated factors accounting for consistent condom use among female sex workers. These interrelated determinants may be categorised as socio-environmental factors and individual level factors (Graham, 2011; Mejia, 2010; Ao, Sam, Manongi, Seage & Kapiqa, 2003).

An earlier explorative study in South Africa has noted that social referent groups, such as peers, employers, clients, personal sexual partners, the police and healthcare workers that have taken the initiative to promote condom use and lessen the stigma and discrimination among female sex workers, have empowered sex workers to negotiate safer sex (Wojcicki & Malala, 2001). A recent study carried out in Indonesia revealed that venue-based environments which made available and promoted condom use were found to be relatively safer to sex workers than those areas that diminished the support and bargaining power of sex workers (Safika, 2009). In China, social referent groups and availability and accessibility of condoms in the vicinity have been outlined as major

socio-environmental determinants of consistent condom use among sex workers (Yang, Latkin, Luan & Nelson, 2010). A further study in the Philippines also pointed out that sex work environments that have a peer support network and limit access to substance use before work, have been found to be a safer working environment than those that do not (Urada, 2011).

Similarly, various studies have enlisted factors such as knowledge about HIV, perceived social referent support, motivation to comply with social referents, perceived vulnerability and benefits, experience with and attitude towards condoms, condom use skills, self-efficacy in condom negotiation and substance use as major individual level factors that predicted consistent condom use among female sex workers. Another, earlier study carried out in South Africa as well as a recent study in west African countries (Benin, Guinea and Senegal) signified that female sex workers who viewed HIV as a remote threat and the use of condoms as suggestive of filth, disease, infidelity or mistrust, were reported to be at greatest risk of infection (Godin, Bah, Sow, Minani, Morin & Alary, 2008; Varga, 1997). Other recent findings in Kenya, Madagascar, Mexico, Vietnam, and China have further identified immediate economic concerns, and emotional ties with personal sexual partners, as the major barriers to consistent condom use among female sex workers (Medhi, Mahanta, Paranjape, Adhikary, Laskar & Ngully, 2012; Witte, Altantsetseg, Aira, Riedel, Chen, Potocnik, Bassel, Wu, Gilbert, Carlson & Yao, 2011; Weber, 2008; Ulibarri, Strathdee & Patterson, 2010; Surratt, 2007).

In Benin and South Africa, errors in condom use and low self-efficacy in condom negotiation skills, have also been identified as the major determinants that affect adherence to condom use among most female sex workers who participated in the assessments (Browne, Wechsberg, Bowling & Luseno, 2012; Mukenge, Alary, Geraldo & Lowndes, 2005).

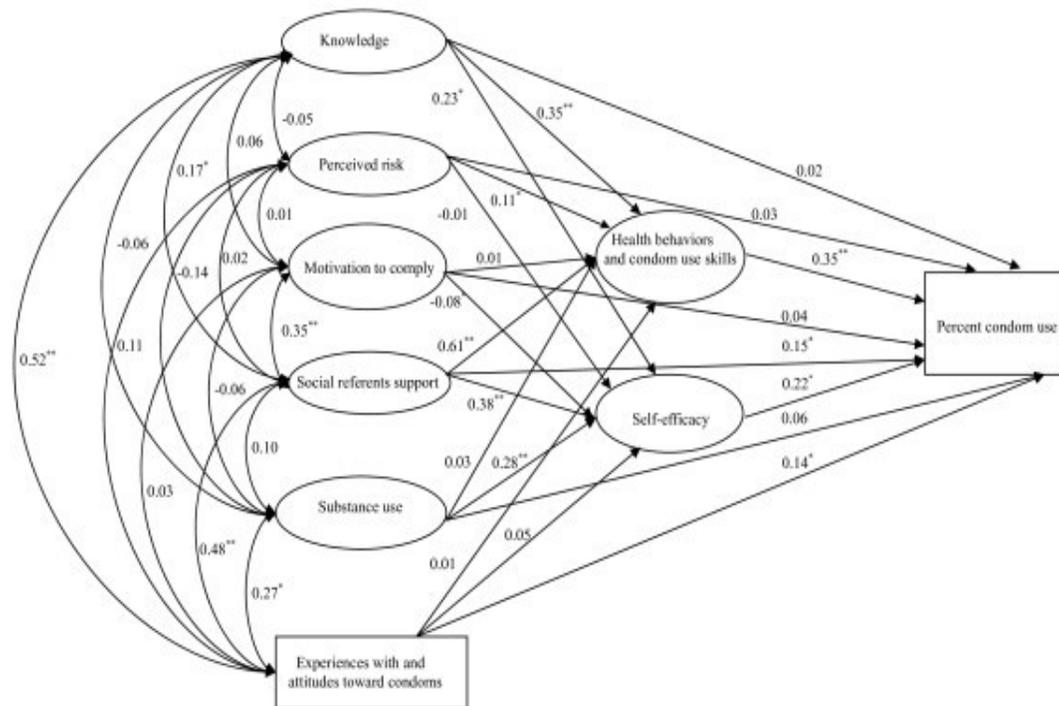
Moreover, studies undertaken in many countries in Africa and other continents recorded an inverse relationship between substance abuse and adherence to condom use among high-risk populations, including sex workers. For instance, a recently reported rapid assessment revealed that out of the total participating group of drug-using sex workers who agreed to HIV testing, 34% tested positive (Parry, Dewing, Petersen,

Carney, Needle, Kroeger & Treger, 2009). According to this and other research findings, sex workers who use substances before and during sexual transactions frequently failed to use all their protective behavioural skills, consequently endangering their lives through vulnerability to HIV infections (Luseno & Wechsberg, 2009; Wechsberg, Wu, Zule, Parry, Browne, Luseno, Kline & Gentry, 2009; Needle, Kroeger, Belani, Achrekar, Parry & Dewing, 2008).

Based on these studies and assessments of various countries' intervention programmes, a number of theories and models have been developed to improve adherence to HIV related services among at-risk individuals. According to the World Health Organization (WHO, 2003) guideline, of all the major theories and models, the recently developed information-motivation-behavioural skills model (IMB model) has been acknowledged as integrating elements of these theories and best practices and lessons learnt of interventions registered in many countries. The IMB model is considered a simple model that would enable policymakers and practitioners to guide interventions about complex health behaviours. This model developed by Fisher and his colleagues conceptualised that HIV prevention information motivation and behavioural skills are the fundamental determinants of HIV preventive behaviour (Fisher, Fisher, Misovich, Kimble & Malloy, 1996; Fisher & Fisher, 1992).

The IMB model presumes that HIV prevention information and motivation, as independent constructs, have direct effects on HIV preventive behaviour. According to the model, motivation to engage in HIV preventive behaviours include attitude, social norms (expressed individually by perceptions of social referents support and motivation to comply to the social referents) and perceptions of personal vulnerability (Stiff & Mongeau, 2003; Fisher & Fisher, 1992). Fisher (1990) also identified important behavioural skills that were assumed to be necessary for HIV preventive behaviours. These were: self-efficacy to negotiate HIV prevention behaviour, condom use skills and avoiding drinking or drug use before sex (Fisher, Fisher & Bryan, 2002; Fisher & Fisher, 1992). Bandura (1990) also agreed that individuals should possess these behaviours and self-efficacy, in order to prevent personal vulnerability to HIV.

The constructs of the IMB model were regarded as determinants of HIV preventive behaviours in any population (Fisher & Fisher, 1992). The IMB model has been successfully tested in a variety of at-risk groups, including sex workers (Harman & Amico, 2009; Robertson, Stein & Baird, 2006; Kalichman, Malow, Devieux, Stein & Piedman, 2005; Kalichman, Stein, Malow, Averhart, Devieux, Jennings, Prado & Feaster, 2002; Bryan, Fisher & Benziger, 2001; Bryan, Fisher, Fisher & Murray, 2000; Bazargan, Kelly, Stien, Husaini & Bazargan, 2000). In 2011, an assessment among female sex workers of China was carried out using the IMB model and condom use was significantly predicted by perceptions of sex workers about their social support group, experiences with and attitudes toward condoms, self-efficacy and health behaviours as well as condom use skills. Significant indirect predictors of condom use were mediated through behavioural skills included HIV knowledge, complying with social referents support and substance use as outlined in Figure 1.1 (Zhang, Liao, Nie, Pan, Wang, Ruan, Zhang, Tao, Kang & Jiang, 2011).



**Figure 1.1: Individual Level Determinants of Condom use based on the IMB Model (Zhang et al., 2011)**

The intention for the current research was to use the IMB model as the theoretical framework to determine individual level predictors of condom use among female sex workers. Although various studies confirmed the applicability of the IMB model in predicting HIV preventive behaviour, such as that being investigated, a research gap has been identified in regard to assessing the relationship between these individual-level determinants and behavioural patterns embedded in the constructs of personality traits of such at-risk individuals using empirically validated tools such as the Essential Enneagram test (Fitzsimons & Killen, 2013).

The Enneagram is an ancient system of personality development represented by a symbol signifying nine character orientations composed of habitual patterns of individuals' overall worldview, focus of attention, dominant mental and emotional biases, central preoccupations, and positive attributes that describe individuals' behaviours at healthy levels and at greatest-risk levels. According to the theory, the major personality

styles are: type one: the reformer; type two: the helper; type three: the achiever; type four: the individualist; type five: the investigator; type six: the loyalist; type seven: the epicure; type eight: the protector and, type nine: the peacemaker. Based on their common decision making patterns, these personality styles are also divided into three classifications: the heart type (type Two, Three and Four), head type (type Five, Six and Seven) and gut type (type Eight, Nine and One) which determine their dominant mental and emotional biases and the other habitual patterns described above (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007).

Various empirical studies have been focused on evaluating reliability and validity of developed inventories for the Enneagram theory of personality. Based on these studies the researchers have recommended its heuristic value and applicability in enhancing self-development of individuals. By exploring individuals' habitual patterns, through instruments such as the Essential Enneagram Test (EET), the Enneagram was noted to identify and transcend the strengths and limitations of individuals' value systems and work toward an integrated and conducive life growth (Arthur & Allen, 2010; Bland, 2010; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007).

Nevertheless, some researchers were sceptical about the credibility of the Enneagram as a result of its quasi-mystical origins and the complexity of words used in the system. Fitzsimons and Killen (2013) indicated lack of empirical and scientific evidence regarding its practical applicability in various socio-cultural contexts. To the researcher's knowledge no scholarly validated study has been found that assessed the applicability of the Enneagram theory in addressing the problems of disadvantaged people in African contexts. The researcher has therefore designed this study to assess the use of the Enneagram theory in predicting consistent condom use among female sex workers in Ethiopia. The researcher chose the EET from other personality tools for its simplicity to adapt and administer, and for its construct validity (Daniels and Price, 2009). Moreover, the researcher is a certified Enneagram teacher who has been using EET since 2011 for various self-development programs in Ethiopia after taking the full

course of study directly from the theoreticians and one of the EET tool developers, namely Helen Palmer and David Daniels.

## **2.2 Research Aim**

By adopting the IBM framework, the research aims to assess the applicability of Enneagram theory of personality in predicting behavioural determinates of consistent condom use in the last seven days among female sex workers of Ethiopia.

## **2.3 Research Objectives**

The main research objective was to assess the relationship between the Enneagram theory of personality and behavioural determinants of consistent condom use in the last seven days among female sex workers of Ethiopia. In this outline, the researcher assesses the effectiveness of the Enneagram theory of personality. Eight behavioural determinants that influence consistent condom use were considered as dependent variables and their relationships with the Enneagram personality types, which is the independent variable, were separately assessed. More specifically, the study objectives are to measure the association between:

- ✚ Female sex workers' Enneagram personality type and their knowledge of HIV information
- ✚ Female sex workers' Enneagram personality type and their attitude towards condom use
- ✚ Female sex workers' Enneagram personality type and their perceptions of social referents support
- ✚ Female sex workers' Enneagram personality type and their motivation to comply with social referent groups
- ✚ Female sex workers' Enneagram personality type and their perception of personal vulnerability to HIV
- ✚ Female sex workers' Enneagram personality type and their condom use skills
- ✚ Female sex workers' Enneagram personality type and their self-efficacy in condom negotiation
- ✚ Female sex workers' Enneagram personality type and their use of substance (such as khat, alcohol and cannabis) during sexual transactions

## 2.4 Research Questions

The main research question of the study is: 'Does the Enneagram theory of personality style predict adherence to condom use among female sex workers in Ethiopia?' More specifically the study assesses the following sub-questions:

- ✚ Does sex workers' Enneagram personality type correlate with their knowledge of HIV information?
- ✚ Does sex workers' Enneagram personality type correlate with their attitude towards condom use?
- ✚ Does sex workers' Enneagram personality type correlate with their perceptions of social referent support?
- ✚ Does sex workers' Enneagram personality type correlate with their motivation to comply with social referent groups?
- ✚ Does sex workers' Enneagram personality type correlate with their perceptions of personal vulnerability to HIV?
- ✚ Does sex workers' Enneagram personality type correlate with appropriate condom use skills?
- ✚ Does sex workers' Enneagram personality type correlate with self-efficacy in condom negotiation?
- ✚ Does sex workers' Enneagram personality type correlate with their use of substances (such as khat, alcohol and cannabis) during sexual transactions?

## 2.5 Chapter Contents

This thesis is composed of six interdependent chapters. The second chapter deals with the origins of personality studies and theories followed by various contemporary personality theories, categorised under five major schools of thought: psychodynamic, behavioural, humanist, biological and trait theories. The third chapter details the theory of the Enneagram by means of empirical studies through correlating the various Enneagram tests with other personality theories, such as the Myers-Briggs Type Inventory (MBTI) discussed in the second chapter. The fourth chapter delineates the research methodology used for the study. The IMB model and the Essential Enneagram Test (EET) were used as tools and a respondent driven sampling method was used to access participants for such marginalised groups. The fifth chapter synthesises the results of this study by correlating the findings of the IMB model and the

EET. The sixth chapter furnishes a synopsis of the research results, in a concluding discussion which makes recommendations for programmatic interventions.

## **2.6 Summary**

This chapter briefly introduced the situation of female sex workers and the decreased condom use among these workers in the Ethiopian context, despite contemporary condom use interventions in the country. Other African and south-east Asian countries' behavioural change interventions were assessed by outlining eight behavioural determinants that influenced consistent condom use in the last seven days based on the IMB model. It was argued that these behavioural determinants were constructs of personalities; thus the research aimed at assessing the relationship between personality types (based on the Enneagram personality assessment tools) and behavioural determinants (based on the IMB model) of consistent condom use in the last seven days among female sex workers of Ethiopia.

In this outline, the researcher aimed to assess the effectiveness of the Enneagram theory of personality. The eight behavioural determinants that influence consistent condom use were considered as dependent variables and their relationships with the Enneagram personality types, which was the independent variable, were separately assessed. These were specifically delineated in the objective and research questions, respectively.

## **3 CHAPTER TWO PERSONALITY THEORIES AND STUDIES**

### **3.1 Introduction**

People's behaviour and personality structure have been areas of major concern to philosophers, healers and leaders for centuries. Personality and behaviour patterns were used as an aid to understand, explain, motivate, heal and manage people and their relationships. Although variations have existed since the first personality model was developed, some literature indicated that the four temperaments, also known as the four humours, was the oldest of all personality profiling systems (Hall & Lindzey, 1978; Maddi, 1976; Arndt, 1974; Rychlak, 1973). This system was traced back to the traditions of the Egyptian and Mesopotamian civilisations over 5,000 years ago. Philosophers and healers were using the four temperaments to enhance the health of the body by relating the elements, fire, water, earth and air to body organs, fluids, and treatments (Monte, 1995; Engler, 1985).

The ancient Greeks however, first formalised and popularised the Four Temperaments methodologies approximately 2,500 years ago. While most of these concepts for understanding personality, behaviour, illness and treatment of illness persisted in Westerns' thinking until the mid-1800s, studies and theories on personality have not progressed much since their 'pre-scientific' or philosophical stage. This was due to the assumptions and approaches used in various theories of personality frequently being complex and debatable. Theoreticians' personal and socio-cultural biases, misunderstandings, lack of sufficient evidence and philosophical assumptions have created disparities among personality theories, thus hindering the formation of a grand personality theory (Yilmaz, Gencer & Aydemir, 2011). For instance, none of the theories were able to prove the extent to which personality was determined by genetics and hereditary factors, compared to the effects of upbringing, culture, environment and experience. Furthermore, none were able to signify the extent to which personality

changed over time. There have been significant variations among theoreticians in regards to the formation of personality. Most considered childhood experience as a highly influential development stage in this respect. However, some have emphasised the effects of major trauma at any stage of life as it could have changed a person's personality quite fundamentally. Moreover, many people seemed to mature emotionally with age and experience (Cervone, 2004). However, beyond these sorts of generalisations, none of the theories was easily able to be precise about how and when, and whether personality actually changed or not.

In spite of these general gaps, many personality theories or models were developed by identifying and defining general personality types and styles and setting measurement scales in order to understand, explain, motivate, heal and manage people and their relationships. Similar to other personality schools of thought, the Enneagram theory of personality has focused on assisting individuals to help themselves in overcoming challenges and risks in their lives that may result from the individual's personality style and one's interrelationship with the environment. By incorporating major self-development intervention approaches outlined by leading schools of thought, the theory conceptualised and operationalised four universal growth processes: self-awareness, self-acceptance, action/practice and adherence that sustain healthier behavioural changes, such as, in this instance, consistent condom use among sex workers (Daniels and Price, 2009).

In modern psychology, these personality theories have been organised into five schools of thought. Ellis and Abrams (2009) outline psychodynamic theories, behavioural theories, humanistic theories, biological theories and trait theories as the major ones. In this chapter, these are discussed in detail together with their central focus, philosophical assumptions and intervention approaches. A detailed synopsis of the Enneagram theory is also presented in the following chapter.

### **3.2 Psychodynamic Theories**

Psychodynamic theories of personality have been heavily influenced by the works of Sigmund Freud's psychosexual stage theory and Erik Erikson (1959)'s stages of psychosocial development. The psychodynamic theorists have emphasised the influence of the unconscious mind on personality. Although some theoreticians in these schools of thought have differed considerably from Freud's concept of the significance of early childhood experience on personality, they agreed with Freud on the importance of the unconscious mind in individuals' personalities (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006).

According to Freud's work, early childhood experiences play a significant role in developing an individual's adult personality (Boeree, 2006). Freud outlined five major psychosexual stages of development that have an impact on personality development. He named the first stage as the oral stage, which covered the period from birth to about 18 months. During this stage, sucking and biting were the focus of pleasure. Freud called the second stage the anal stage, which approximated the period from about 18 months to three or four years old. In this stage, holding one's faeces and letting them go were the main enjoyable activity. From three to seven years old, the phallic stage dominates. At this stage the focus of pleasure was dominated by touching and experiencing the genitalia. According to Freud, the phallic stage would be followed by the latent stage which lasted from five, six, or seven years to puberty, at around 12 years old. The final one, known as the genital stage, was constructed from puberty up to the end of adolescence. This stage was represented by the resurgence of the sex drive in adolescence, with the focus on gaining pleasure from sexual intercourse (Boeree, 2006).

Freud acknowledged the significant effect of traumatic experiences on personality development: the impact of trauma in adults' life varies from person to person; thus it would be explored and understood on an individual basis. However, traumas

experienced during childhood have more consistent effect and could be explained easily by the five stages of psychosexual development (Yilmaz, 2010; Ellis & Abrams 2009).

He pointed out that if a child encountered difficulties in any of the tasks associated with the stages such as weaning, potty training, or finding sexual identity, the individual would tend to retain certain infantile or childish habits which he called fixation. Fixation was noted to have a long-term effect in terms of personality development (Yilmaz, 2010; Boeree, 2006).

According to Freud, for instance, if the child became frustrated in the first eight months, in their need to suckle, or were weaned too early, the individual would develop an oral-passive character. An oral-passive personality tends to be dependent on others. Individuals with such a personality often retained an interest in 'oral gratifications' such as eating, drinking, and smoking. It was as if they were seeking the pleasures they missed during infancy (Yilmaz, 2010; Boeree, 2006).

He further noted that at the time of teething, which begins at five to eight months, the child's focus of pleasure would be biting. However, if this was upset and precipitated into early weaning, a child would develop an oral-aggressive personality. According to Freud, he or she would grow up with a life-long desire to bite on things and have a tendency to be verbally aggressive, argumentative and sarcastic (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006).

Freud further noted that during the anal stage, if a child was permissively allowed to undergo toilet training she or he would develop an anal expulsive personality. These people tend to be sloppy, disorganised and generous to a fault. They might be cruel, destructive, and given to vandalism and graffiti. On the other hand, Freud noted that if a child was excessively pressed to master the toilet training stage the individual would grow up to be an anal retentive personality. The individual would be especially clean, perfectionist, dictatorial, very stubborn, and stingy (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006).

Freud also suggested two personality types that could develop at the phallic stage. If a boy was rejected by his mother but instead threatened by his father, he would develop a personality characteristic of low self-esteem, reflected in his sexuality in the latter stages of his life. According to Freud, this would be evidenced by either withdrawing from heterosexual interaction, or acting the opposite. But if a boy was accepted by his mother and favoured by his father, he would develop self-possessed and effeminate personality traits. Likewise, Freud indicated that if a girl was rejected by her father and threatened by her mother, she would develop a low self-esteem. On the other hand, if a girl was well treated by her father and if her mother was relegated to a servant role, she would develop a self-centred personality with a masculine tendency in adulthood (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006).

According to Freud, as a child goes through the five major psychosexual stages of development, if she or he experiences extreme frustration or extreme gratification, the child would have personality problems during adulthood. However, he held the view that such maladaptive characteristics could be reversed through therapy (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006).

Erikson (1959), another psychodynamic theorist, was also interested in the development of personality. He refined and expanded Freud's theory of stages from five to eight and elaborated Freud's genital stage into adolescence plus three stages of adulthood. Contrary to Freud's view, Erikson stressed that the psychosocial development of a child does not end with puberty but develops throughout the individual's life span.

Similar to Freud, Erikson noted that each stage has a certain optimal period; thus children should not be rushed into or slowed down from approaching adulthood. According to him (1959), if a stage has been well managed, a virtue or psychosocial strength would be developed to assist the child through the rest of the stages of her or his life. However, if not, he pointed out that maladaptations and malignancies which endanger a child's future would develop. In 1959, Erikson in his work known as *Identity and the Lifecycle*, outlined the major psychosocial crises or dilemmas that each child

was faced with when passing through the eight stages of development along with the child's significant others, expected psychosocial modalities, virtues, maladaptations and malignancies, respectively, as indicated in Table 2.1, although permission was not obtained to reproduce the table.

**Table 2.1: Erikson's Life Cycle Stages and Personality Developments (Erikson, 1959)**

Stage (Age )	Psychosocial Crisis	Significant Relations	Psychosocial Modalities	Psychosocial Virtues	Maladaptations & Malignancies
I(0-1) – Infant	trust/mistrust	Mother	to get, to give in return	hope, faith	Sensory distortion withdrawal
II (2-3) – Toddler	autonomy/shame and doubt	Parents	to hold on, to let go	Will, determination	Impulsivity compulsion
III (3-6) – preschooler	initiative/guilt	family	to go after, to play	purpose, courage	ruthlessness inhibition
IV (7-12 or so)- school-age child	industry/inferiority	neighbourhood and school	to complete, to make things together	competence	Virtuosity inertia
V (12-18 or so )- adolescence	ego-identity/role-confusion	Peer groups, role models	to be oneself, to share oneself	fidelity, loyalty	fanaticism repudiation
VI (the 20' s )-young adult	intimacy/isolation	partners , friends	to loss and find oneself in a another	love	promiscuity exclusivity
VII (late 20' s to 50' s )- middle adult	generativity /self-absorption	house hold , work mates	to make be, to take care of	care	Overextension rejection
VIII (50' s and beyond )- old adult	integrity/despair	mankind or "my kind"	to be, through having been to face not being	wisdom	despair

As summarised in Table 2.1, the first stage, infancy or the oral-sensory stage, covered approximately the first year or year and a half of life. Akin to Freud, Erikson (1959) noted that an extreme caused another extreme. He specified that the task was to develop trust without completely eliminating the capacity for mistrust. According to him, the parents' degree of familiarity, consistency and continuity would result in the child's development of an optimistic personality. Unreliability and inadequacy of parents, however, would condition the child to mistrust people and exhibit a malignant tendency

of withdrawal, characterised by depression, paranoia and possibly psychosis. If a child was overly protected and cared for, the individual would develop the maladaptive tendency, which Erikson called sensory maladjustment: characterised by overly trusting and gullible personality.

The second stage was named by him as the anal-muscular stage of early childhood, from about eighteen months to three or four years old. According to him, the proper positive balance of autonomy, and shame and doubt, would result in the development of personality which would be characterised by strong determination. If a child was overprotected at this stage, the individual would develop a maladaptive tendency which Erikson (1959) called impulsiveness, a sort of shameless wilfulness that leads to jumping into things without proper consideration of one's abilities. On the other hand, if the child was exposed to too much shame and doubt, she or he would develop a malignancy that Erikson termed compulsiveness, a personality trait that places stress on doing all things perfectly.

Stage three is the genital-locomotor stage or play age. From three or four to five or six, the task confronting every child was to learn initiative without too much guilt. Too much initiative and too little guilt would result in a maladaptive tendency called ruthlessness by Erikson, with dominating personality traits and a sociopathic tendency. The malignancy of too much guilt, which Erikson (1959) called inhibition, was characterised by not trying things because when nothing is ventured, nothing is lost. He indicated that a good balance leads to a personality trait characterised by the psychosocial strength of purpose and courage, while acknowledging one's limitations and past failings.

As Freud did, Erikson (1959) also termed stage four as the latency stage, in the period from about six to twelve years of age. According to the latter, the task would be to develop a capacity for industry while avoiding an excessive sense of inferiority. Too much industry would lead to the maladaptive tendency called narrow virtuosity expressed by empty childhood life and experiences. As outlined in Table 1, the malignancy named inertia would occur, signified by giving up easily if no success was

scored the first time. A balance of industry and inferiority would initiate the virtue called competency with humility at the later stages of the child's life (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006).

Stage five was designated to describe the adolescence stage, beginning with puberty and ending around 18 or 20 years old. As argued by Erikson (1959), the task during adolescence was to achieve ego identity and avoid role confusion. As summarised in Table 1, if the adolescent was exposed to a subculture that left no room for tolerance, a maladaptive tendency, which Erikson (1959) termed fanaticism, would develop which would be reflected in the adolescent's personality in the form of a belief that one's way is the only way. On the other hand, the lack of identity would bring about a malignant tendency called repudiation: being bad is better than being nobody. If the adolescent successfully negotiated this stage, the individual would internalise the virtue Erikson (1959) called fidelity or loyalty.

Stage six is also known as young adulthood, which lasts from about 18 to about 30. According to Erikson (1959), the task at this stage would be to achieve some degree of intimacy, as opposed to remaining in isolation. Erikson (1959) denominated the maladaptive form of this stage promiscuity: becoming intimate too freely, too easily and without any depth to your intimacy. The malignancy he named exclusion, which referred to the tendency to isolate oneself from love, friendship, and community and to develop a certain hatefulness in compensation for one's loneliness. If the young adult successfully negotiated this stage, the individual would instead carry the virtue or psychosocial strength Erikson called love, with mutuality of devotion. Love, in the context of his theory, means being able to put aside differences and antagonisms through 'mutuality of devotion' (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006).

Erikson (1959) named the seventh stage as middle adulthood; it ranged between the middle twenties and the late fifties. As illustrated in Table 1, the task was to cultivate the proper balance of generativity and stagnation. If pushed to stagnation, the adult would develop a maladaptive tendency that Erikson termed overextension, being busy with

everything, but producing nothing. The malignant tendency was described by Erikson (1959) as rejectivity – no longer participating in or contributing to society. The well-adjusted person would develop the virtue of caring for the next generation and selflessness (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006).

Erikson (1959) described his last stage as late adulthood which would be initiated at 60 years of age and continues to the end of life. The task was to develop ego integrity with a minimal amount of despair. The maladaptive tendency in stage eight was called presumption, which would be reflected by reduction of ego integrity without actually expecting the difficulties of old age. Erikson (1959) called the malignant tendency disdain, expressed in the individual's personality as contempt of life. He termed the balance between the two tasks as wisdom, which would be expressed by facing death without fear.

Although both Freud's and Erikson (1959)'s stages of development were acknowledged by much of the literature (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006; Cervone, 2004), they were also criticised by modern personality theorists. Most theorists prefer an incremental or gradual approach to development, and speak of 'phases' or 'transitions' rather than of stages that are strongly demarcated. They further argued that these stages would not be common across culture and time. In some countries, babies are weaned at six months and potty trained at nine months; in others, they are still given the breast at five months while potty training involves little more than taking the child outside. In earlier times, in many cultures, people were married at thirteen and had their first child by fifteen. In contemporary western society, people have been postponing marriage until thirty and give birth to or adopt children at around forty years. Although retirement has been common in the western culture and in other times and other places, it is unknown in other cultures.

However, in response to these criticisms, Erikson and other researchers have carried out studies indicating that the general pattern does in fact hold across cultures and times, although the timings of these stages may vary. Furthermore, they have

recommended that in order to evidence the general patterns of these personality developmental stages in various cultures and time, it would be helpful to divide the lifespan into two sequences of four stages; with half denoting child development half and half denoting adult development, respectively (Yilmaz, 2010; Ellis & Abrams 2009; Boeree, 2006; Cervone, 2004).

Jung (1921; 1933), another psychodynamic theorist, agreed with the two-half concepts of personality development. In his theory of psychological types, he elaborated that the first half of life involved a child developing into an adult whereas its second half was devoted to realising one's self. His theory of psychological types was part of a wider set of ideas relating to psychic energy, in which he developed important concepts for clinical psychological therapy and psycho-analysis (psychiatric diagnosis and therapy). His original purpose and focus was clinical, in pursuit of better understanding and treatment of mental illness, and improving the quality of human existence (Myers, McCaulley, Quenk & Hammer, 1998).

In his work, Jung (1921; 1933) indicated four functional types that described people's characteristics: thinking, feeling sensation and intuition. According to him (1921; 1933), thinking and feeling are expressed by reasoning and judging, regarded as opposite, in which people consciously preferred one or the other. Jung called these functions rational. Likewise, he noted sensation and intuition to be opposite perceiving functions, of which people consciously prefer one or the other. Jung (1921; 1933) denominated these functions irrational. Jung (1921; 1933) had therefore categorised eight major 'Psychological Types', by adding one or other of the introversion or extraversion 'general attitude types' to each of the possible four functions described above. The eight personalities are outlined in Table 2.2, although permission was not obtained to reproduce the table, (Stricker & Ross, 1964).

**Table 2.2: Jung's eight main Psychological Types Source: Striker & Rose (1964)**

Type Name	Type Characteristics
Extraverted Thinking	analytical, strategic, plans, implements, organises others
Introverted Thinking	contemplative, discovering, theoretical, seeks self-knowledge
Extraverted Feeling	sociable, sentimental, seeks personal and social success
Introverted Feeling	inaccessible, enigmatic, self-contained, seeks inner intensity
Extraverted Sensation	practical, hands-on, pleasure-seeking, hard-headed
Introverted Sensation	intense, obsessive, detached, connoisseur, expert
Extraverted Intuition	adventurous, innovative, seeks novelty, proposes change
Introverted Intuition	idealistic, visionary, esoteric, mystical, aloof

Jung's eight main psychological types were in themselves an over-simplification. In his 1921 book: *Psychological Types*, Jung had noted this by discussing the various personality shifts of individuals, from dominant behavioural patterns to auxiliary ones. Later, in 1933, in his book, *Modern Man searching for a Soul*, Jung emphasised that improving our awareness and acceptance of the four functions within ourselves – whether as conscious or unconscious elements – was important for developing a healthy existence, and 'life-balance'. Conversely, repression of any of the functions, by oneself or by another person or pressure, was considered as unhelpful and unhealthy, which would lead to personality problems. Jung, as Freud and Erikson (1959) had, also placed stress on creating balance between neglected or suppressed functions, to ensure the development of a healthy personality (Yilmaz, 2010; Siegel, 2010; Ellis & Abrams 2009; Boeree, 2006).

Jung (1933), similarly to the neo-Freudians and humanists, regarded personality progress as moving in a positive direction, and not just adapting, as the Freudians and behaviourists would have it. His idea of self-realisation was clearly similar to that of Humanists concept of self-actualisation. Although Jung's functional types were highly regarded by scholars, he has been criticised by other personality theorists, for trying to include everything in his system (Yilmaz, 2010; Siegel, 2010; Ellis & Abrams 2009; Boeree, 2006).

Jung's theory gave way to Myers Briggs's interpretation, modifications and development of personality system. Myers Briggs added a fourth dimension to the three Jung dimensions (Introvert-Extravert, Thinking-Feeling, Sensation-Intuition), namely Judging-Perceiving, which is related to a personality's approach to decision-making, and particularly how the personality deals with the outer world (Extraverted) as distinct from the inner world (Introverted). The Myers Briggs Judging-Perceiving dimension is also used to determine functional dominance among the two preferred functional types. However, The Myers Briggs' Judging-Perceiving dimension is not found (as a functional dimension) in the Jung model, although Judging and Perceiving relate to the Jungian descriptions respectively of Rational and Irrational, which Jung uses to categorise the two pairs of Functional Types: the Rational 'judging' Thinking and Feeling, and the Irrational 'perceiving' Sensing and Intuition. Myers differed markedly from Jung's use of the words Sensation and Perception, which Jung considered both as having the same meaning. However, the Myers Briggs system attached different meanings (Myers et al., 1998).

According to the Myers Briggs' system each individual's personality is represented by four preferences, one from each of the four scales (E-I, S-N, T-F, J-P). By measuring an individual's overall behavioural style according to four preferences, the MBTI system logically contains sixteen main types, each represented by four-letter code, outlined below (Myers et al., 1998):

- ENFJ (Extroverted feeling with intuiting)
- ENFP (Extroverted intuiting with feeling)
- ENTJ (Extroverted thinking with intuiting)
- ENTP (Extroverted intuiting with thinking)
- ESFJ (Extroverted feeling with sensing)
- ESFP (Extroverted sensing with feeling)
- ESTJ (Extroverted thinking with sensing)
- ESTP (Extroverted sensing with thinking)
- INFJ (Introverted intuiting with feeling)

- INFP (Introverted feeling with intuiting)
- INTJ (Introverted intuiting with thinking)
- INTP (Introverted thinking with intuiting)
- ISFJ (Introverted sensing with feeling)
- ISFP (Introverted feeling with sensing)
- ISTJ (Introverted sensing with thinking)
- ISTP (Introverted thinking with sensing)

According to Myers Briggs code the 1st letter denotes the Jungian 'Attitude' or orientation; the direction or focus of the personality - Introvert or Extravert. The middle two letters denote the Jungian 'Functional Type' preferences, namely 'Irrational' function (Myers Briggs 'Perceiving') - Sensing or Intuition, and 'Rational' function (Myers Briggs 'Judging') - Thinking or Feeling. The 4th letter is Myers Briggs' added dimension to indicate the preferred way of dealing with the outer world; to evaluate and decide or to continue gathering information - Judging or Perceiving - equating to Jung's 'Irrational' and 'Rational' functional type categories, and thereby enabling [functional dominance](#) to be determined (Myers et al., 1998).

According to the Myers Briggs theory (Myers et al., 1998), individuals, to varying degrees at different times depending on circumstances, use both preferences within each of the four scales, but tend to have a certain preference for one style or another in each of the four scales. Myers Briggs also added that there are no 'right' or 'wrong' or 'good' or 'bad' preferences, and there are no good or bad or right or wrong 'types' although certain 'preference' behaviours and personality 'types' can be more or less appropriate or effective in given situations.

Myers Briggs (Myers et al., 1998) therefore theorised that using the MPTI preferences style, self-awareness is the first step to understand personal limits and access valuable attributes from the four dominant functions that were not often preferred at first to adapt to various situations. These four functions are identified by first sorting out the superior

and auxiliary functions. Myers Briggs further added that the third and fourth functions will be depicted following the identification of the superior and auxiliary functions.

According to Briggs (Myers et al., 1998) the four functions or functional dominance of each of the sixteen main personality types are identified from their respective four-letter codes. Basing their arguments on the dominant Function of the essential Jungian Four Functional Types, sensation or intuition (the second letter in the four letter codes of MPTI), or thinking or feeling (the third letter in the four letter codes of MPTI), the most dominant and the second dominant (auxiliary) functions are identified within a given personality type.

As noted by Briggs (Myers et al., 1998), in any personality type either the dominant function or auxiliary functions will be identified first from the 2nd or 3rd letter in the four letter codes. If the 2nd letter is the personality type's dominant function then the 3rd is its auxiliary function and vice versa. The 1st letter in the four letter codes (E or I) indicates whether an individual will first find the dominant or auxiliary function. If the personality type's 1st letter is E (Extravert) then the individual will first identify the dominant function letter and the remaining letter will be the auxiliary function. Likewise, if the personality type's 1st letter is I (Introvert) then the individual will first identify the auxiliary function letter and the remaining letter will be the dominant function. And if the 4th letter is J (Judging) then the 3rd letter representing Jungian's 'Rational' function (Myers Briggs 'Judging') - Thinking or Feeling will be the first to be identified as either dominant or auxiliary function, depending on the first letter.

Similarly, if the 4th letter is P (Perceiving) then the 2nd letter representing Jungian's 'Irrational' function (Myers Briggs 'Perceiving') - Sensing or Intuition will be the first to be identified as either dominant or auxiliary function, depending on the first letter. According to Briggs (Myers et al., 1998), the 4th function is always the opposite of the superior which is often the most neglected trait and the 3rd function is the opposite of the 2nd or auxiliary function.

The extent to which individuals are able to call upon and make use of their auxiliary, and particularly 3rd and 4th functions depends on the individual person, and is also the

subject of continuing debate and ongoing research by psychologists. Most individuals are capable of developing their less strong functions to some degree or other. According to Briggs (Myers et al., 1998) self-awareness is the starting point. This was central to Jung's motivation too. Awareness of the fact that individuals possess these unconscious under-developed functions is the first step towards realising that they can be developed and used, alongside the natural preferences, brought into play consciously to adapt to any given situation, as needed (Yilmaz, 2010; Siegel, 2010; Ellis & Abrams 2009; Boeree, 2006).

The Myers Briggs system typically involves the use of MBTI testing instruments to determine individual's own types which is recommended to be administered by a suitably qualified person to give proper explanation and feedback to the individual being tested (Myers et al., 1998). The MBTI tool was developed in the 1940s by Isabel Briggs Myers and the original research was done in the 1940s and 50s (Myers et al., 1998). Myers Briggs essentially developed Carl Jung's theories into a usable personality test known as the Myers-Briggs Type Indicator (MBTI).

The MBTI, 125 questions test, has been undergoing various tests over the decades since it got established (Quenk, Hammer, Allen, Majors & Mark, 2001; Myers et al., 1998). Through its ongoing studies, more than two million people get assessed every year in different parts of the world providing users with updated and new information about psychological type and its applications (Yilmaz, 2010; Siegel, 2010; Ellis & Abrams 2009; Boeree, 2006).

MBTI has been widely used by managers for hiring staffs, motivating and team building in companies but it has been found wanting by academics. Many psychologists have verified that the MBTI is empirically unreliable (especially with regards to test-retest reliability) and theoretically unsound in addition to its limited validity and potential for misuse for it needs a professional to administer it. Although the MBTI indicated a continuous personality dimensions, the MBTI is used as a typology, not as dimensions. Psychologists noted that the magnitude of differences between individuals who are in very small distances apart on other dimensional measures are categorised as being qualitatively different to one another because they fall either side of the demarcation

point between the types and are lumped in with much more extreme scores that fall on the same side of the halt however far apart they are on the dimension (Matthews, 2004).

### **3.3 Behavioural Theories**

Monte (1995) noted that B.F. Skinner and Albert Bandura were the pioneering behavioural theorists who studied observable and measurable behaviours, by rejecting theories that take internal thoughts and feelings into account. Both theorists stressed the importance of the interaction between the individual and the environment in the development of personality (Monte, 1995).

Skinner based his system of operant conditioning in which individuals were stimulated using reinforcements to obtain the desired behaviour. In his studies, Skinner noted that if the behaviour was not followed by the reinforcing stimulus, it resulted in a decreased probability of that behaviour occurring in the future, which he called extinction. In addressing more complex behaviour such as phobias, Skinner responded with the idea of shaping. Basically, this first involves reinforcing an act of behaviour only vaguely similar to the one desired, followed by variations that resembled the desired behaviour (Yilmaz, 2010; Siegel, 2010; Ellis & Abrams 2009; Boeree, 2006; Monte, 1995).

Skinner did not approve the use of aversive stimuli because he noted less sustainability in behaviour modification. According to Skinner, sustainable behaviour adjustment would be achieved by using various forms of reinforcement of regular frequencies. Skinner called personality a mentalistic construct which is unobservable and useless for a scientific psychology. Skinner recommended that psychologists concentrate on observables; the environment and individual's behaviours in it (Yilmaz, 2010; Siegel, 2010; Ellis & Abrams 2009; Boeree, 2006; Monte, 1995).

Bandura, another personality theorist, further identified personality as an interaction among three factors, namely, the environment, behaviour, and the person's psychological processes. These psychological processes consisted of the ability to entertain images using the mind and language. He noted that in the interaction of these

three aspects the individual would develop a personality by observational learning or modelling and self-regulation (Bandura & Walters, 1963).

In his experimental studies of human behaviour, Bandura outlined four steps that were involved in observational learning or the modelling process. He named these four: attention, retention, reproduction and motivation. According to him, in order to learn a certain behavioural response, undivided attention is vital. In his studies, he noted that competing stimuli or any other distraction hindered the learning process. Furthermore, he observed that using a model which an individual identified and respected would lead to focused attention. After paying attention, retention is needed to follow in order to remember what has been observed. Bandura indicated that the individual would store behavioural responses by seeing a model doing an activity in the form of mental images or verbal descriptions so that the individual would reproduce it, if motivated to imitate. Bandura mentioned a number of motives such as past reinforcement (traditional behaviourism), promised reinforcements (incentives) or vicarious reinforcement (seeing and recalling the model being reinforced) (Bandura & Walters, 1963).

Bandura pointed out that these reinforcements did not, as such, cause learning, but caused an individual to demonstrate what she/he has learned. Nevertheless, negative motivations such as past punishments, indicated punishments or vicarious punishments, would give an individual a reason not to imitate an observable behaviour affecting the learning process. In a manner similar to Skinner and the other behaviourists, Bandura stressed the ineffectiveness of punishment, compared to reinforcement, in creating backfiring tendencies for future learning (Siegel, 2010).

Bandura further noted the effects of self-regulation, self-concept and self-punishment on the development of personality. According to him, each individual has a tendency to observe and review personal behaviour by a certain standard that the individual has learned and set as a goal. If the individual, over a period of time, believes that she or he has met the standards, the person would develop a positive self-concept or high self-esteem. If, on the other hand, the individual has been failing to meet personal standards and is punishing themselves, they will have a poor self-concept or develop

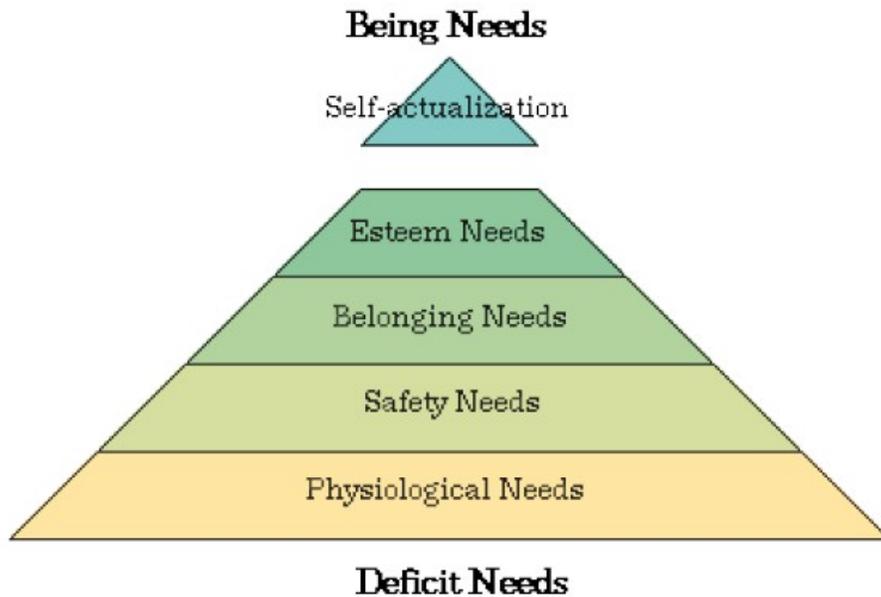
low self-esteem. According to Bandura, excessive self-punishment would result in compensation such as a superiority complex, for example, or delusions of grandeur; inactivity such as apathy, boredom and depression or escapism, such as drugs and alcohol, television fantasies, or even the ultimate escape, suicide (Bandura & Walters, 1963).

Another contribution by Bandura to personality theories comprised his research-based therapeutic approaches that would enhance self-concept and self-control through modelling therapy (Bandura & Walters, 1963). His and Skinner's contributions to observable and measurable behaviour caused some theorists to consider behavioural theory as lacking depth in the understanding of mentalistic constructs. Nevertheless, both theorists' contributions to cognitive psychology have been acknowledged for retaining the experimentally-oriented flavour of behaviourism, without artificially restraining the researcher to external behaviours, by affording the mental life of clients and subjects due importance (Yilmaz, 2010; Siegel, 2010; Ellis & Abrams 2009; Boeree, 2006; Monte, 1995).

### **3.4 Humanist Theories**

Carl Rogers and Abraham Maslow were among the pioneers of these theories, which focused on the importance of freewill and individual experience in the development of personality. Humanist theorists emphasised the concept of self-actualisation, which was an innate need for personal growth that motivates behaviour (Coder 2011).

As illustrated in Figure 2.1, although permission was not obtained to reproduce the figure, Maslow's hierarchy of needs was often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self-actualisation at the top. However, Maslow himself never used a pyramid to describe these levels in any of his writings on the subject (Boeree, 2006).



**Figure 2.2: Maslow's Hierarchy of Needs**

Maslow's contribution to personality development lay in his theory of the hierarchy of needs which describes five stages or phases which individuals go through in their lifetimes that affect their personality development. As outlined chronologically in Figure 2.1, Maslow's five broader layers were the physiological needs, the need for safety and security, the need for love and belonging, the need for esteem and the need to actualise the self. Based on the characteristics of these needs, he divided the stages into two levels: he called the first four deficit needs and described the last phase, self-actualisation, as "being needs", illustrated in Figure 2.1 (Boeree, 2006; Monte, 1995; Engler, 1985).

Maslow labelled deficit needs as instinctual or basic survival needs. When these needs were addressed, they cease to be motivating. He argued that these needs were genetically inbuilt in people, similar to instincts; he called this "instinctoid". According to his theory, adults will have passed through these stages since the infant stage and would have progressively addressed them in the first phase of their lives. Under stressful conditions, or when their survival is threatened, individuals 'regress' to a lower need level, seeking attention or balance. If a significant deficit occurred during the

individual's development, the individual would be fixated on that set of needs for the rest of her or his life. According to Maslow, this is the way in which people develop neuroses (Coder 2011).

Maslow's theory suggested that the deficit needs should be addressed to a considerable extent before the individual strongly desires (or focuses attention on) the secondary or higher level needs. Maslow also coined the term "metamotivation" to describe the motivation of people who reached this stage of fulfilling their potential and becoming most completely human. According to Maslow, being needs were needs that do not involve balance or homeostasis. Once the self-actualisation stage has been reached, self-actualisation would be continuously felt and would likely grow stronger (Coder 2011; Ellis & Abrams 2009).

In his biographical analysis of historical figures, Maslow attempted to define and describe the characteristics of self-actualised people. Although he noticed that only two percent of the human population reached this stage, in his studies he outlined the characteristics of such people (Coder 2011; Ellis & Abrams 2009). He described them as reality-centred with a different perception of means and ends. Firstly, they enjoyed solitude and had deeper personal relations with a few close friends and family members. They were autonomous and resist enculturation. They had a developed sense of humour and had acceptance of self and others. They preferred being themselves rather than being pretentious or artificial. They were often from a strong kinship culture and had humility and respect for others. They were creative, inventive and original. Their values were 'natural' and seemed to flow effortlessly from their personalities. Furthermore, they appeared to transcend many of the dichotomies others accept as being undeniable, such as the differences between the spiritual and the physical, the selfish and the unselfish, and the masculine and the feminine (Coder 2011; Ellis & Abrams 2009; Boeree, 2006).

Maslow pointed out that individuals at the self-actualised stage often maintained these characteristics, based on their consistent personal values, which he called "metaneeds". However, if these needs were not fulfilled, they responded with metapathologies. According to Maslow, when forced to live without these values, the self-actualisers

would develop depression, despair, disgust, alienation, and a degree of cynicism (Coder 2011).

Maslow has however been criticised, concerning the methodology he used and the individuals he included in the study by defining them as self-actualisers, although he himself acknowledged the need for further studies in the area. Critics argued that there were many people who reached to self-actualisation as he defined it, but have not fulfilled the deficit needs and who encountered significant problems in fulfilling them as they developed (Coder 2011; Ellis & Abrams 2009; Boeree, 2006).

Another humanist, Rogers, disagreed with Maslow in that self-actualisation is not a stage which only two percent of human beings achieve. Rather, it is every creature's biological destiny at any point in their lives, which he called "force of life" or "actualisation tendency". Rogers, however, agreed with the concepts concerning the characteristics of self-actualisers, neuroses and metapathologies, as described by Maslow (Ellis & Abrams 2009; Boeree, 2006).

Rogers based his theory on a single 'force of life' which he termed the "actualising tendency". He defined this actualisation tendency as a built-in motivation present in every life-form to develop its potential to the fullest extent possible which goes beyond mere survival. Based on his clinical observations, Rogers pointed out that all creatures strive to make the very best of their existence, which he called "positive self-regard". However if they fail to do so, it is not for a lack of desire but it is due to cultural standards, which he denominated "conditional positive self-regards" (Ellis & Abrams 2009; Boeree, 2006).

Since these cultural standards were created without keeping each individual's real-self in mind, individuals will develop an ideal-self based on these standards. Rogers described the gap between the real-self and ideal-self as incongruity. According to Rogers the greater the incongruity, the greater the individual suffers from neurosis and anxiety. Similar to Freud, Rogers noted that in order to survive against this adverse situation, individuals develop defence mechanisms: denial and perceptual distortion. Unfortunately, as individuals utilise more of these defence mechanisms, they become

even more incongruous and find themselves in more and more threatening situations and if not treated accordingly, they begin to function from a distorted point of view that holds dangers for themselves and others (Ellis & Abrams 2009; Boeree, 2006).

Roger theorized that in order to revitalise a person to a state of full function, a non-directive and client-centred therapeutic approach involving three particular qualities: congruence, empathy and respect, is crucial. According to him, if the therapist does not demonstrate these three qualities, the client's improvement will be minimal in being restored as a fully functioning person who is open to experience, existential living, experiential freedom and creativity (Ellis & Abrams 2009; Boeree, 2006).

Roger's theory is a clinical one and his approach was similar to the way in which Freud's theory developed, which was based on years of experience dealing with his clients. Another factor in common with Freud is that his theory has been considered as to be a particularly rich and mature one which was noted by many scholars as a well thought-out and logically tight theory with broad application. Some scholars, however, criticised his therapeutic approach as it demanded a great deal from the therapist. Rogers responded by saying that the therapist must demonstrate these traits in the therapy relationship and when the therapist leaves the office she or he can demonstrate her or his own personality traits. Nevertheless, some research done by biological theorists suggested that techniques do not matter nearly as much as the therapist's personality and that, to some extent, therapists are born, not 'made' (Ellis & Abrams 2009; Boeree, 2006).

### **3.5 Biological Theories**

Many research studies on heritability have acknowledged the link between genetics and personality traits. Biological theorists stressed the role of genetics on personality development. A notable leader of this school, Hans Eysenck (1950, cited in Yilmaz et al., 2011) has linked aspects of personality to biological processes. For example, Eysenck argued that introverts have high cortical arousal, leading them to avoid stimulation. On the other hand, Eysenck believed extroverts have low cortical arousal, causing them to seek out stimulating experiences. [Other](#) biological theories that have

been examined here were Jean Piaget's cognitive development theory and [Katherine Benziger's Brain Type theory](#).

Jean Piaget, a biologist, in his studies of thought processes and cognitive development called genetic epistemology, described the effects of the process of knowledge formation on individual personalities. He outlined four development stages in which individuals progressively developed their cognitive skills in their life span. These were chronologically: the sensory-motor, pre-operational, operational and post-operational stages. According to Piaget, as a person goes through these development stages she or he would learn certain cognitive skills called schemas to help them learn or adapt with their environment. Piaget pointed out that these schemas progressively form a structured knowledge basis by assimilating or accommodating the new skill with the previous one (Yilmaz et al., 2011).

According to Piaget, assimilation and accommodation were the two sides of learning which he called "adaptation". Assimilation and accommodation operate interchangeably by advancing an individual understands of the world and her or his competency in it. According to Piaget, Assimilation and accommodation were directed at establishing a balance between the structure of the mind and the environment, at a certain congruency between the two that would indicate that the individual had a good model of the universe. He called this ideal state, "equilibrium" (Merrill & Strauman, 2004; Lopes, Salovez, & Straus, 2003; Neisser, 1967).

Piaget, in his longitudinal study of children, noted that there were periods where assimilation dominated, periods where accommodation dominated, and periods of relative equilibrium. These periods were similar among children he observed, in their nature and their timing. He signified that in order to complete the schemas in each stage of cognitive development, a balance between assimilation and accommodation should be reached. These constituted a lasting contribution to the development of personality, in an individual (Merrill & Strauman, 2004; Lopes, Salovez, & Straus, 2003; Neisser, 1967).

As Piaget and other theorists have indicated, all individuals did not reach the final, post-operational stage during their lives. Biological incompetency, lack of exposure to practice in the environment and cultural barriers were listed as the main reasons that hindered the development of abstract reasoning skills that define the post-operational stage. Furthermore, even those who had reached this stage, had difficulties in operating in it all the time when forced to live without these values similar to the self-actualization stage of Maslow (Coder, 2011; Merrill & Strauman, 2004; Lopes, Salovez, & Straus, 2003; Neisser, 1967).

Influenced by Piaget's and other theoreticians' work, Eysenck undertook various studies by investigating aspects of personality linked to biological processes. Eysenck used extensive research and questionnaires to build a personality inventory known as the Eysenck Personality Test. In his studies, Eysenck had revealed his disagreement with the principles of psychoanalysis and preferred the view that genetics were significant in determining the psychological differences between people. Based on his studies, Eysenck theorised that there were four main types of personality outlined in Table 2.3, although permission was not obtained to reproduce the table (Yilmaz et al., 2011).

**Table 2.3: Eysenk's Four Main Types of Personality (Boeree, 2006)**

<b>stable-extraverted (unemotional-extravert)</b>	<b>stable-introverted (unemotional-introvert)</b>
sociable, outgoing, talkative, responsive, easy-going, lively, carefree, leadership	calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive
<b>unstable-introvert (emotional-introvert)</b>	<b>unstable-extravert (emotional-extravert), active</b>
moody, anxious, rigid, sober, pessimistic, reserved, unsociable, quiet	touchy, restless, aggressive, excitable, changeable, impulsive, optimistic

As illustrated in Table 2.3, Eysenck measured personality according to two scalable dimensions: introversion-extraversion and stability-instability. In this respect, his model was acknowledged by an added extra dimension (stable-unstable) not covered by earlier personality theoreticians. In this respect Eysenck offered a highly significant and

helpful additional perspective to the Four Temperaments, Jung's Psychological Types as well as the Keirsey and Myers Briggs systems on which he based his model. (Yilmaz et al., 2011).

Eysenck's 1950s key words feature strongly in at least one modern version of the Dominance, Influence, Steadiness and Compliance (DISC) Personality Testing System, which testified to the enduring nature of Eysenck's work, and which provided yet another indication of the similarity and common themes between many of these 'different' personality models (Yilmaz et al, 2011).

Eysenck later theorised about a third dimension: psychoticism, from his studies of mentally disturbed people, which was related to risk-taking and eccentricity. In his later life Eysenck also developed a deeper scientific understanding of Jung's introversion and extraversion 'attitudes', which, along with his other concepts, helped [Katherine Benziger](#) develop her own ideas of personality and behaviour (Yimaz et al., 2011).

Benziger was unusual compared to many other personality thinkers in that she placed great emphasis on wellness and the need to help people avoid falsifying their true type. Benziger noted that people often falsify type, so as to fit into a role or career path that might not be right for them, which ultimately has a negative impact on health, happiness and personal effectiveness. Benziger's model is relatively recent when compared to theories of Jung and Eysenck. Her theory and tool have been widely used by many practitioners, and have been the subject of ongoing research and refinements (LeDoux, 1994).

Benziger's work was significantly influenced by [Jung](#), Briggs and Eysenck. Her work was additionally influenced and supported by the late 20th century scientific developments into brain imaging, using modern scanning technologies; basically using safe equivalents of X-Ray techniques, to actually determine which parts of the brain were used for various functions and types of thinking in general, not in the logical Jungian sense (LeDoux, 1994). Benziger's theory expressed personality in terms of four quadrants of the brain (basal meaning rear or back):

- Basal Left - process and routine
- Basal Right - intuition and empathy
- Front Left - logic and results
- Front Right - vision and creativity.

Benziger related these modes of thinking to Jung's Four Functions as outlined in Table 2.4. Although Benziger had acknowledged and made use of Jung's Extravert-Introvert dimension, it was not represented within her four-quadrant brain model (Yilmaz et al., 2011; Ellis & Abrams 2009; Boeree, 2006).

**Table 2.4: Benziger's Four-Quadrant Brain Model**

<b>Benziger Brain quadrant</b>	<b>Benziger's Describing Characteristics</b>	<b>Jungian 'Function' or 'Attitude'</b>
<b>Frontal Left</b>	analytical, objective, principles, standards, criteria, critiques	<b>Thinking</b>
<b>Basal Left</b>	realistic, down-to-earth, practical, sensible, the past	<b>Sensing</b>
<b>Basal Right</b>	subjective, personal, values intimacy, sees extenuating circumstances, humane, sees harmony	<b>Feeling</b>
<b>Frontal Right</b>	hunches, speculative, fantasy, imaginative, the future	<b>Intuition</b>
	behaviour directed inwardly to understand and manage self and experience	<b>Introversion</b>
	behaviour directly externally, to influence outside factors and events	<b>Extraversion</b>

Benziger indicated that people possessed one and only one natural leading function or 'mode' in which their brain had been conditioned to be naturally efficient. Benziger noted in her studies that when people operated outside of their natural leading function, drainage of energy often occurred. Benziger concluded that such drainage of energy often resulted from falsification of type, of not using one's natural strength (Davies, 2006).

### 3.6 Trait Theories

The trait theory approach has comprised one of the most significant areas within personality psychology. Trait theories considered personality as a sum of broad traits. A trait was defined as a relatively stable characteristic that caused an individual to behave in certain ways. Some of the trait theories are [The 'Big Five' Factors personality model](#) of Norman (1963, cited in Eswaran, Islam & Yusuf, 2011), Cattell's theory (1949, cited in Eswaran et al., 2011) and the Enneagram Theory of Personality (Daniels & Price, 2009; Riso & Riso & Hudson, 1996 & 1999; Baron & Wagele, 1994; Palmer, 1988 & 1994).

The Big Five theory of Norman (1963, cited in Birkman, Elizondo, Fabian, Lee, Larry, Wadlington, Patrick, Zamzow & Matt, 2008) had been researched and validated by many different psychologists and is at the core of many other personality questionnaires. The Big Five Factors had been replicated in studies across cultures and have contributed significantly to the understanding of mental building blocks.

The Big Five has also been referred to as OCEAN, being an acronym for names often used for the five traits (Birkman et al., 2008):

- Openness to experience (equates to creative, opposite to conforming)
- Conscientiousness (equates to detail –conscious opposite to unstructured)
- Extraversion (opposite to introversion)
- Agreeableness (opposite to tough-mindedness)
- Neuroticism (equates to sensitive, opposite to confidence)

While some psychologists refer to the OCEAN terminology, it's not particularly recommended for use where people are likely to be sensitive to the words, notably 'neuroticism'. Other words in the OCEAN scale have also be perceived as judgmental or stigmatised. And while 'Conscientiousness' is technically accurate, using this word tends to influence decision-makers (notably users of psychometric testing systems) towards the characteristic and those displaying it, not least because the other end of the scale would logically be called 'Unconscientious'; better instead to refer to the scale of 'Detail-

conscious - Unstructured', which neutralizes the sense of good or bad (Birkman et al., 2008).

Each of the Big Five factors are consists of 'sub-traits'. For example, 'Agreeable' (at the opposite end of the 'Tough-minded' scale) consists sub-traits (behavioural elements) such as 'Tactful', 'Diplomatic', 'Team-centred', 'Submissive', 'Warm', 'Friendly', 'Tolerant' and 'Democratic'. In typical use of the Big Five model and tests, a person's score on the 'Agreeable' scale was computed on an average basis to see how they matched the sub-traits. (Eswaran et al., 2011).

Each factor is named according to the 'high scoring' end of each scale. Low scores logically indicate behaviours at the opposite side of the scale. High scores are not good or bad. Low scores are not good or bad. It's simply a measure of what individuals are. The majority of people actually tend to score close to the middle (the 'norm'). The higher a person scores for the behavioural elements shown within each of the five factors, the more (logically) they will exhibit these behaviours, and be less able to sustain the tendencies of the low scorer and vice versa (Eswaran et al., 2011).

According to Big Five Model (Birkman et al., 2008) during a person's early 20's individual personality traits become more fixed and are thus capable of being reliably measured. This model does not necessarily mean people become more stable or reliable, but that their individual personality traits become more fixed and are thus capable of being reliably measured. For example, loud, confident, creative people tend to remain loud, confident and creative people throughout their careers. Quiet, unassuming, dependable people tend to remain so also.

When using this model, as with many other personality concepts, it is the combination of scores from all of the scales that shows how people operate and identifies their underlying preferences. Looking at a single scale in isolation can be very misleading. For example although a creative (non-conformist) has the intellectual ability to be creative, if their non-conformity is combined with introversion and low confidence, they may not express their creative thoughts and ideas (Birkman et al., 2008).

The Big Five model is a modern, widely replicated and validated methodology for understanding, explaining and measuring personality. Various Big Five tests have been developed. The first to be launched in the UK, and one of the most popular, is the RPQ Rapid Personality Questionnaire (RPQ), which is available from various suppliers (Birkman et al., 2008).

When the first Big Five questionnaire RPQ was launched in the UK in 1990, it was not accepted due to its simplicity and brevity. This was because it was only measuring five factors and not sixteen or thirty-two personality factors (Birkman et al., 2008). However, validation studies were published and presented to the British Psychology Society by the end of the 1990s and the Big Five was established as a significant and fundamental personality testing model (Eswaran et al., 2011).

The Big Five Model is empirically validated and is accepted internationally by modern psychologists and academicians. Despite its accreditation in modern academics, it has been queried by some psychologists (Block, 1995 & 2001; Boyle, 1997, Boyle & Saklofske, 2004; Cattell, 1995). These psychologists have criticised its limited role in practical applicability of solving psychological and social problems that emerges from personality transformation.

Although some evidences support the cross-cultural replicability of the Big Five (Egger et al., 2003), the fact that each of the broad dimensions has multiple underlying environmental and genetic determinants, raises concerns about construct validity (Jang et al., 2002). Albeit the Big Five is a very useful model for assessing individuals who have undergone formal education, it lacks some of the rigour required for assessing marginalized people existing in different socio-cultural contexts that people's personalities depend more on (Roberts et al., 2006). Toomela (2003) argued that a different approach is required for individuals raised in different or marginalized context, to gauge the 'components' of people's behaviour and the detailed combinations of their cognitive and psychosocial environment (Jang et al., 2002).

Each of the Big Five factors consists of 'sub-traits', for example, 'Agreeable' (at the opposite end of the 'Tough-minded' scale) consists of sub-traits (behavioural elements)

such as 'Tactful', 'Diplomatic', 'Team-centred', 'Submissive', 'Warm', 'Friendly', 'Tolerant' and 'Democratic'. In typical use of the Big Five model and tests, a person's score on the 'Agreeable' scale will be an average of how they match the sub-traits. Showing the detail and variance of the sub-traits scores would entail a vastly more complex and time-consuming analysis. The strengths of the Big Five Factor model lie in its speed and ease of use and this makes it a very useful tool for gaining a rapid overview of a person's key drivers. Saucier (2002) pointed out, empirical evidence shows that the Big Five dimensions are not always orthogonal in marker sets.

Another trait theorist, Raymond B. Cattell, (1949, cited in Eswaran et al., 2011) had also developed his 16PF (personality factors) in the 1940s. The Cattell systems also included an interpretation of the ['Big Five'](#) factors, which the Cattell organisation referred to as 'Five Global' factors but to which they awarded different descriptive factor names (Monte, 1995; Engler, 1985).

Cattell outlined sixteen distinctive personality factors in his theory. It asserted that every person possessed a degree of each of the following sixteen traits. These along with their code letters are outlined below:

1. Warmth (A)
2. Reasoning (B)
3. Emotional Stability (C)
4. Dominance (E)
5. Liveliness (F)
6. Rule-consciousness (G)
7. Social Boldness (H)
8. Sensitivity (I)
9. Vigilance (L)
10. Abstractedness (M)

11. Privateness (N)
12. Apprehension/Apprehensiveness (O)
13. Openness to change (Q1)
14. Self-reliance (Q2)
15. Perfectionism (Q3)
16. Tension (Q4)

Most sources have indicated an original publication date of 1949, and have gone through five edition revisions, which explain the strange letter coding sequence. The 16PF is one of the longest-standing and most widely used personality testing systems (Monte, 1995; Engler, 1985).

### **3.7 Summary**

Although these major schools of thought exhibit differences in regard to their focus of topic, philosophical assumptions and intervention approaches, their central aim is to motivate, heal and help people help themselves in managing themselves and their relationships. For instance, psychodynamic theorists Freud and Erikson (1959) noted that a lack of balance between frustration and extreme gratification would result in a personality problem. Therefore, they recommended that such maladaptive characteristics could be reversed and balanced by various methods of therapy such as free association and hypnotism. Jung, another psychodynamic theorist, further recommended self-realisation through personality inventories as an approach to positive personality progress as opposed to the Behaviourists who focused on adaptation of individuals through reinforcement, shaping and modelling therapies. Akin to Jung, Humanists such as Maslow and Roger stressed the self-actualisation tendencies of individuals, which may be reached by successfully addressing deficit needs or survival challenges. In order to help individuals help themselves overcome their challenges, Rogers developed a non-directive and client-centred therapeutic approach, known as Rogerian Therapy. On the other hand, biological theorists, such as Piaget and

Benziger, stressed the effect of genetics and mental competency as basic factors for the development of a personality in an individual. However, Benziger further noted that a lack of equilibrium or balance between the structure of the mind and the environment would result in drainage of energy which often resulted from falsification of type or not using one's natural strength. Akin to Jung and Trait theorists, the biological theorists stressed identifying one's natural strength or tendency and overcoming challenges using the individual's strength.

## **4 CHAPTER THREE THE ENNEAGRAM THEORY OF PERSONALITY**

### **4.1 Historical Background**

The Enneagram is a Greek word for nine (Ennea) and figures (Grammos) and has been reported to be rooted in Afghanistan in an Islamic sect called Sufism. While it has been preserved through oral tradition, the earliest appearance of the Enneagram that has been historically documented was in the teachings of Georges Gurdjieff, which was recorded in the books of his student Piotr Ouspensky. The first documented correlation of the nine points on the Enneagram to nine personality types was in the 1960's teaching of Oscar Ichazo. While Gurdjieff considered the Enneagram to contain the key to knowledge of all that was in the cosmos, it was Ichazo in the 1960s who first developed a theory of nine personality types corresponding to the nine points of the Enneagram (Hebenstreit, 2007; Riso & Riso & Hudson, 1996 & 1999; Baron & Wagele, 1994; Palmer, 1988 & 1994).

Most Enneagram teachers, however, assert that its origins are more ancient than Gurdjieff or Ichazo although they do not agree on its precise origins and offer no solid historical evidence for their various theories. Gurdjieff led his students to believe that knowledge of the Enneagram had been passed down in secret within circles devoted to esoteric wisdom, perhaps for thousands of years, despite his evidently never having divulged from which group he supposedly learned it. Many Enneagram teachers noted that he learnt the Enneagram from Sufi mystics, though in saying this, they did not necessarily mean to deny that the Enneagram could be older, since the Sufis themselves are reputed to pass down forms of wisdom that were older than their own school. Others assert that the Enneagram had its origins in the numerological speculations of the Pythagoreans or the ancient wisdom of the Chaldeans (Hebenstreit, 2007; Baron & Wagele, 2000; Riso & Riso & Hudson, 1996 & 1999; Palmer, 1988 & 1994).

Enneagram proponents have not produced any solid historical evidence to substantiate any of these claims. Although they acknowledge this, they argue that the lack of concrete evidence was due to the fact that the Enneagram was never made public, but passed down in secret by oral tradition to selected pupils. With regard to the possible pre-existence of the Enneagram prior to the teachings of Gurdjieff, the only information that historical research currently afforded is the fact that the decimal point and the zero were not used by mathematicians until about the fourteenth century. Given that the numerology on which the Enneagram was based depended upon the decimal point, it is difficult to place the origin of the Enneagram before that date (Hebenstreit, 2007).

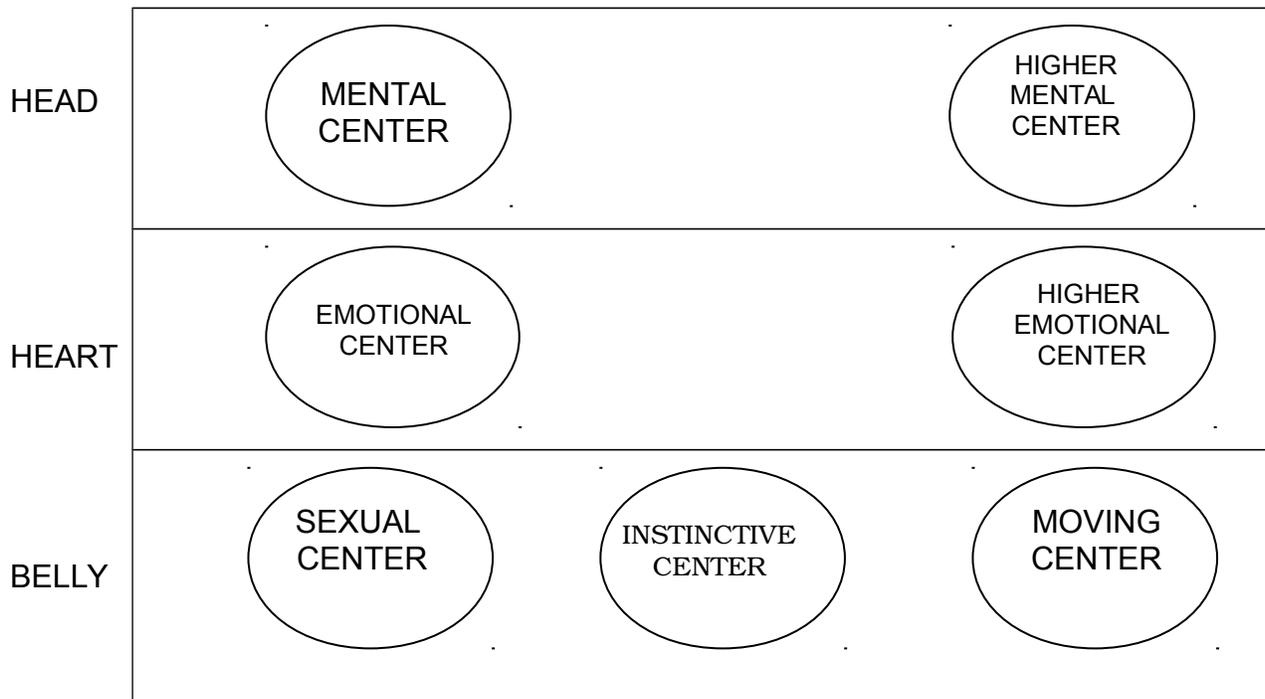
## **4.2 Contributors to the system**

Gurdjieff was the first to introduce the Enneagram to the western world and developed his own synthesis of ideas drawn from the various sources encountered in his travels and in his studies. His work with the Enneagram began in Russia and Western Europe in 1922 (Arthur & Allen, 2010; Killen, 2009; Baron & Wagele, 2000).

According to Gurdjieff, the law of three and the law of seven were the foundation of everything in the cosmos. The desire of the cosmos to return to the unity of the 'Absolute' was represented by the division of one by three and by seven, thus yielding the repeating decimals that are the basis of the Enneagram. By relating the two fundamental laws of the three and of the seven, Gurdjieff constructed this basis (Killen, 2009).

Gurdjieff, however, did not relate the points on the Enneagram to personality types, although he did teach that there were three basic personality dispositions. Based on a teaching evidently borrowed from Sufism, Gurdjieff noted that human beings have three hierarchically ordered centres of intelligence, namely the intellectual, the emotional and the moving or instinctual, as outlined by Palmer (1994) in Figure 3.1, although permission was not obtained to reproduce the figure. However, Gurdjieff, similarly to Piaget, awarded cognitive development a position of high importance while postulating

that one of these three centres of intelligence was always dominant in each person, so that there were three personality types. This threefold classification has been retained by current Enneagram theorists who used the nine personality-type system developed by Ichazo, as they regard the nine types as falling into three groups of three (Arthur & Allen, 2010; Routledge & Paul, 1973).



**Figure 3.3: Gurdjieff's three Centres of Intelligence (Palmer, 1994)**

Similar to the psychodynamic theorists, such as Freud and Erikson, Gurdjieff, and later Enneagram theorists, noted that each person was born with an essence, but then as a young child, through interaction with the environment, developed a personality, a host of habitual ways of thinking and acting that were not in line with innate dispositions of one's essence (Arthur & Allen, 2010). Gurdjieff noted that during the early childhood period, the true essence of the child was observed. Resembling Freud's concept of fixation, Gurdjieff specified that when the child started socialising with people, her or his personality began to develop. By combining the biological theorists and behavioural

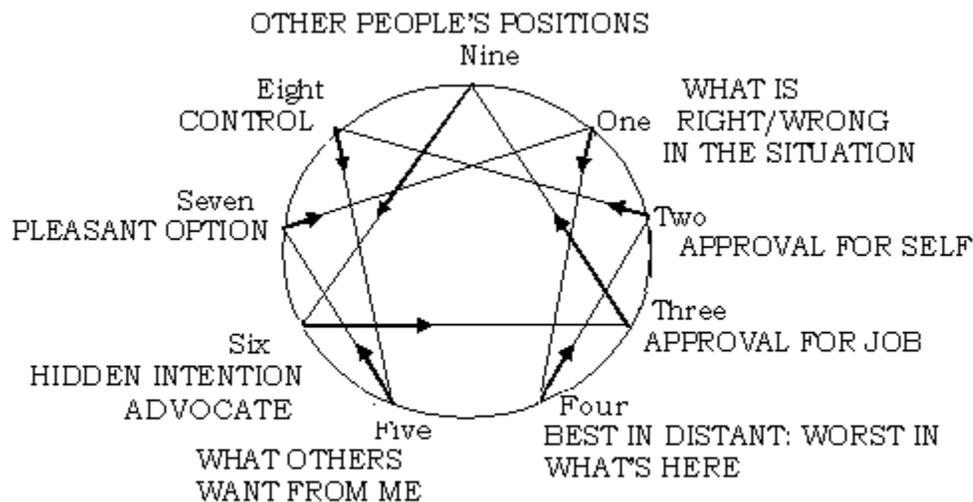
theorists' approaches, Gurdjieff indicated that personality was created partly by the intentional influences of other people, by education and partly by involuntary imitation of them by the child itself. Similar to Bezinger's concept of falsification of types, Gurdjieff pointed out that in the creation of personality, a great part was played by resistance to people around her or him and by attempts to conceal from them something that was real (Arthur & Allen, 2010; Killen, 2009; Davies, 2006).

Gurdjieff thus theorised that the goal of each person should be to develop a harmonious relationship between one's personality and one's essence and to escape from the limitations imposed by one's personality; a concept similar to that of the humanist theorists' concept of self-actualisation that comes by overcoming deficit needs. However, unlike Maslow and similar to Rogers, a person's true self would only emerge from her or his essence. Gurdjieff pointed out that in order to enable essence to emerge; personality must be inactive (Killen, 2009).

Oskar Ichazo, another Enneagram theorist, in the 1950's and 60's, established that with regard to the correlation of the nine points of the Enneagram to nine basic personality types, Gurdjieff did not use the Enneagram in this way. Similar to Gurdjieff, Ichazo noted that the pure essence of a child would be blocked by personality development at around four to six years of age when the child chose one of the nine basic patterns of thinking, and, like Freud, he called it 'fixation'. Again, similar to Freudian theory, he held that this constructed ego or personality was the source of unhappiness. Thus, by cultivating the pattern of central preoccupation of thinking and acting in a manner opposite and complementary to one's ego by means of special exercises, such as meditation, the true essence would be brought to the surface.

Ichazo applied the numerological basis of the Enneagram diagram (Figure 3.2) to the understanding of the interrelationships among the various personality types and, prescribed directions for personality development towards the true using the directions of arrows. One should move along the Enneagram in the direction opposite to that of the arrows. For instance, the goal of a type One personality should be to become more like a type Seven (and not like a type Four) as illustrated in Figure 3.2, although

permission was not obtained to reproduce the figure (Arthur & Allen, 2010; Killen, 2009; Baron & Wagele, 2000; Riso & Riso & Hudson, 1996 & 1999; Palmer, 1988 & 1994).



**Figure 3.4: Central Preoccupation of Enneagram Personality types (Palmer, 1988)**

Ichazo and Gurdjieff, were however, criticised for not providing empirical evidence on how they related the personality types along the Enneagram Diagram. Ichazo reported that he saw the Enneagram symbol while visiting a Sufi order in Afghanistan; but that the Sufis did not know its deeper meaning and that he was able to explain much more of its meaning than his hosts. Furthermore, in the academic world, both were criticised for considering the Enneagram as a dogma, divine truth, unquestionable and final. Later, Ichazo discovered parallels between the Enneagram typologies and Pythagorean mathematics in an effort to bridge the foundation in the Sufi's tradition with modern science (Matise, 2007).

In 1969, another theorist, Claudi Naranjo, illustrated a correlation of insights from Ichazo's Enneagram theory with that of western psychology. It was his students, Helen Palmer (1988) and later, Riso and Hudson (1996) who integrated the Enneagram as a theory of personality psychology, which increased current understanding of the typology

in the academic arena. Despite its apparent religious origins, it has afterwards developed as a secular theory of personality.

However, although the theory has tried to integrate the different approaches of the major schools of thought into its system, some scholars and academicians give less attention to the Enneagram theory in relation to its alleged roots in ancient wisdom traditions, and that its further contemporary development took place in transpersonal psychology circles. Fitzsimons and Killen (2013) however, noted this as an overly simplistic explanation. According to them the main obstacle, has been the credibility gap due to the lack of scientific evidence about the validity of the system across the general population, and its efficacy in promoting personal development and growth. Fitzsimons and Killen (2013) signified science's objectivity towards the Enneagram system, in assessing gaps and provision of further explanations.

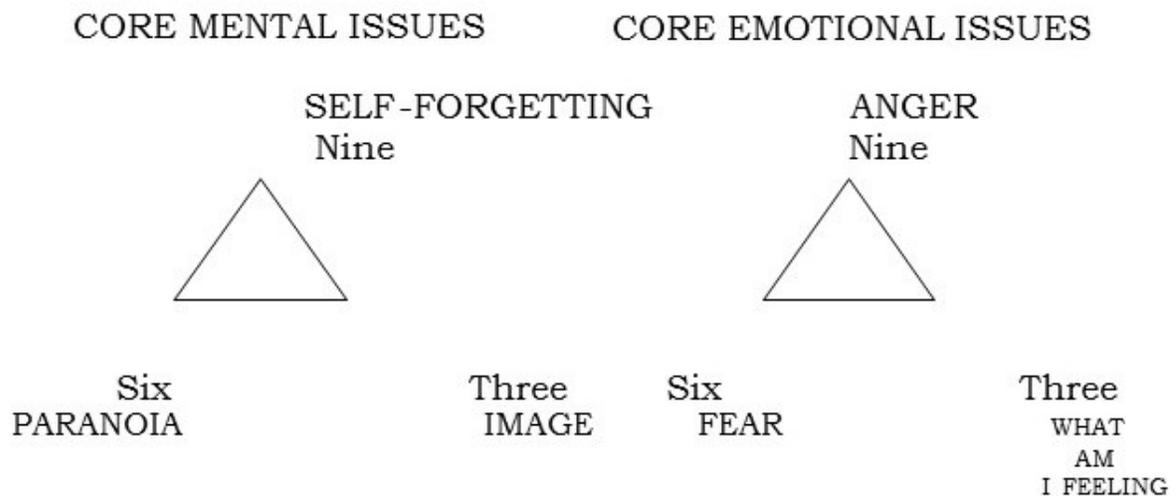
### **4.3 Structure of the Enneagram**

As indicated by Gurdjieff, the Enneagram theory of personality was based on two primary laws of mysticism: the law of three (trinity), which identified the occurrence of the three forces when an event begins, and the law of seven (hepta), which governed the stages of implementation of that event as it was played out in the physical world (Arthur & Allen, 2010; Baron & Wagele, 2000; Riso & Riso & Hudson, 1996 & 1999; Palmer, 1988 & 1994).

Furthermore, as illustrated in Figure 3.3, Palmer (1988) outlined the preserving personality traits as the central triangle of three-six-nine and illustrated the governing trinity of forces on personalities. This was illustrated arithmetically by dividing 1, or unity, by 3 which results in a fraction, the last numeral of which repeats infinitely, that is,  $1 \div 3 = 0.3333\dots$ . Palmer (1988) noted that once an event has begun, the law of seven would be active. The relationship of seven to unity was expressed by dividing 1 by 7, which yields the repeating series 0.142857142857, which contained no multiples of three. According to Palmer (1988), the full Enneagram was a circle divided into nine

equal parts that represented the fusion of the law three and the law of seven, which interacted in specific ways along the diagram's inner lines, (Palmer, 1994).

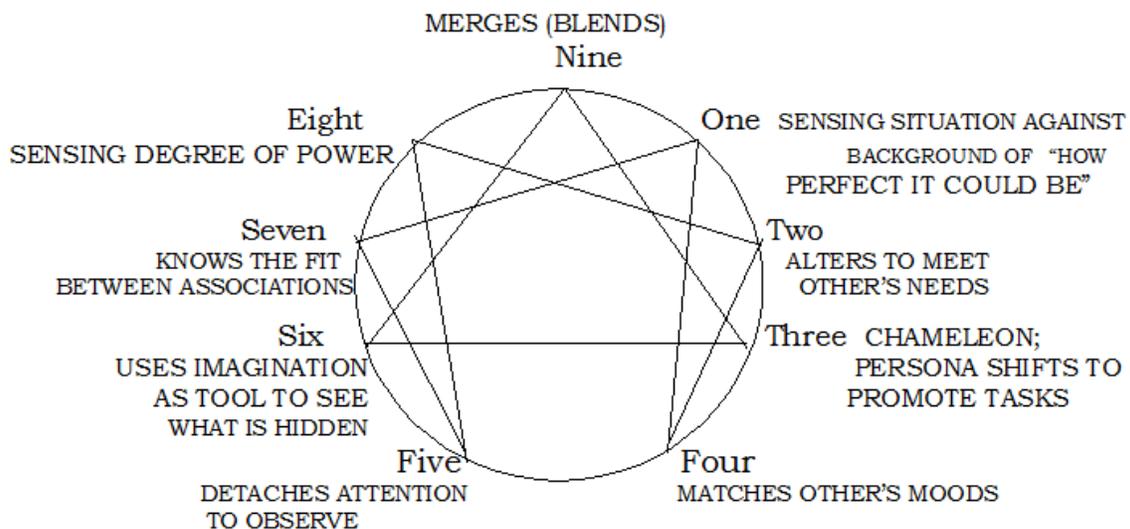
Palmer (1988) related the Enneagram model to the human condition. She indicated that the central triangle (three-six-nine) demarked the three core mental biases or issues: image (or glamour, point Three), fear (point Six), and self-forgetting (point Nine). These signified that these core mental biases or issues have corresponding emotional passions as depicted in Figure 3.3, although permission was not obtained to reproduce the figure.



**Figure 3.5: Core Mental and Emotional Biases/Issues outlined in the Enneagram (Palmer, 1988)**

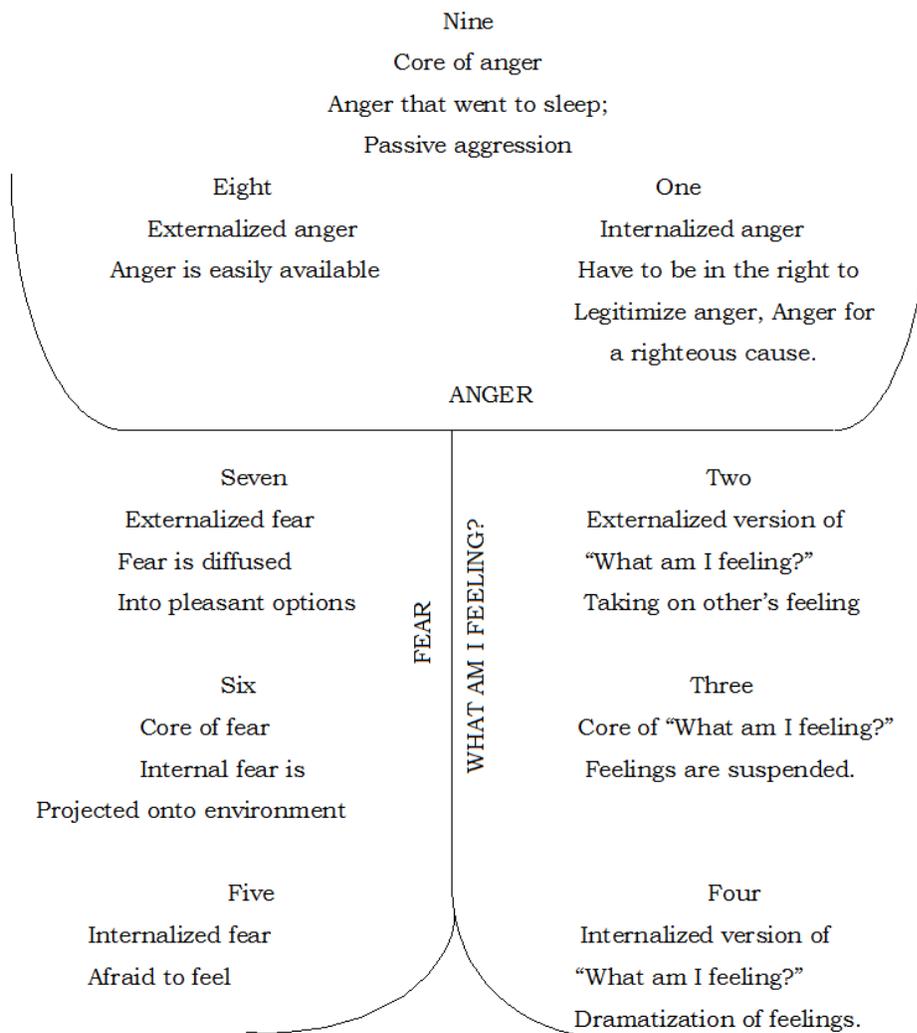
Palmer (1988) further theorised that although these core mental and emotional biases are shared by the two adjacent personality types, the focus of their attention and expression of their emotions differ among each personality type. Palmer (1988) noted that the core mental issues of the belly/gut centre representing personality types Eight, Nine and One express their self-forgetting biases by focusing their attentions in different ways. As illustrated in Figure 3.4 Type Eights Look for any indication of potential, or loss of control of their environment, while type Nines attempt to merge with the environment and type Ones evaluate what is correct or incorrect in the environment. Likewise, the Heart Centre types address their image issues as type Twos desire approving attention

from other people, type Threes want positive attention relative to tasks and performance, and type Fours awareness shifts relative to the availability or unavailability of objects and other people through selective focus on the best in the absent and the worst of the present. The Head Centre types in dealing with their paranoia mental preoccupation their focuses of attention differ as type Fives want to maintain privacy by being sensitive to others' expectations, as type Sixes scan the environment for clues that indicate the hidden intentions of others and as type Sevens shift their attention to pleasant mental associations and optimistic future plans.



**Figure 3.6: Focus of Attention of the Enneagram Personality Types (Palmer, 1988)**

Similarly, Palmer (1988) deconstructed the various expressions of the core Emotional Biases of the different types. According to Palmer (1988) only personality type Three, Six, and Nine found at the core of the emotional biases show both the externalized and internalized version of the core preoccupations. The adjacent wings however; show either the externalized or internalized version of the core preoccupations but not both as illustrated in Figure 3.5.



**Figure 3.7: Expressions of Emotional Biases of the Enneagram Types (Palmer, 1988)**

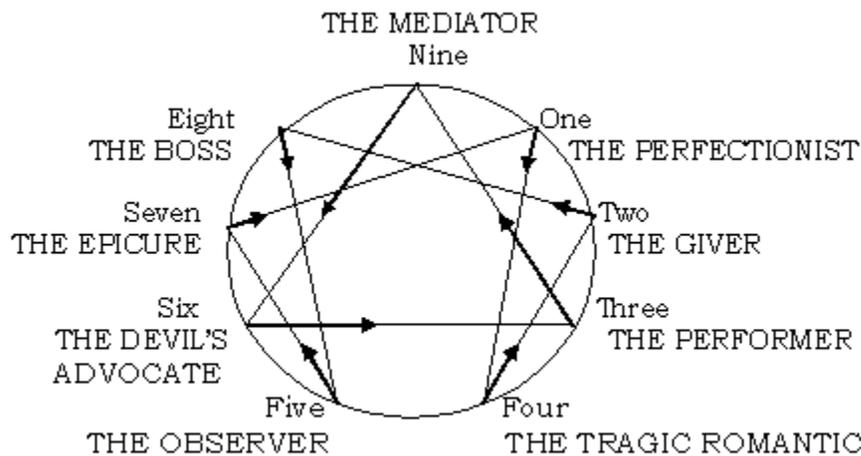
#### 4.4 The Dynamics of the Personality Types

According to the Enneagram theory, each personality type relates to personality types adjacent to it in both sides of the type illustrated in the circle of the Enneagram diagram. The adjacent types from which the personality is drawn, were labelled as wings. Daniels and Price (2009) indicated that although both adjacent types influence the personality by internalising and externalising certain traits, frequently, one of the wings has a dominant effect over the other. For instance, a type Nine personality would be

influenced by its wings both type Eight and type One with a dominance of one of these wings.

Palmer (1994) also noted the dynamics of the Enneagram personality types by outlining personality strategies each type made use of during security and stress points. Based on rigorous studies, Daniels and Price (2009) and Palmer (1988 & 1994), held that each personality has two other alternative strategies that would be deployed when the original or preferred strategy failed to deliver.

Daniels and Price (2009) and Palmer (1988 & 1994) defined the preferred strategy as the first strategy that originated from the individual's personality. Under stressful situations, if the first strategy failed to function, the personality would choose destructive personality traits which would be taken from another personality type connected in arrows, outlined in Figure 3.4, although permission was not obtained to reproduce the figure. Likewise, during growth or development each personality would deploy creative strategies taken from the best part of another personality connected in the arrows called the security point. Daniels and Price (2009) and Palmer (1988 & 1994) noted that this trinity of traits worked interchangeably to assist individuals survive through time as alternative strategies. For example, a type one personality would deploy the positive aspects of type seven illustrated in Figure 3.4 as the security point and under stress the type One personality would demonstrate the negative aspects of type four connected by the arrow.



**Figure 3.8: Enneagram Personalities' Security and Stress Points Indicated by Arrows, (Palmer, 1988)**

Another area of the dynamism of the Enneagram theory was also outlined based on each personality type's adaptive strategies in relation to the social environment. By including another dimension to Jung's individual preferences of introversion and extroversion, Daniels and Price (2009) and Palmer (1988 & 1994) outlined three patterns of preferences which they called subtypes: social (preferring to relate to groups), self-preservation (preferring to focus on personal survival) and sexuality (preferring to function on one-to-one basis). All three of these types of social relationships apply to each type, but one will dominate as a result of past experience and deeply felt concern. For example, if a type Three personality had a damaging relationship experience in social groups or in one-to-one interaction, the personality would develop a mental preoccupation to function as a self-preserver in which the individual chooses to function alone by lessening the anxiety that surrounds her or his life.

Daniels and Price (2009) and Palmer (1988 & 1994) further noted the equal importance of Gurdjieff's three centres of intelligence for self fulfilling life unlike Piaget who only recognized the importance of cognitive development of the mind. Daniels and Price

(2009) and Palmer (1988 & 1994) called these three centres of intelligence; the instinct, the feeling/intuition and the mind. However, one of these centres of intelligence dominates in each personality over the others. For instances, Daniels and Price (2009) and Palmer (1988 & 1994) indicated that type Eight, Nine and One often express based on their instincts (over their intuition and mind) when interacting with their environment. Using their personal position and power, they devised strategies that ensured their place in the environment with minimum discomfort. All the types depended on their instincts to be in touch with the energy needed for action, to determine how much power was needed for action and to access a sense of being grounded. However, these instinctive types focused more on the need for worth, congruence, comfort, harmony, belonging and respect. When threatened, these types experience anger and rage.

For type Two, Three and Four feelings emanating from the heart at the centre were reported to be their dominant strategy (Palmer, 1988 & 1994). They perceive and interact with their environment through the filter of emotional intelligence. More than other types, the self-esteem of these heart centred types depended on the approval and recognition of others. All types depend on emotional intelligence to develop the higher qualities of the heart centre, such as empathy, understanding, compassion, and loving-kindness. Heart centre types, however, focus more on the need for love, connection, bonding, image and approval. When these types are threatened, distress, panic, and sadness occurred (Daniels and Price, 2009).

Likewise, types Five, Six and Seven were noted to rely heavily on the mind centre. Their goals were to minimise anxiety, to manage potentially painful situations and to gain certainty through the mental processes of analysing, envisioning, imagining and planning. All the types depend on mental intelligence to develop the higher qualities of the mind centre, such as wisdom, knowing, visioning and thoughtfulness. But mind centre types focused more on the need for security, safety, certainty, assurance, predictability, and opportunity; when threatened, fear and anxiety occurred (Daniels and Price, 2009).

Baron and Wagele (1994) noted that although all personality types also accessed the other centres of intelligence during stress and growth arrows, some personality types dwelled much on one source of intelligence by resisting functioning from the other sources of intelligence. According to Baron and Wagele (1994) for type Two and Four, the dominant centre of intelligence was feeling or the heart centre while for type Five's it was thinking or the head centre. Daniels and Price (2009) noted the need to balance and use all three of these intelligence centres to reach self-actualisation. On-going cultivation of all three centres of intelligence was suggested by recognising and valuing their merits for a fulfilling life.

Moreover, Baron and Wagele (1994), Palmer (1994), and Daniels and Price (2009) had outlined look-alike types that were mainly differentiated by their basic perception and inner motivations. Type Two and type Nine were noted to have people-pleasing traits that make them compromise their needs. Although both types often have difficulty in saying no to other peoples' requests, type Nine's intentions were avoiding conflict while type Two's were the need to be loved. Likewise type Ones and Fives were reported as look-alikes for they were both focused on contributing to the world by understanding the world first. They differed in their basic desires in that type Ones wanted to do things right using a judging parameter they learned from the knowledge they obtained from their environment while type Fives used it to be self-reliant. Type Threes, Sevens and Eights predominantly exhibited elevated extravert tendencies when interacting with their external environment. Nonetheless, type Threes preferred this strategy as a means of gaining self-worth and marked image over others, while type Sevens and type Eights chose this to have a great deal of experience of the world and to overcome vulnerability, respectively. Type Fours and type Sixs were also reported to focus on identifying the gaps in their environment. Type Fours however, intended to address their longing for deeper meaningful connection with their environment while type Six's intentions were to scan the environment for danger so that they could protect themselves from harm.

Baron and Wagele (1994) further indicated that some personality types have a marked tendency to develop self-confidence and self-efficacy compared to the other types. This was due to the different strategies these personality types developed: proactive or

active life forces that helped them to boost and maintain an increased self-confidence and self-efficacy levels compared to other types. Type Ones often used their moral dominance stand to maintain their self-confidence while Type Threes and type Sevens relied on their previous successful accomplishments that they had acquired through deceit and rationalisation, respectively. Type Eights on the contrary used their dominant approach and denial of issues that might affect their confidence level. Unlike these proactive types, type Twos, Fours, Sixs and Nines were considered as using reactive or receptive life forces to boost their self-confidence while their self-efficacy depended on their interaction with their social referents. These personality types were more frequently affected by their environment, compared to the others (Tallon & Sikora, 2004).

As do major schools of psychology, the Enneagram theory contained general principles of growth aimed at understanding the behaviour patterns of each type and helping individuals, such as, in this case, female sex workers, by empowering them to sustain healthier lifestyles. Similar to the psychodynamic theorists, Freud and Erikson (1959), these general principles of the Enneagram theory noted the importance of enhancing the individual's balance in regard to using their centres of intelligence, life forces and adaptive strategies.

Daniels and Price (2009) observed that, based on each personality type's focus of attention, habitual behaviours follow that favoured one centre of intelligence, life force and adaptive strategies over the others. Concurring with Jung's approach, these authors also signified the use of personality inventories to first understand these patterns. Daniels and Price (2009) noted this step is important in order to realise positive personality growth, through on-going practical guidelines, as opposed to Behaviourists who merely focused on the adaptation of individuals through enforcements, shaping and modelling therapies.

According to Daniels and Price (2009) there were three levels of knowing and learning that were useful to all types. The first level was learning based on each personality type's habit of mind, feelings and/or sensations. The second level of learning was based on reflection or conscious awareness of these habitual thoughts, feelings and

sensations so that individuals assessed their personal biases, weaknesses and strengths. The third level of learning which required regular practice was transformational learning. According to Daniels and Price (2009) transformational learning enables an individual to build on the strengths she or he already has so that the individual overcomes her or his weaknesses. These three levels of learning would be practically effective by applying the universal growth process to each personality type. As indicated earlier, Daniels and Price (2009) identified four components (4As) of the universal growth process which were awareness, acceptance, action and adherence.

Palmer (1994) and the abovementioned authors noted that these 4As were required for effective and lasting change. The first step: awareness was indicated as the fundamental step to observe one's adaptive strategy, pattern of attention and life force or reactivity. According to Daniels and Price (2009), behavioural changes, growth and development depended on awareness. Palmer (1994) developed meditation exercises for each personality type to help them become released from no-longer-valid core beliefs and heighten their flexibility, adaptability and understanding. Daniels and Price (2009) also introduced a key tool, known as the breathing and centring exercise that provided a basis for building receptive awareness which equipped individuals in staying grounded when faced with challenges and distresses.

According to Daniels and Price (2009) after awareness, acceptance follows. Acceptance emerged from a positive attitude towards oneself and others. In this step, Palmer (1994) noted individuals' acknowledgement of the strengths and weaknesses of themselves and others by overcoming agreeability or condoning. Daniels and Price (2009) further pointed out that acceptance included befriending one's life force or reactivity, and working with judgements of self and others along with the associated feelings and sensations similar to findings ones point of preferences in Jung's (1959) four functional types.

Palmer (1994) and Daniels and Price (2009) noted that awareness and acceptance were the prerequisites for the third step known as action, which involved three inter-related steps: pause, inquiry and conscious conduct. Pausing was the first step recommended in order to gather energy and contain it before it discharged into an old

habitual reaction and behaviour during distress points or challenges. Awareness and acceptance were key components to help individuals notice before their energy began to dissipate.

Baron and Wagele (2000) indicated that understanding the Enneagram system assisted individuals to consider gentle reflections and inquiries considering their usual reactivity and automatic responses resulting from core beliefs and feelings embedded in their respective type structure. Palmer (1994, 1988) and Daniels and Price (2009) specified that instead of discharging old habitual behaviours, practicing how to contain energy and objectively weigh the reality of the challenging situation, would help individuals to get in touch with their higher qualities. Daniels and Price (2009) called this step conscious conduct which involved individuals' adherence to communing with their 'inner coach' to mentor their reaction by releasing into acceptance, while staying with the experience or felt sense and re-experiencing the fundamental essence the individual has lost sight of. This approach was notably similar to Piaget's cognitive development where the highest stage, the formal operational stage was reached by overcoming personal and environmental barriers (Boeree, 2006; Ellis & Abrams, 2009).

Contrary to the theories of Benziger, Daniels and Price (2009) theorised that all individuals have minds and bodies characterised by neuroplasticity: the ability to form new neural pathways which initiated new learning by adherence free from drainage of energy that, Benziger contended as one natural leading function or 'mode' in which the brain had been conditioned to be naturally efficient (Ellis & Abrams, 2009). Daniels and Price's (2009) concept of adherence honoured the learning principles outlined in behavioural theorists that resulted from a combination of re-enforcement observations (modelling), experiences and practices (Boeree, 2006).

In the following section the main features of each of the Enneagram personality types are outlined together with development strategies recommended by Baron and Wagele (2000), on how individuals and others provide support. Based on the general growth process of the 4As, Baron and Wagele (2000) pointed out barriers that created difficulties to self and others which would be recognised by awareness and acceptance. Similarly, Baron and Wagele (2000) outlined practices specific to each type which need

adherence from individuals to assist themselves in overcoming their old habitual behaviours by reflecting and reclaiming their higher qualities.

## **4.5 Enneagram Personality Types**

The Enneagram is a comprehensive and multipurpose tool that, at its most basic level, is considered a personality type identifier. Palmer (1994) and Daniels and Price (2009) noted that each personality style differ from one another based on their respective distinct view of the world, focus of attention and central preoccupations, dominant mental and emotional biases, and positive attributes. Baron and Wagele (2000) as well as Riso and Hudson (1999) have outlined key motivational areas and self-development strategies that describe individuals' behaviours at healthy levels and at greatest-risk levels for each personality type based on the respective unique traits.

The Enneagram theory uses numbers and sometimes names to describe each personality style. According to the theory, the major personality styles are: type One: the Reformer; type Two: the Helper; type Three: the Achiever; type Four: the Individualist; type Five: the Investigator; type Six: the Loyalist; type Seven: the Epicure; type Eight: the Protector and, type Nine: the Peacemaker. Based on their dominant mental and emotional biases, these personality styles are also divided into three classifications: the heart type (type Two, Three and Four), head type (type Five, Six and Seven) and gut/instinct type (type Eight, Nine and One) (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007).

### **4.5.1 Type one: the reformer**

People with personality type One have been marked as conscientious and ethical persons, with a strong sense of right and wrong. Type Ones have a worldview as life is about correcting error and striving for improvement. In the process of forming their personality structure they were convinced that there is only one correct way. They have grown up to be ethically superior and often used obligatory terms such as 'should' and 'must' when communicating with themselves and others. Ones' strengths include

persistent effort, correct action, honesty and responsibility, concern for improvement, accomplishment, industry, idealism, high standards, self-reliance, and dedication (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

They typically experience problems with resentment and impatience. At their best they are noted to be wise, discerning, realistic, noble and morally heroic. They are frequently interested in professions related to teaching and advocating. Although they are motivated by striving to improve things, they are afraid of making mistakes. They tend to be well organised, orderly and hard to please, frequently maintaining high standards. Other people perceive them as overly detailed, judgmental, critical, limiting or closed-minded, as outlined in Table 3.1 (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

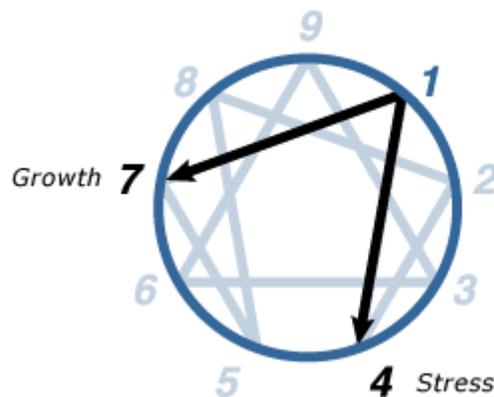
**Table 3.5: Type One's Difficulties for Self and Others (Baron & Wagele, 2000)**

Difficulties for self	Constant presence of internal critic affects self-esteem, causing tension, loneliness and worry, impairing the ability to act Reversal of self-criticising others – 'you , not me' Delay of pleasure Eruption of the suppressed 'dark side' of aggression and sexuality
Difficulties for others	Engulfment in details that impair productivity Feeling bad, rejected, inferior, defensive or alienated in reaction to the type One's criticism and superiority Experiencing the force of the type One's contained anger and control Feelings hurt or punished by the type One's severe, critical mind Experiencing the perfectionism as side-tracking accomplishment, nit-picking and/or reducing enjoyment

According to Baron and Wagele (2000), type Ones want to be consistent with their ideals, to justify themselves, to be beyond criticism so as not to be condemned by

anyone. As outlined in Figure 3.5, although permission was not obtained to reproduce the figure when moving in the direction of security and integration, angry and critical ones become more spontaneous and joyful, like healthy Sevens. However, when moving in the direction of stress point, methodical ones suddenly become moody and irrational at Four. Factors that stress Ones and make them personally reactive may include:

- Felling that they are not measuring up to their standards
- Being wrong or feeling unjustly criticised
- Tasks they think are being done the wrong way
- Unfairness and irresponsibility, even if they are not a party to these
- Important rules and standards being ignored or violated.



**Figure 3.9 Type One's Stress and Security/Growth Points (Riso & Hudson, 1999)**

Baron and Wagele (2000) pointed out that these reactions block Ones' desire to be accepted as they are and the serenity that comes from accepting life as it is. Based on the missing ingredients, practical suggestions and exercises were suggested to Ones in the area of self-nurturing, recognising and working with anger and how to handle work and relationships (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson,

1999; Palmer, 1994). In order to assist Ones to overcome their reaction blocks, Baron and Wagele (2000) have outlined the following practices and strategies to assist them, and others on how to support Ones in their self-development.

**Table 3.6: Ones Strategies for Development and How others can Support (Baron & Wagele, 2000)**

Strategies for Ones' Self – Development	<ul style="list-style-type: none"> <li>• Release their critical mind's domination by working with the negative superego (becoming focused on what they 'should' do- discerning about the 'should')</li> <li>• Replace 'should' with 'what do I want'</li> <li>• Appreciate errors, mistakes and imperfection as differences</li> <li>• Make little 'mistakes' deliberately, such as not making the bed</li> <li>• Observe the constant monitoring for comparison purpose (good/bad, perfect/imperfect)</li> <li>• Explore all their feelings, and accept and integrate their 'dark side'</li> <li>• Welcome anger and guilt as signals for "unacceptable" behaviour which is "forbidden" or "pleasurable"</li> <li>• Practice acceptance and forgiveness, rather than improvement</li> <li>• Integrate their instincts and desires</li> <li>• Reconnect their mind and instinct through meditation and breathing</li> <li>• Pay attention to their basic physical needs (I'm tired, hungry, etc.)</li> <li>• Stop hourly to sense their body and physically relax any tightness</li> <li>• Make a list of pleasurable activities when the critical mind lets go; schedule at least one a day</li> <li>• Practice playing before working on occasion</li> <li>• Discriminate between the perfectionism of the mind and perfection in the moment</li> <li>• Spend equal time noticing what is 'right'</li> <li>• Use humour</li> <li>• Be as compassionate as possible toward themselves</li> </ul>
How others can support Ones	<ul style="list-style-type: none"> <li>• Encourage a perfectionist to experience more pleasure, accept errors and differences, and detach her or his self-esteem from internal standards</li> <li>• Be non-judgmental</li> <li>• Own their own criticisms and admit their mistakes</li> <li>• Let the One know that she or he is lovable though imperfect</li> <li>• Point out what is positive and acceptable</li> <li>• Remind the One that the goal is to be whole, not perfect</li> </ul>

#### 4.5.2 **Type two: the helper**

People who exhibit type Two personality traits are often observed to be empathetic, sincere, and warm-hearted. Type Twos see the world as their love making it go round. They are friendly, generous, and self-sacrificing, but can also be sentimental, flattering, and people-pleasing. They tend to be driven to be close to others, but can slip into doing things for others in order to be needed. They typically encounter problems with possessiveness and with acknowledging their own needs (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

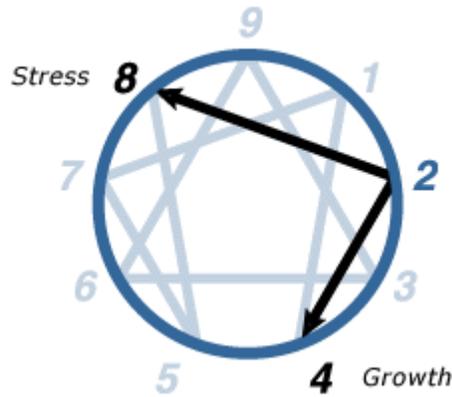
At their best, however, Twos are noted to be genuinely caring and supportive, and provide unconditional love for others. Twos are afraid of being unwanted and unworthy of being loved. When communicating, Twos are friendly, open and expressive. Other people sometimes see Twos as intrusive, overly helpful, nagging or controlling, as outlined in table 3.3, (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

**Table 3.7: Type Two's Difficulties for Self and Others (Baron & Wagele, 2000)**

Difficulties for self	<p>Overemphasis on relationships, especially challenging ones, resulting in vulnerability to rejection and loss</p> <p>Repression or indirect expression of own needs that may lead to eruption of anger</p> <p>Manipulation of others to get own needs met</p> <p>Emotionally overwhelmed (hysteria, distress and somatic complaints)</p> <p>Repression of and confusion regarding self - (who is the real me?)</p> <p>Dependency issues (feeling controlled )</p>
Difficulties for others	<p>Longing for freedom</p> <p>Perceiving that the giving is to manipulate and designed to get something in return (complaining, guilt provoking )</p> <p>Experiencing the Two's underlying dependency (wants too much ),and then becoming the disappointment rather that the astonishment</p> <p>The intensity of the Two's feelings and giving; not wanting what the Two is giving</p> <p>Wondering if they are really loved</p> <p>Feeling excluded by the Two</p>

According to Baron and Wagele (2000) type Twos are motivated by the need to be loved, to express their feelings for others, to be needed and appreciated, to cause others to respond to them, to vindicate their claims about themselves. As outlined in Figure 3.6, although permission was not obtained to reproduce the figure when moving in their security point, prideful, self-deceptive Twos become more self-nurturing and emotionally aware, like healthy Fours. However, when moving in their stress point, needy Twos suddenly become aggressive and dominating at Eight. Factors that stress Twos include:

- Being unable to give and hence being subject to feeling rejected
- Being needy and having unmet needs
- Feeling unappreciated or uncared for
- Seeing people not caring for and supporting others



**Figure 3.10: Type Two's Stress and Security/Growth Points (Riso & Hudson, 1999)**

Baron and Wagele (2000) noted that these reactions block their ability to give and receive freely with grace and love, and ultimately the experience of humility that comes with this freedom. Based on the ingredients lacking, practical suggestions and exercises were made to Twos in the area of self-esteem, assertiveness, relationships and co-dependency (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994). In order to assist Twos to overcome their reaction blocks, Baron and Wagele (2000) outlined the following practices and strategies to assist them, and others, on how to support Twos in their self-development.

**Table 3.8: Two's Strategies for Development and How Others can Support (Baron & Wagele, 2000)**

Strategies for Self-Development	<ul style="list-style-type: none"> <li>• Give and receive freely without pride and expectations</li> <li>• Release from the pride of indispensability</li> <li>• Practice giving without anyone knowing</li> <li>• Reflect on what it would be like if no one needed them</li> <li>• Notice how their attention habitually goes out to others' needs</li> <li>• Balance the active force that goes out to others' needs with the receptive force that allows their own needs to be met</li> <li>• Describe themselves around different, significant others and learn to be authentic, rather than changing in order to please</li> <li>• Separate love from need for approval and attention</li> <li>• Ask themselves, 'What do I really want, what is really important to me?' and notice if they experience anxiety simply asking these questions</li> <li>• Learn appropriate giving (ask before giving)</li> <li>• See their anger or a rise in emotions as signals that they aren't getting self needs met</li> <li>• Spend time alone to develop independent interests and autonomy</li> <li>• Practice self-love and appreciation</li> <li>• Notice their reliance on big or intense feelings</li> <li>• Make the 'hidden score card' conscious – what they have given, and what they have unconsciously expected in return</li> <li>• Become aware that it is a great gift to others to receive from them</li> <li>• Stay at home for a day and let friends completely care for them, with no paybacks</li> </ul>
How others can support Twos	<ul style="list-style-type: none"> <li>• Ask for something they need once a day</li> <li>• Assist the Helper develop, integrate and own her or his true separate self and overcome the addiction to meeting the needs of important others as a way to be taken care of and loved.</li> <li>• Encourage the Two to learn self-appreciation as separate from giving and to claim her or his own voice</li> <li>• Avoid becoming the astonishment and being seduced by the Two's giving</li> <li>• Stay constant and provide steadiness, paying attention to the Two's giving</li> <li>• Stay constant and provide steadiness, paying attention to the Two's real needs</li> </ul>

**4.5.3 Type three: the achiever**

Threes are self-assured, attractive, and charming. They are ambitious, competent, and energetic; they can also be status-conscious and highly driven for advancement. Threes are direct, topic focused, fast paced and confident. For type Threes life is about presenting a successful image. As a result they are afraid of being worthless. Threes' strengths include leadership, enthusiasm and ability to provide, efficiency, practicality and competence (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

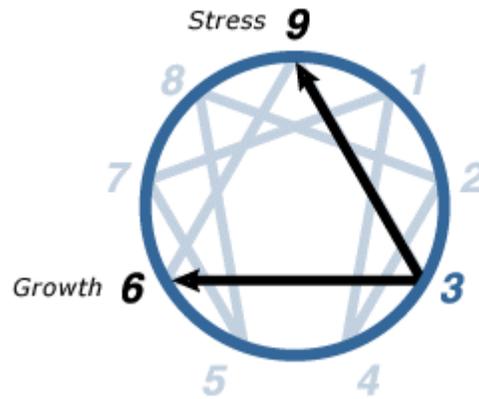
At their best, Threes have been observed to be self-accepting, authentic, effective leaders and role models who inspire others. They are diplomatic and poised, but can also be overly concerned with their image and what others think of them. They are masters at appearances. They typically experience problems with workaholism and competitiveness. They often confuse the real self and job identity and can appear to be more productive than they actually are. Others may perceive Threes as impatient, unfeeling, overly efficient and restrictive, and overriding of others' views as outlined below, (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

**Table 3.9: Three's Difficulties for Self and Others (Baron & Wagele, 2000)**

Difficulties for self	<ul style="list-style-type: none"> <li>• Self-deception about their real needs</li> <li>• Missing their own feelings</li> <li>• Incompleteness (moving to a new task)</li> <li>• Going into action instead of being with what is</li> <li>• Sadness or anxiety coming from “nowhere” and wanting to chase those feelings away</li> <li>• Anger and impatience with differences that they see as obstruction towards the goal</li> <li>• Wanting too much admiration and attention</li> </ul>
Difficulties for others	<ul style="list-style-type: none"> <li>• Perceiving that the Three doesn't care about them or their feelings</li> <li>• Feeling that things and goals matter more to the Three than they do</li> <li>• The Three looking artificial or superficial</li> <li>• Feeling manipulated by the Three's accomplishment agenda</li> <li>• The Three's difficulty with letting go, relaxing and reflecting</li> <li>• The Three's tendency to cut corners and soften the truth</li> </ul>

As indicated by Baron and Wagele (2000), Threes are motivated by the need to be affirmed, to distinguish themselves from others, to have attention, to be admired and to impress others. Although permission was not obtained to reproduce the figure as outlined in Figure 3.7 when moving in their direction of security vain and deceitful Threes become more cooperative and committed to others, like healthy Sixes. However, when moving in their direction of stress, driven Threes suddenly become disengaged and apathetic at Nine. Factors that stress Threes include:

- Any obstacles or anyone who thwarts the successful achievement of their goals
- Incompetence in others or their own outright failure
- Indecision or needless delays in reaching goals



**Figure 3.11: Type Three's Stress and Security/Growth Points (Riso & Hudson, 1999)**

According to Baron and Wagele (2000), these reactions block Threes from feeling appreciated and loved for who they are rather than what they do and ultimately, the true expression of their inner feelings. Based on the ingredients that were lacking, practical suggestions and exercises were forwarded to Threes in the areas of relaxation and self-nurturing, and how to balance work and relationships and get in touch with their feelings. In order to assist Threes to overcome their reaction blocks, Baron and Wagele (2000) outlined the following practices and strategies to assist them, and others, on how to support Threes in their self-development.

**Table 3.10: Strategies for Self Development and How others can Support Threes (Baron & Wagele, 2000)**

Strategies for Self Development	<ul style="list-style-type: none"> <li>• Develop receptivity and patience</li> <li>• Slow their pace and detach from performance</li> <li>• Practice doing one thing at a time with their full attention</li> <li>• Ask themselves what really matters</li> <li>• Work with image issues and the belief that love comes from what they do and how they look</li> <li>• Feel the difference between relating through an image and relating directly from their heart</li> <li>• Notice the shift in their way of presentation to get a 'win'</li> <li>• Lose once in awhile</li> <li>• Welcome and appreciate feelings by realising that doubt and anxiety often arise first</li> <li>• Use imagination - remember a time when they were sad, happy, etc.</li> <li>• Notice they mind speeding and thinking of multiple tasks</li> <li>• Practice saying how they feel out loud</li> <li>• Notice that their anger is associated with obstruction of goals and accomplishments</li> <li>• Develop a communication link with their inner self: 'Is this my image or my real self? How does my true self say yes? How does it say no?'</li> <li>• Pay attention to physical cues of being tired, stressed or feeling ill</li> <li>• Develop empathy and understanding for themselves and others</li> <li>• Take time to pay attention to others' feelings</li> <li>• Disconnect success and failure from love</li> <li>• Strengthen their self-observer by paying attention to their feelings and physical sensations, especially tiredness</li> <li>• Distinguish between what needs change (requires doing) and what needs acceptance (simply being)</li> </ul>
How others can support Threes	<ul style="list-style-type: none"> <li>• Encourage a performer to take time to smell the flowers, pay attention to feelings and really hear them</li> <li>• Support the Three to make relationships and feelings a priority</li> <li>• Let the Three know that they care, regardless of her or his accomplishments</li> <li>• Show and tell the Three what is really important</li> </ul>

#### 4.5.4 Type four: the individualists

Fours are self-aware, sensitive, and reserved. They are emotionally honest, creative, and personal, but can also be moody and self-conscious. In the world of type Fours something essential is missing from life and that they will be complete if they can just find it. As a result Fours withhold themselves from others due to feeling vulnerable and

defective. They can also feel disdainful and exempt from ordinary ways of living. They are afraid of having no identity or personal significance. Fours are expressive of feelings, possibility oriented, personal and self-focused. Fours' strengths include sensitivity, being empathetic (especially with suffering), a creative disposition, attuned to feelings, intense, romantic, appreciative of the unique and singular, passionate and idealistic (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

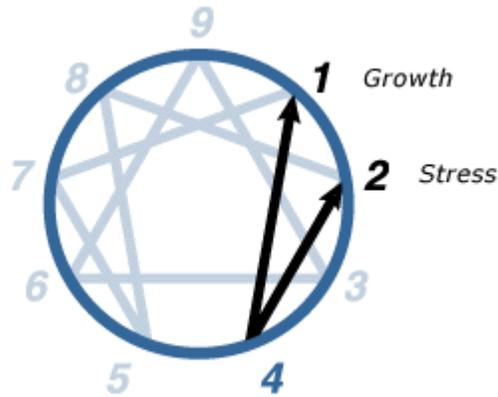
At their best, Fours would be inspired and highly creative and they are able to renew themselves and transform their experiences. However, they typically encounter problems with melancholy, self-indulgence, and self-pity. Others may perceive Fours as overly dramatic, self-absorbed, unsatisfied with response and emotionally idealistic, as outlined in Table 3.7 (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

**Table 3.11: Four's Difficulty for Self and Others (Baron & Wagele, 2000)**

Difficulties for self	<ul style="list-style-type: none"> <li>• Dissatisfaction and anger with life as it is; 'nothing' is good enough</li> <li>• Rejection of others' help or support</li> <li>• Pain associated with the 'Ds'- depression, disdain, drama, disappointment, deviancy</li> <li>• Feeling different or a misfit (painful side of being unique)</li> <li>• Difficulty sustaining a relationship or path</li> <li>• Pain associated with crisis, or an addiction to suffering and over-extension</li> <li>• Envy of those Fours seen as having more or better of what they are missing</li> </ul>
Difficulties for others	<ul style="list-style-type: none"> <li>• Experiencing Fours dissatisfaction</li> <li>• Feeling the Fours' oppositional tendency (resistance) and biting sarcasm</li> <li>• Guilt about 'failing' the Four</li> <li>• Hurt and anger over being rejected by the Four</li> <li>• Coping with the recurring crises</li> </ul>

Baron and Wagele (2000) observed that Fours are motivated by the need to express themselves and their individuality, to create and surround themselves with beauty, to maintain certain moods and feelings, to withdraw to protect their self-image, to take care of emotional needs before attending to anything else, to attract a 'rescuer'. As outlined in Figure 3.8, although permission was not obtained to reproduce the figure when moving in their direction of security, envious, emotionally turbulent Fours become more objective and principled, like healthy Ones. However, when moving in their direction of stress, aloof Fours suddenly become over-involved and cling to Twos. Factors that stress Fours include:

- People letting them down, disappointing them or otherwise
- Being left because of their deficiency
- Not being recognized or feeling understood as special and unique
- Repeatedly feeling unfulfilled.



**Figure 3.12: Four's Stress and Security/Growth Points (Riso & Hudson, 1996)**

These reactions block Fours from feeling loved on what they have at present, regardless of deficiencies and missing parts of life.. Based on the missing ingredients, practical suggestions and exercises were made to Fours in the areas of self-esteem, relationships, how to handle feelings and emotions and avoid depression (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994). In order to assist Fours to overcome their reaction blocks, Baron and Wagele (2000) outlined the following practices and strategies to assist them and others, on how to support Fours in their self-development.

**Table 3.12: Strategies for Self Development and How others can Support Fours (Baron & Wagele, 2000)**

Strategies for Self Development	<ul style="list-style-type: none"> <li>• Acceptance that wholeness and realness exist now in the present moment</li> <li>• Focus on what is present and 'what is' rather than what is missing</li> <li>• Resist domination by strong and fluctuating feelings, while acknowledging their authenticity</li> <li>• Sustain a steady course of action even in the presence of intense feelings</li> <li>• Notice when real feelings are dramatised, 'It's going to get awful again'</li> <li>• Resist worshipping their intense feelings: 'My suffering makes me special'</li> <li>• Do a reality check: 'was it really that good or bad?'</li> <li>• Use physical exercise to get into the body</li> <li>• Practice consistency in fulfilling commitments even if they don't feel like it</li> <li>• Fill in the middle by appreciating the ordinary</li> <li>• Separate self-esteem from being special or extraordinary</li> <li>• Notice and release their longing for what is missing and idealised</li> <li>• Become aware of their tendency to become self-absorbed, and how this blocks being present for themselves and others</li> <li>• Break their self-absorption by moving towards others</li> <li>• Realise that shame is just a feeling that goes with feeling deficient or lacking</li> <li>• Work through their initial loss, become grounded and move on</li> <li>• Realise that sarcasm, suffering, specialness and self-absorption are addictive substitutes for feelings of loss and abandonment</li> <li>• Practice equanimity by focusing their attention on what is positive now</li> </ul>
How others can support Fours	<ul style="list-style-type: none"> <li>• Encourage a Romantic to not be overrun by feelings and to appreciate what is positive in the present moment</li> <li>• Show the Four their empathy first before starting to help</li> <li>• Stay steady when the Four's feelings are intense</li> <li>• Reveal their own feelings and reactions</li> <li>• Appreciate the Four's idealism</li> <li>• Let the Four know that the individual is lovable, separate from her or his identification with being special</li> </ul>

#### 4.5.5 **Type five: the investigator**

Type Fives believe that knowledge will keep me safe in this world. Therefore Fives are alert, insightful, and curious. They are able to concentrate and focus on developing complex ideas and skills. Fives are independent, innovative, and inventive, and they can also become preoccupied with their thoughts and imaginary constructs. They become detached, yet may be high-strung and intense. They are afraid of being useless, helpless or incapable. Fives are content focused, factual, clear, analytic and terse, yet sometimes wordy. Fives' strengths include: being scholarly, knowing, thoughtful, dispassionate (calm in crisis) respectful, keeper of confidences, appreciative of simplicity, dependable and ascetic (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

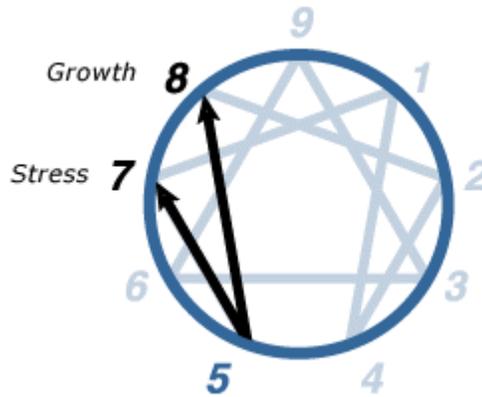
At their best, Fives are visionary pioneers, often ahead of their time and able to peerceive the world in an entirely new way. However, they encounter difficulties with eccentricity, nihilism, and isolation. Others may perceive Fives as emotionally disconnected, aloof, over-analytical and distant, as outlined in Table 3.9 (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

**Table 3.13: Five's Difficulties for Self and Others (Baron & Wagele, 2000)**

Difficulties for self	<ul style="list-style-type: none"> <li>• Isolation from their own feelings and experiences, especially in the here and now</li> <li>• Detachment from life or possibly withdrawing into minimisation</li> <li>• Feeling loneliness and a longing for connection</li> <li>• Feelings of inadequacy</li> <li>• Missed opportunities or failures to act</li> <li>• Desire for time and space</li> <li>• Confusing detachment with not-attachment</li> <li>• Seeing requests as demands</li> </ul>
Difficulties for others	<ul style="list-style-type: none"> <li>• Interpreting the Five's need for privacy as withdrawal or rejection</li> <li>• Feelings that they are unconnected, not cared for or frozen out by the Five</li> <li>• Feeling that the burden of confrontation falls on you during conflict</li> <li>• Feeling judged or 'less than' on the intellectual level</li> <li>• Experiencing the Five's retraction as hoarding and withholding time, space, energy and self</li> <li>• The Five's discomfort with or demeaning of feelings may look to them like secrecy, superiority or judgment</li> </ul>

Baron and Wagele (2000) pointed out that Fives are motivated by the need to possess knowledge, to understand the environment, to have everything figured out as a way of defending the self from threats from the environment. As outlined in Figure 3.9, although permission was not obtained to reproduce the figure when moving in their direction of security, avaricious, detached Fives become more self-confident and decisive, like healthy Eights. However, when moving in their direction of stress, detached Fives suddenly become hyperactive and scattered at Seven. Issues that stress Fives include:

- Unwanted intrusions or demands upon their time and energy
- An overload of emotional inputs
- Insufficient private time to restore themselves
- Dependency by others
- Trying to learn everything before taking action.



**Figure 3.13: Five's Stress and Security/Growth Points (Riso & Hudson, 1996)**

These reactions block Fives from staying engaged and connected in the security and support that love provides and ultimately, their experience of life energy flowing freely. Based on the ingredients lacking, practical suggestions and exercises were made to Fives with regard to getting out of their head(s) and into doing and relationships (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994). In order to assist Fives to overcome their reaction blocks, Baron and Wagele (2000) have outlined the following practices and strategies to assist them, as well as others, on how to support Fives in their self-development.

**Table 3.14: Strategies for Five's Self-Development and How others Can Support (Baron & Wagele, 2000)**

Strategies for Self Development	<ul style="list-style-type: none"> <li>• Recognise and let go of the desperate need for time, space, energy and knowledge</li> <li>• Make the counter - instinctive move forward into life and feelings</li> <li>• Notice the impact of withdrawal and withholding on others, and how it invites intrusion</li> <li>• Stay present and engaged with others</li> <li>• Share or give more of themselves, while taking in more support from others</li> <li>• Practice compassion, care, connection and communication</li> <li>• Learn to nurture and support others</li> <li>• Practice self-disclosure</li> <li>• Behave as if they have plenty of time and resources</li> <li>• Notice how they detach from feelings and shift to the mind</li> <li>• Recognise that the cutting off from feelings leads to intensifying them</li> <li>• Welcome all feelings, both positive and negative</li> <li>• Use imagination and remember a time when they were sad, happy etc.</li> <li>• Practise saying feelings out loud</li> <li>• Realise that the flow of a universal energy is there to meet life's real needs</li> <li>• Do body work</li> <li>• Allow time for observation; then time for action</li> <li>• Stay as present as possible in each moment</li> <li>• Identify the cues that they are withdrawing into their minds</li> </ul>
How others can support Fives	<ul style="list-style-type: none"> <li>• Encourage the Observer to welcome her or his feelings in the here and now, to express concerns, confront conflict, and release control of time and energy</li> <li>• Provide moderate feedback about their own feelings and concerns</li> <li>• Respect the Five's need for privacy (understand that this is not rejection)</li> <li>• Make distinctions between requests and demands</li> <li>• Avoid intellectualisation</li> </ul>

#### 4.5.6 **Type six: the loyalist**

People with a type Six personality are committed and security-oriented. They are reliable, hard-working, responsible, and trustworthy. For type Six the world is a dangerous place and most people have hidden agendas. As a result Sixes are excellent trouble-shooters; they foresee problems and foster cooperation, but can also become defensive, evasive, and anxious, running on stress while complaining about it. They can be cautious and indecisive, but also reactive, defiant and rebellious. They are afraid of being without support and guidance. Sixes are rapid or hesitant, thoughtful, questioning, engaging and information oriented. Sixes' strengths include being thoughtful, warm, protective, devoted to others, trusting (as faith develops), intuitive, sensitive, loyal, fair, witty and full of ideas (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

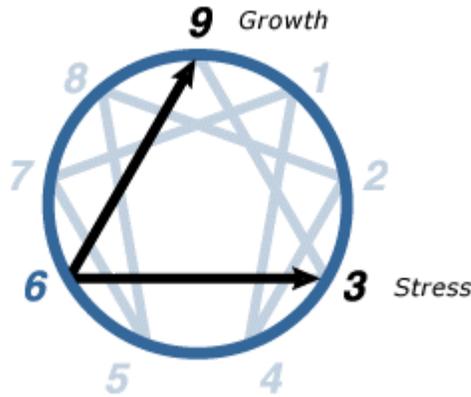
At their best, Sixes are internally stable and self-reliant, courageously championing themselves and others. However, they have difficulties with self-doubt and suspicion. Others may perceive Sixes as overly concerned or explaining, controlling, pessimistic, contrary, challenging, doubting and accusatory, as outlined in Table 3.11 (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

**Table 3.15: Six's Difficulties for Self and Others (Baron & Wagele, 2000)**

Difficulties for self	<ul style="list-style-type: none"> <li>• Doubt and ambivalence over everything, leading to inaction, procrastination and incompleteness</li> <li>• Difficulty with authority (disobedient and rebellious or compliant and scared)</li> <li>• Seeing fearful possibilities everywhere, making life difficult</li> <li>• Being limited by hyper-vigilance, wanting more proof that is possible</li> <li>• Over-imaginative and mistrusting regarding the motives or anger of others</li> <li>• Seeing the hidden and ignoring the obvious</li> <li>• Creating oppositions so that they can take actions</li> </ul>
Difficulties for others	<ul style="list-style-type: none"> <li>• Not understanding what is really going on for the Six because of her or his guardedness or chatter</li> <li>• Frustration over Six's delays and procrastination</li> <li>• Feeling put off by the Six's projections, doubting, paranoia and blame (both implicit and explicit accusations)</li> <li>• Feeling controlled or overly protected by the Six</li> </ul>

Baron and Wagele (2000) specified that Sixes are motivated by the need to have security, to feel supported by others, to have certitude and reassurance, to test the attitudes of others toward them, to fight against anxiety and insecurity. Although permission was not obtained to reproduce the figure as illustrated in Figure 3.10, when moving in their direction of security, fearful, pessimistic Sixes become more relaxed and optimistic, like healthy Nines. However, when moving in their direction of stress, dutiful Sixes suddenly become competitive and arrogant at Three. Issues that stress Sixes include:

- Untrustworthiness and betrayed
- Feelings concerned and pressured
- Endlessly trying to make their existence certain and secure
- Trying to prove themselves
- Authorities that they cannot count on.



**Figure 3.14: Six's Stress and Security/Growth Points (Riso & Hudson, 1996)**

These reactions block Sixes' ability to trust that love will endure and flourish, and, ultimately, have faith in themselves, others and the universe. Based on the deficient ingredients, practical suggestions and exercises were made to Sixes in the areas of self-confidence, anxiety and fear, and how to handle relationships and work (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994). In order to assist Sixes in overcoming their reaction blocks, Baron and Wagele (2000) outlined the following practices and strategies to assist them and others, on how to support Sixes in their self-development.

**Table 3.16: Six's Self Development Strategies and How others can Support (Baron & Wagele, 2000)**

Strategies for Self Development	<ul style="list-style-type: none"> <li>• Reclaim their faith in self, others and the universe</li> <li>• Realise proof is no substitute for trust or faith</li> <li>• Communicate with the part of them that is afraid – what is it trying to tell them?</li> <li>• Imagine themselves as bigger than whatever they fear</li> <li>• Be aware of magnification, and work at distinguishing true impressions or intuition from projections</li> <li>• Relinquish the quest for certainty and control as a substitute for faith</li> <li>• Get a reality check – how do others view their fears and concerns</li> <li>• Take an action before they are fully prepared</li> <li>• Balance the negative spin they tend to put on situations with positives</li> <li>• Examine the opposite</li> <li>• Become their own authority and watch for cues as regards giving their power to others</li> <li>• Own their aggression (which helps Sixes move out of the victim stance)</li> <li>• Engage in pleasurable activities</li> </ul>
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How others can support sixes	<ul style="list-style-type: none"> <li>• Develop their belly centre through meditation and self-observation practices</li> <li>• Do physical exercise to move their energy out of the head</li> <li>• Sense their body when mental activity of doubt, anxiety or worry arises</li> <li>• Doubt the doubt, and remember that faith is not foolish</li> <li>• Take time to focus on, name and savour their successes by making a list</li> <li>• Encourage a loyal sceptic to notice positives, develop trust, appreciate her or his own strengths, and take positive action</li> <li>• Provide the Six with positive alternative meanings</li> <li>• Be consistent and trustworthy</li> <li>• Disclose their own personal feelings and thoughts</li> </ul>
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#### 4.5.7 **Type seven: the epicure**

For type Sevens life is an adventure with limitless possibilities. As a result they constantly seek new and exciting experiences, but may become distracted and exhausted by staying ‘on the go’. They are afraid of deprivation and pain. Their basic desire is to be satisfied and content and to have their needs fulfilled. Sevens’ strengths include loving life, thinking positively and being playful, enjoyable, inventive, imaginative, energetic, optimistic, helpful and open to possibilities (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

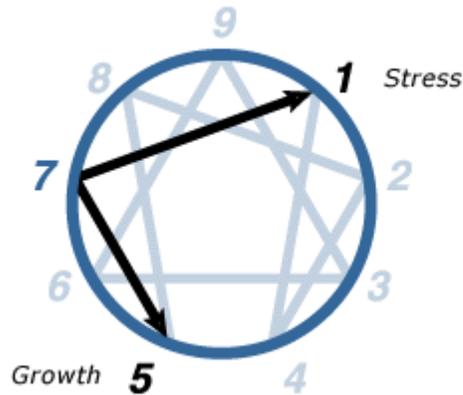
At their best, they focus their talents on worthwhile goals, becoming appreciative, joyous and satisfied. They however have problems with impatience and impulsiveness. They have habits of starting things but not seeing them through. Others may perceive Sevens as quickly shifting topics, making excuses, being changeable, self-oriented and indifferent to others’ input as outlined in Table 3.13 (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

**Table 3.17: Seven's Difficulties for Self and Others (Baron & Wagele, 2000)**

Difficulties for self	<ul style="list-style-type: none"><li>• Short-term gain may lead to long-term pain (no pain, no gain)</li><li>• Various losses that results from trying to keep up with life and avoiding whatever seems limiting</li><li>• Overload from trying to keep excitement high (gluttony)</li><li>• Doing more may lead to loss of purpose, then anxiety and depression</li><li>• Distraction and diversion from deeper purpose and commitments</li><li>• Repeating the same mistakes</li></ul>
Difficulties for others	<ul style="list-style-type: none"><li>• Perceiving that the Seven doesn't really care or cannot be counted on as a result of her or his preoccupation with self (narcissism)</li><li>• Feeling 'less than' as a result of the Seven's superior position</li><li>• Experiencing pain as a result of the Seven's not making or keeping commitments</li><li>• Feeling diminished or not seen by the Seven when she or he minimizes or trivializes their own pain or conflict</li></ul>

According to Baron and Wagele (2000), Sevens are motivated by the need to maintain their freedom and happiness, to avoid missing out on worthwhile experiences, to keep themselves excited and occupied, to avoid and discharge pain. Although permission was not obtained to reproduce the figure as illustrated in Figure 3.11, when moving in their direction of security, gluttonous, scattered Sevens become more focused and fascinated by life, like healthy Fives. However, when moving in their direction of stress, scattered Sevens suddenly become perfectionist and critical at One. Factors that stress Sevens include:

- Constraints or limits placed upon them
- Losing freedom to do what they want
- Getting stuck in negativity
- People who are stuck in depression.



**Figure 3.15: Seven's Stress and Security/Growth Points (Riso & Hudson, 1996)**

These reactions block Sevens from being consistently present with an open heart, and ultimately, their ability to accept both joy and sorrow as part of life. Based on the missing ingredients, practical suggestions and exercises were made to Sevens in the areas of health, stress, work and relationship (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994). In order to assist Sevens in overcoming their reaction blocks, Baron and Wagele (2000) outlined the following practices and strategies to assist them and others, on how to support their self-development.

**Table 3.18: Sevens' Development Strategies and How others can Help (Baron & Wagele, 2000)**

Strategies for Self Development	<ul style="list-style-type: none"> <li>• Become aware of over-scheduling, multiple projects, future plans and other mental evasions as clues that they may be avoiding something negative</li> <li>• Notice their hunger for stimulation and gratification as a reminder to return to the present</li> <li>• Observe impulses rather than go into them</li> <li>• Work on one thing at a time and finish what they start</li> <li>• Notice that they are missing the depth of experience and pleasure when they stay on the surface</li> <li>• Explore realistic self-evaluation versus self-criticism and notice how, when their ideas of self-worth are challenged, the desire to promote themselves, to feel superior, arises again</li> <li>• Ground themselves in the present</li> <li>• Acknowledge the desires and well-being of others in equal proportion to their own</li> <li>• Realise the difficulties and pain produced for themselves and others by recognizing their tendency to divert and scape to other things</li> <li>• Notice the subtle superiority in a high position</li> <li>• Welcome negative feedback and criticism</li> <li>• Realise that the full spectrum of life and deeper purpose includes the 'darker side' of life – its pain, loss, suffering and limitations</li> <li>• Work with their feelings and notice the difference (and sensations in their body) between a real feeling and the idea of feeling</li> <li>• Learn to stay with feelings of fear and being trapped when they let go of options</li> <li>• Notice their tendency to find the positive side when faced with problems</li> <li>• Practice solving the problem first before focusing on the positive side</li> </ul>
How others can support Sevens	<ul style="list-style-type: none"> <li>• Encourage the epicure to make deep commitments, accept pain as well as pleasure in life, and appreciate the value and worth of all others</li> <li>• Provide a supportive framework for a Seven to move into painful situations and commitments</li> <li>• Make their own needs, wants and feelings important</li> <li>• Apply the KISS principle (Keep It Simple 'Sweetie')</li> </ul>

#### 4.5.8 **Type eight: the protector**

In the worldview of type Eights only the strong survive. Therefore, Eights feel they must control their environment, especially people, by sometimes becoming confrontational and intimidating. They have open displays of anger and force but great respect for opponents who will stand and fight. Eights make contact through sex and toe-to-toe confrontations. They lead an excessive way of life: too much, too many late nights, too loud. They are afraid of being harmed or controlled by others and they want to protect themselves and be in control of their own life and destiny. Eights' strengths include being strong, powerful, exciting, intense, determined courageous, persistent, protective of others, just, friendly, fair, clear, straightforward and firm (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

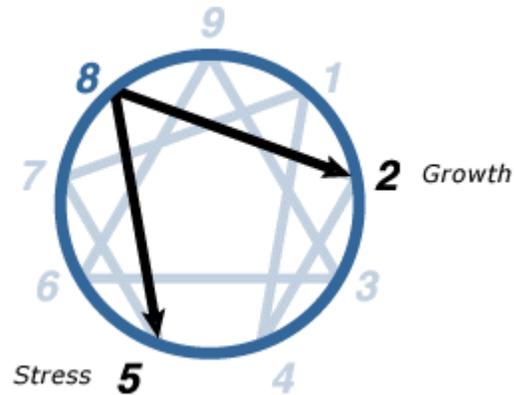
At their best, they use their strength to improve others' lives, becoming heroic, magnanimous, and inspiring. Eights typically encounter problems with controlling their tempers and with allowing themselves to be vulnerable. Others may perceive Eights as overly confrontational, intimidating, unquestionable (discounting the other) and controlling, as outlined in Table 3.15 (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

**Table 3.19: Eights Difficulties for Self and Others (Baron & Wagele, 2000)**

Difficulties for self	<p>Exhaustion, self-abuse, rejection and other self-defeating behaviours resulting from too much, too soon, too loud, too long or too many</p> <p>Denial of their own fear, weakness and vulnerability results in harm and damage to themselves and others</p> <p>Control and domination possibly resulting in counter attack, loss, defeat of own goals and trouble with authority</p> <p>Confusing justice with revenge (sometimes with resulting self-vengeance)</p>
Difficulties for others	<p>Missing the virtues of tenderness, dependency, receptivity and sensitivity</p> <p>Being driven or pushed away by the Eight's excesses and control</p> <p>Resenting the Eights confrontations, intimidation and intrusiveness</p> <p>Feeling harmed, disrespected or violated</p> <p>Experiencing the Eight's misdirected justice as revenge</p>

As pointed out by Baron and Wagele (2000), Eights are motivated by the need to be self-reliant, to prove their strength and resist weakness, to be important in their world, to dominate the environment, and to stay in control of their situation. Although permission was not obtained to reproduce the figure as Figure 3.12 illustrated, when moving in their direction of security point, lustful, controlling Eights become more open-hearted and caring, like healthy Twos. However, when moving in their direction of stress, self-confident Eights suddenly become secretive and fearful at Five. Issues that stress Eights and make them most personally reactive can include:

- Perceived injustices that they cannot correct
- Deceitful or manipulative people
- People who won't stand up for themselves
- Weakness in themselves
- Inaction
- Boundaries or rules that are unjust or constraining
- Attempts by others to control them.



**Figure 3.16: Eights' Stress and Security/Growth Points (Riso & Hudson, 1999)**

These reactions block Eights from being vulnerable, impacted and connected to others in trust, and ultimately, their sensing reality as it comes in each moment. Based on the absent ingredients, practical suggestions and exercises were made to eights in the areas of relationships, anger, self-nurturing (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994). In order to assist Eights in overcoming their reactions blocks Baron and Wagele (2000) have outlined the following practices and strategies to assist themselves, and others, on how to support their self-development.

**Table 3.20: Eights Strategies for Self Development and How Others can Support**

Strategies for Self Development	<p>Notice and moderate their intensity, excess and impact</p> <p>Allow a gap between impulse and action so there is time to consider consequences of their behaviour for their long-term goals (count to ten and breathe)</p> <p>Observe the all-or-nothing style of paying attention</p> <p>Consider the virtue in the mundane, the moderate and the mild</p> <p>Practice delaying gratification and stimulation</p> <p>Investigate the difference between weakness and vulnerability</p> <p>Practice doing things someone else's way (start small, at first)</p> <p>Realise that true power comes from appropriate application of force</p> <p>Learn that flexibility and adaptability are empowering</p> <p>Value truth in opposites and differences</p> <p>Build kindness toward oneself and others by opening the heart</p> <p>Notice what happens just before anger arises</p> <p>Use anger to focus and clarify, not blame</p> <p>Identify feelings other than anger</p> <p>Record insights as they occur</p>
How others can support Eights	<p>Look for compromise and 'win-win' solutions in adversarial situations</p> <p>Encourage the Protector to accept her or his own vulnerability, distinguish it from weakness, and reduce excessive and impulsive behaviour</p> <p>Provide honest feedback about the Eight's impact on them and intimidation of them</p> <p>Be forthright and firm, yet flexible</p> <p>Demonstrate the virtues of receptivity, flexibility and acceptance</p>

**4.5.9 Type nine: the peacemaker**

For type Nines life is about harmony and going with the flow. As a result they want everything to go smoothly and be without conflict, but they can also tend to be complacent, simplifying problems and minimising anything upsetting. They have a tendency to be passive-aggressive and often space out through food, TV and drink. They know other people's needs better than their own. They are afraid of loss and separation. Their basic desire is to have inner stability and peace of mind. Nines' strengths include being caring, attentive to others, giving, empathetic, adaptive,

accepting, supportive, participative, accountable, sensing, steady, calming, receptive and generally non-judgmental (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

At their best, Nines are often indomitable and all-embracing; they are able to bring people together and heal conflicts. Evolved Nines make excellent peacemakers, counsellors, negotiators, and achieve well when on track. They typically have problems with inertia and stubbornness. Others may perceive Nines as avoiding conflict, indecisive, over-explaining and unclear about their own position and role as outlined in Table 3.17 (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

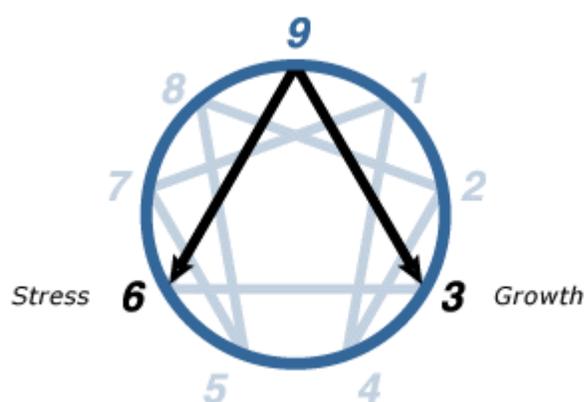
**Table 3.21: Nines' Difficulty for Self and Others (Baron & Wagele, 2000)**

Difficulties for self	Going along to get along, and later resenting and resisting it Forgetting themselves (indolence or inertia toward self) Doing what makes them comfortable, rather than what is important, and sometimes not even knowing what is important to themselves as a result of narcotisation or numbing out Containing their energy, especially the expression of anger Missing opportunities because they delay making decisions or taking action Self-depreciation
Difficulties for others	Perceiving the Nine as passive-aggressive and stubborn Feeling that the Nine has missed the point of what is important The Nine saying 'yes' when the individual really means 'no' Frustration about the Nine's preoccupation with comfort The Nine's dispersion of energy and focus results in needs and priorities not getting met

According to Baron and Wagele (2000), Nines are motivated by the need to create harmony in their environment, to avoid conflicts and tension, to preserve things as they are, to resist whatever would upset or disturb them. Although permission was not obtained to reproduce the figure as outlined in Figure 3.13, when moving in their direction of security, slothful, self-neglecting Nines become more self-developing and energetic, like healthy Threes. However, when moving in their direction of stress,

complacent Nines suddenly become anxious and worried at Six. Situations that stress Nines and makes them most personally reactive can include:

- Being forced to take a position or face conflict
- Being pushed into action
- Having to say no to a claim made upon themselves
- Being treated as unimportant.



**Figure 3.17: Nines' Stress and Security/Growth Points (Riso & Hudson, 1999)**

These reactions block Nines from experiencing unconditional love and, ultimately, taking essential action that truly supports their lives. Based on the ingredients missing, practical suggestions and exercises were made to Nines in the areas of relationships, anger, work, procrastination and decision making and self-esteem (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994). In order to assist Nines in overcoming their reaction blocks, Baron and Wagele (2000) have outlined the following practices and strategies to assist them and others in how to support their self-development.

**Table 3.22: Nines' Strategies for Self Development and How Others Can Support (Baron & Wagele, 2000)**

<p>Strategies for Self Development</p>	<p>Practice self-love that is equal to Nine's love of others</p> <p>Develop a 'both/and' strategy for life, including themselves and others</p> <p>Take responsibility for their own well-being and importance</p> <p>Reclaim a separate self and voice; take a personal position on issues</p> <p>Notice when an obsession with pros and cons of decision has replaced their real feelings and desire</p> <p>Establish and adhere to their own agenda and priorities</p> <p>Focus on the immediate next step, rather than the final goal</p> <p>Notice when the other person becomes the reference point; Nines need to find their own reference point within</p> <p>Examine the tendency to say 'yes' when they really mean 'no' (their body's reaction tells Nines the difference)</p> <p>Welcome discomfort and conflict</p> <p>Notice when they are withholding their opinion to avoid conflict</p> <p>Recognise anger in its many forms, since it is a signal of something important inside</p> <p>Realise that resistance creates persistence</p> <p>Check within several times a day to observe what they are feeling and wanting</p> <p>Claim responsibility, actually implicating not extricating themselves when difficulties come up; examine their part in the conflict</p> <p>Remember that every complaint is a hidden want, wish, need or desire</p> <p>Notice feelings that precede their attention shifting to substitutes (food, TV, etc)</p>
<p>How others can support Nines</p>	<p>Remember that their self-worth is self-defined; no one can define them</p> <p>Encourage the Mediator to pay attention to her or his own self and needs, express opinions, and welcome discomfort and change.</p> <p>Provide the Nine with a supportive environment for determining priorities, taking action and experiencing anger</p> <p>Ask the Nine what she or he wants and needs</p> <p>Help the Nine keep her or his own focus and limits</p>

#### **4.6 Empirical Research on the Enneagram**

Empirical study of the Enneagram typology has recently begun based on published descriptions of the Enneagram theory. The studies in this area have been useful to the degree that research findings integrate Enneagram theory with Western concepts of personality. However, the studies have focused on the stability of the individual person's Enneagram point over time, and the relation of the Enneagram type to the other theories of instruments, in order to measure the reliability and validity of the Enneagram in predicting personalities (Arthur & Allen, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

An early research programme by Wagner and Walker (1983), examined 390 adults who knew the Enneagram systems. Most of the respondents were members of various Roman Catholic religious congregations in the Midwest. To assess the stability of Enneagram types over time, respondents were contacted and asked to report their original and current self-determined Enneagram point. The time lapse from initial learning of the Enneagram until the survey was conducted, ranged from three months to nine years. The respondents averaged 85% agreement about their type in the past and present.

These respondents also completed the Myers-Briggs type indicator (MBTI) and an experimental Enneagram inventory at varying times before, during, and after familiarising themselves with the Enneagram theory. As explained earlier, the MBTI, based on Jungian personality types, was designed to assess patterns of attitudes, assumption, and actions on the personality dimensions of introversion – extraversion, thought – feeling, sensing – intuition, and judgment – perception. Although permission was not obtained to reproduce the table, Wagner (1983) found positive correlations among Enneagram point groups on the Myers-Briggs with patterns of descriptors summarised by him as follows:

**Table 3.23: Comparison of positive Correlations among Enneagram Style and Myers-Briggs preferences (Wagner, 1983)**

<b>Enneagram types</b>	<b>Myers-Briggs Scales</b>
Point One	Judging
Point Two	Extravert, feeling
Point Three	Extravert, sensate, judging
Point Four	Introvert, feeling, perceiving
Point Five	Introvert, thinking
Point Six	Introvert
Point Seven	Extravert, intuitive
Point Eight	Extravert, intuitive, thinking, perceiving
Point Nine	Intuitive, perceiving

Wagner’s Enneagram Personality Inventory, consisting of 135 items (15 for each type), was developed and tested. Respondents indicated a degree of agreement or disagreement. In two administrations of the inventory, before and after training, Wagner (1983) found that the Enneagram type was significantly associated with scores on the inventory. His findings suggested that the objective test could predict type with a greater-than-chance accuracy and that learning the Enneagram theory increased the predictive validity of the test (Wagner, 1983).

Wagner’s (1983) study contributed to the delineation of Enneagram theory by evaluating the typology against two other typological approaches in a relatively large sample. In addition, his efforts to develop an objective assessment of the Enneagram type should promote study leading to the determination of the reliability and generalisability of type, description and distinction of types, and prediction of type in a simplified valid manner (Warling, 1995).

This inventory had been revisited by its developers and gained its current name as The Wagner Enneagram Personality Style Scales (WEPSS). However, in another empirical

study, a multiple correlation study failed to find a high degree of correlation between WEPS, and Heroic Myth Index, the Barron scale from the MMPI-2, and four archetypes in Pearson's Self stage (Twomey, 1995).

Palmer and Cohen (1994) also developed an inventory of the Enneagram typology for this research programme: the Cohen-Palmer Enneagram inventory (CPEI). The CPEI is a compilation of statement of behavioural tendencies for each Enneagram point group. The CPEI totals 108 items, with twelve items in each of nine embedded scales. Palmer and Cohen (1994) hypothesised that the highest scale score would predict the Enneagram type of the participant, which had been determined prior to administration of the inventory. Using one-way analyses of variance, Palmer and Cohen (1994) also found significant differences among Enneagram groups on the MBTI's scales of extraction-introversion, sensation-institution, and feeling-thinking (Palmer 1988 & 1994).

Palmer's and Cohen's (1994) study confirmed the findings of Wagner (1983) that Enneagram types positively correlates with the dimension assessed by the MBTI. Their findings were similar to Wagner's four, with some major exceptions. Palmer's and Cohen's test development activities were most encouraging when considered together with those of Wagner (1983). The development of a reliable and valid Enneagram assessment instrument appeared possible and useful. But such validation of tests did not include other sample sets or cultures, such as Africans.

To further develop a sound inventory for the Enneagram, Riso and Hudson (1996) produced the Riso-Hudson Enneagram Type Indicator (RHETI), a 144-item personality measures. Following this, Warling (1995) illustrated convergent validity of the RHETI by indicating its significant correlations with the inventory of Cattell's 16 Personality Factor Questionnaire (16PF). Results of the discriminate function analysis provided further support for the theoretical assumptions underlying the Enneagram personality types. This study represented a first step in the external validation of the RHETI, as it measures the nine personality types of the Enneagram. On the other hand, Newgent, Parr, Newman and Higgins (2004) evaluated the inventory and reported an adequate degree of internal consistency and mixed support for construct validity and strong support for heuristic value.

Similar to the findings of Palmer and Cohen's (1994) study, so too Baron and Wagele's study (2000) noted how the Enneagram and the Jungian Types fit together. They had pointed out that many of the variations within the Enneagram's nine types were related to the MBTI. Baron and Wagele's (2000) findings also confirmed, along with Wagner's (1983) on the positive relationships between the eight preferences of MBTI and the Enneagram system as outlined in Table 3.19 with predominant features of each type. In assessing whether individuals relate more to the external or internal world, type Twos, Threes, Sevens and Eights tended towards extroversion, whereas type Fours, type Fives and Nine predisposed introversion tendencies. With regard to how individuals preferred to take in information, intuition was dominant in type Sevens, Eights and Nines, whereas Threes were dominated by sensing. By measuring individuals' preferences in making evaluations and decisions, feelings were dominant for type Twos and type Fours, whereas type Fives and type Eights were dominated by thinking. Finally, in assessing how individuals choose to live, type Ones and type Threes, judging was dominant because they were organised and good at closure whereas type Seven and type Nines predominantly perceived, for they were spontaneous and open. Baron and Wagele (2000) however, noted that individuals with type Six personality correlated with every MBTI type because they tended to swing back and forth between preferences, trying to make up their minds more than any other type.

Departing from apparent correlation with other personality inventories, Daniels and Price (2009) demonstrated advanced hypothesis testing of validity by designing the EET based on the constructs of the nine Enneagram personality types, derived from the theoretical arguments of Helen Palmer (1988 & 1994), and Palmer and Cohen (1994). Daniels and Price (2009) through thorough studies and findings of trainings in the narrative tradition with various individuals in the United States they argued that the nine Enneagram personality types differed along the following five major constructs:

- The overall worldview of the type
- The focus of attention of the type
- The dominant mental and emotional biases
- The central preoccupations
- The positive attributes of the type

In addition to Helen Palmer (1988 & 1994), and Palmer and Cohen (1994) theoretical constructs of the focus of attention of each type (Figure 3.4), The dominant mental and emotional biases (Figure 3.3), and the central preoccupations (Figure 3.2) of each type, Daniels and Price (2009) identified distinctive constructs of each personality type along the overall worldview and positive attributes of each individuals presented in section 3.5 Enneagram personality types. Daniels and Price (2009) used these five constructs to outline each of the nine paragraphs for testing.

Predictive validity was posited by establishing 'the gold standard'. Daniels and Price (2009) asked representatives of each personality type to review and revise their respective paragraphs to ensure that the paragraphs were congruent with their actual experience of being that type. Daniels and Price (2009) then reviewed their revisions to ensure that the paragraphs were accurate from a theoretical standpoint and were equally, socially desirable.

Daniels and Price (2009) established the Essential Enneagram Paragraph Test's validity by testing 970 individuals throughout the United States who enrolled in Enneagram classes or volunteered for typing interviews. These individuals did not know their Enneagram personality type and were unfamiliar with the Enneagram. Sixty-five percent (65%) of the sample were women. Thirty-five percent (35%) were men.

Daniels and Price (2009) compared each individual's Essential Enneagram Paragraph Test self-rating through two test-retest assessments which they called the 'Gold Standard' ratings. First, a diagnostic typing interview conducted by a certified Enneagram teacher who did not know how the individuals had rated themselves. Second, the individual's own re-evaluation on the EET was conducted after taking a ten-week Enneagram course. Both reliability tests produced similar results. These results are used to indicate the validity of the Essential Enneagram Paragraph Test, the probability that users will accurately select their personality type from among the nine paragraphs.

Daniels and Price (2009) analyzed the results for each of the nine paragraphs separately. Each of the nine paragraphed personality types has its own probability of accurately discriminating among the nine Enneagram personality types. The Type determination pages in the EET showed the accuracy of each paragraph. For example, the Perfectionist paragraph has a sixty-six percent accuracy. This means that two-thirds of the people who selected the Perfectionist paragraph as their type were also identified as this type either by an expert's rating through a structured interview or by their own re-evaluation of themselves following an Enneagram course.

Individuals sometimes choose a paragraph in the Essential Enneagram Paragraph Test that is not their correct personality type but is one of the look-alike types associated with their type, or is one of the four personality types connected to their personality type through the wings or arrows. For this reason, Daniels and Price (2009) also calculated the probability of individuals being each of the other eight types, if their self-rating was not correct when compared to the test-retest assessment or the 'Golden Standard'. The Type determination pages in the EET show these other analyses. For example, eight percent of the subjects who chose the Perfectionist paragraph are actually the Individualist/Romantic type, eight percent are the Loyal Skeptic type, seven percent are the Helper/Giver type, and five percent are the Peacemaker/Mediator type. The remaining six percent of those who typed themselves as the Perfectionist are distributed among the remaining four types.

In the EET guide type determination pages list the probability of the type one chooses being its correct type. They also list the probabilities of other types being the correct type instead. The Type determination pages include step-by-step instructions for each individual to test the accuracy of the various choices. The overall pattern is a measure of validity based upon statistical analysis.

Daniels and Price (2009) analyzed each Enneagram paragraph with respect to sensitivity (SENS), specificity (SPEC), predictive value of positives (PVP), predictive value of negatives (PVN), test efficiency (EEF), and Cohen's Kappa test for intra-class correlation. Daniels and Price (2009) computed Kappa statistics for the test across all nine scales as a measure of overall test concordance. Test validity as measured by

congruency of respondents' answers to the test-retest assessments were statistically and clinically significant. The overall Kappa for the entire test was 0.5254 ( $P < 0.0001$ ), considered a significant degree of concordance. All analyses of individual items exhibited concordance or intra-class correlations significant at  $P < 0.0001$ . Daniels and Price (2009) performed reliability analysis with a small naive group ( $n = 62$ ) of graduate students. Daniels and Price (2009) gave alternate versions of the inventory four weeks apart without an introduction to the Enneagram and without introducing any other bias. The analysis revealed a significant concordance,  $Kappa = 0.589$  ( $P < 0.0001$ ).

As outlined above, preceding empirical studies, the focus has been on evaluating reliability and validity of developed inventories for the Enneagram theory of personality. Nevertheless, the researchers have recommended its heuristic value and applicability in enhancing self-development of individuals. They have indicated that the Enneagram is a valuable resource for psychologists in the assessment of career strengths, counselling and teaching, and in identifying obstacles of at-risk individuals. Following these recommendations, application of the Enneagram theory has been gaining wide acceptance in educational, organizational and therapeutic/counselling settings (Arthur & Allen, 2010; Bland, 2010; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007).

Nevertheless, some researchers were sceptical about the credibility of the Enneagram as a result of its quasi-mystical origins and the complexity of words used in the system. Fitzsimons and Killen (2013) indicated lack of empirical and scientific evidence regarding its practical applicability in various socio-cultural contexts. To the researcher's knowledge no scholarly validated study has been found that assessed the applicability of the Enneagram theory in addressing the problems of disadvantaged people in African contexts. The researcher has therefore designed this study to assess the use of Enneagram theory in predicting consistent condom use among female sex workers in Ethiopia.

#### **4.7 Summary**

As in the psychodynamic approaches and as opposed to the behavioural theorists, the Enneagram focuses first on self-awareness and self-acceptance of strengths and weaknesses. This is performed through typing in-depth interviews and the narrative traditions in addition to taking self-administered personality tests Such as EET. Similar to the behavioural theorists, the Enneagram's focus on learning is through practice, using reinforcement, shaping and modelling approaches. However, in this thesis the Enneagram theory uses these learning approaches as specific to each personality type but not as one general approach as employed by the Behaviourists. Similar to the approach by the humanists, the Enneagram theory places stress on progressively overcoming challenges through adherence to the self-development practices of each personality that would result in maturity or self-actualisation. Unlike the humanists, however, self-development does not end at the self-actualisation stage, rather, it is a continuous life quest.

Compared with the universally accepted Big Five Model which argues that people's personality traits are static and constant, the Enneagram model holds that personality traits are dynamic and can be transformed into other ones, which is a strong point of the Enneagram's practical applicability in solving psychological and social problems. Each type of personality may show characteristics of other personalities regardless of in sound or unsound state.

In order to assess the applicability of personality based interventions and approaches, this empirical research was designed to assess the correlation between condom use behaviour and personality styles using the IMB model and the EET. The IMB model has been acknowledged to be a simple one that would enable policy makers and practitioners to guide interventions about complex health behaviours, such as inconsistent condom use among female sex workers. Likewise, EET, developed by Daniels and Price (2009) demonstrated advanced hypothesis testing of validity and reliability by departing from apparent correlations as compared to other Enneagram tests. EET is therefore employed in this study methodology as a tool for identifying personality type along with the IMB model used to identify personal determinants of

condom use as indicated in chapter four along with the study site, sampling and data collection processes. Subsequently, chapter four discusses the data analysis and quality assurance, informed consent and confidentiality procedures are presented followed by the significance, limitations and delimitations of the study.

## **5 CHAPTER FOUR METHODOLOGY**

### **5.1 Study Site and Sampling**

The study was carried out in the capital city of Ethiopia, Addis Ababa, where high HIV prevalence rates (5.2%) have been estimated in the Ethiopia Demographic and Health Survey report, compared to other regions in the country (Central Statistical Agency of Ethiopia and ICF International, 2012). In 2012, the Ethiopian Health and Nutrition Research Institute (EHNRI) had estimated that there were 50,000-250,000 female sex workers working and living in Addis Ababa. The EHNRI (2012) had further estimated that 35% females in the reproductive age of 15 – 49 years have involved in some form of sex work at some point in their lives in Addis Ababa at the time of the study. Considering the growing numbers of such workers and types of sex work involved in the city, it was recommended that this be used with caution as regards generalisation. Another recent study undertaken by DKT Ethiopia (2012) has indicated that number of female sex workers working in Addis Ababa is about ten times bigger than the size estimation of sex workers residing in seventeen major cities/towns of the country where sex workers were residing. Furthermore, Addis Ababa is considered to be a representative stratum of the study population, for the capital city is much larger than other cities in the country, incorporating all types and categories of sex workers who have migrated from all corners of Ethiopia, as it is located at the centre of the country (EHNRI, 2012).

Five female sex workers' associations were used as cluster groups as an entry point from which participants were selected. The associations were established by a national level project called Wise Up that focuses on sex workers, through the financial and technical assistance of DKT-Ethiopia in collaboration with FHAPCO. These associations were located in major areas where large populations of female sex workers were residing, and they were also distributed in the ten sub-cities of Addis Ababa (one association located more-or-less adjacent to two sub-cities). The guidance and

counselling rooms of these associations were used to undertake the interviews as they were confidential and private settings.

The researcher has been actively involved in the Wise Up project since its inception in 2007. He is one of the primary technical experts involved in the designing and appraisal of the project. Major activities undertaken by the researcher include, *inter alia*,: a programme document for the establishment, at national level, of these drop-in centres for sex workers' associations (Wise Up, 2009) and a rapid assessment on condom sells and promotion as an alternative income generating scheme for female sex workers (Wise Up, 2010). The researcher has also made major contributions in the campaigning for continuous inculcation of 100% condom use among female sex workers, by tailoring various information, education and communication (IEC) materials and by providing behavioural change communication (BCC) training on safer sex to many female sex workers. Using his recognition in the establishment of these associations and his acceptance among female sex workers, the researcher has played major roles in arranging the study sites in these associations, in recruiting and training data collectors, and in closely supervising the sampling and data collection processes.

A Respondent-Driven Sampling (RDS) method was used to recruit participants. RDS was an adaptation of chain-referral sampling and a suitable sampling method for hidden populations, which provided relatively unbiased and representative population-based estimates. In this sampling method, participants were asked to bring their peers to participate in the study. However, not all who participated in the study were willing or interested to bring their peers for the study. Those participants who did bring additional peers to the study were known as seeds, while the others were delineated simply as participants (Douglas, 2002).

The selection criteria for eligible seeds and participants followed the recommendation enlisted in the EHNRI (2012) formative assessment report: a female over the age of 18 who has exchanged sex for money; who had lived in Addis Ababa in the past three months; who was willing to participate in the study and who was sober at the time of the interview.

Five seeds were initially selected from members of sex workers' associations found in the city. One seed was selected from each association. Each selected seed was briefed on the purpose, approaches and processes of the study and was informed on how to refer other eligible female sex workers using coded invitation cards designed as coupons. Each recruited and willing seed was asked to recruit three peers so that they also participated in the study and was given three uniquely coded coupons to refer her peers to the study. Coupons were given to participants until a target sample size of 350 were recruited.

According to the EHNRI's (2012) formative assessment the prevalence of female sex workers who were in the reproductive age of 15 – 49 years was 35% which implied the expected proportion (P) value to be 0.35. Using the Without Finite Population Correction of the Sample Size Estimation Formula of Naing, Winn and Rusli (2006) the sample size of 350 was generated with level of confidence (Z) of 95% and precision (d) of 0.05%, respectively.

In line with the EHNRI's (2012) formative assessment recommendations in administrating RDS, seeds and their recruits were given a transportation and incentive package, including Ethiopian Birr 150 (U.S. \$ 8.33/ZAR 68.8), HIV prevention pamphlets and four boxes of condoms for their time spent in the study. Furthermore, an additional Ethiopian Birr 20 (U.S. \$ 1.11/ZAR 9.17) was provided to each selected participant when recruiting and referring a peer to participate in the study.

## **5.2 Instrumentation and Processes**

A structured interview questionnaire that gauged data on basic demographics and constructs of the IMB model that reflected the eight determinants of consistent condom use and the EET personality assessment tool by Daniels and Price (2009) was used to collect data from individuals. The structured questionnaire and the personality measurement had been translated to the local main language (Amharic) and retranslated back to English to minimise losses in translation. After undergoing refinements, the instruments was translated back to Amharic and was pilot tested on 10 female sex workers and then revised accordingly, before administering it on a large

scale. Although both instruments were consecutively presented to participants with a single five minute break in-between, all questions that were modified were from the background and IMB questionnaire after the pilot test.

On the first part of the questionnaire, background information question item 02, the lists for this question were increased from seven to twelve to differentiate the currently attending and dropouts in the different stages of schooling. Similarly on background information, question item 05, one item called cohabiting adults (personal sexual partner) was included for it was found to be important to see their relationship in the realm of condom use. Moreover on background information, question item 06 asked about types of sex work they are currently engaged. During the pilot testing it was learnt that a sex worker might be engaged in different forms of sex work at a time or may change also seasonally (during fasting season, tourist seasons etc.). So the question was adjusted to “Mostly, where do you access clients?” to see the common type of sex work that the participant is engaged in.

On section 2, regarding questions on HIV information, especially in items 2, 3, 8 and 13 the phrase without condom was included for more clarity of the questions. Similarly, in item 7 of the HIV information questions “if a partner has HIV” was standardized as “a partner living with HIV” for being culturally insensitive.

For section 4, 5, 6, and 8 of the IMB constructs, the Likert’s scale response items were presented in ‘1 = Extremely low; 5= Extremely high’. However, it was not affable for use for both the interviewer and interviewee thus it was listed in detail in a friendly manner to secure correct information: 1 = very low; 2 = low; 3 = average; 4 = high; 5 = very high).... And the same has been done for others respectively. In section 4 and 5 (items on social referent groups) question items that ask about establishment owners were found to be irrelevant for street based and phone based sex workers for they do not function in establishments. Similarly, in section 7, item 5 “to keep the sperm inside the condom” was included for better clarification of the question.

In section 9, Moreover, the translation version of the Amharic questionnaire was corrected for saying how many times did you drink alcohol in the past week’ to ‘How

many times have you been drunk in the past week' for drinking one bottle of beer, or a glass of wine does not necessarily indicate being drunk. In the pilot test it was confirmed that the most common substances used by female sex workers were alcohol, Khat and Cannabis, thus were specifically listed accordingly.

### 5.2.1 **Structured interview questionnaire**

A structured coded interview questionnaire with general instructions for the interviewer, information regarding the interviewing and supervision processes and queries of basic socio-demographics of the interviewee was prepared along with the constructs of the IMB model. The socio-demographic data of the interviewee was included in the questionnaire in order to determine the background of the participants. This data included age, place of origin, religion, education, income level, marital status and type and years of sex work in which they were engaged. The individual level determinants for consistent condom use that were assessed in the interview questionnaire were information on HIV preventions, perceptions of social referent support, motivation to comply with social referent support group, perceptions of personal vulnerability, attitude towards condom use, condom use skills, condom negotiation skills, and substance use. The measurement approaches of each determinant are presented below.

#### *i. Information on HIV*

Using the eighteen items (scaled 0-1) questionnaire of Volpe, Nelson, Kraus and Morrison's (2007) which they adapted and refined for females from the original HIV knowledge questionnaire of Carey and Schroder (2002), participants were asked about their knowledge relating to HIV. Eleven items are related to HIV transmission and seven to HIV prevention. Participants were asked to state whether the statements are true or false, or unknown. 'Do not know' responses were considered as incorrect answers. The composite score of this assessment ranged from 0 to 18. The number of questions correctly answered indicated the extent of knowledge of the participant regarding HIV/AIDS transmission and prevention. Cronbach's Alpha coefficients for the eleven HIV transmission related items and seven HIV prevention related items were indicated to be 0.78, and 0.81, respectively (Zhang et al., 2011). Similarly, in this study the

Cronbach's Alpha coefficients for the eleven HIV transmission related items and seven HIV prevention related items were found to be 0.78, and 0.92, respectively.

ii. ***Attitudes towards Condoms***

Experiences with and attitudes toward condoms were assessed with seven true or false questions. The typical items were: 'Condom use causes too much trouble'; 'The westerners have deliberately injected HIV viruses into condoms that they export to developing countries'; 'Condoms that are supplied freely have HIV virus injected in them'; 'Some condoms protect from HIV more than others'; 'Using condoms with regular client is suggestive of filth and disease'; 'Using condom with personal sexual partner indicated infidelity or mistrust', and; 'Condom use is safer than other methods'. The number of answers indicating a positive attitude served as an indicator of experiences with and attitudes toward condoms. 'Do not know' responses were considered as incorrect answers. The composite score ranges from 0 to 7. The summation of the rating was used to describe the level of attitude towards condoms. These statements were used by Yang et al. (2005), and Zhang et al., (2011) and both indicated that the 7 items had a Cronbach's alpha coefficient of 0.80. In this study the Cronbach's Alpha coefficients for the seven items of experiences with and attitudes toward condoms were found to be 0.78.

iii. ***Perceived Social Referents Support***

Perception of the social referents' support was assessed with six items used by Yang et al. (2005), Kerrigan, Moreno, Rosario, Gomez, Jerez, Barrington, Weiss and Sweat, (2006), Wang, Li, McGuire, Kamali, Fang and Stanton (2009), and Zhang et al. (2011). In the current study, peers, employers and clients were regarded as social referents. Typical items assessed the participants' perceptions regarding the approval levels of their employers, peers, clients and others in the vicinity concerning consistent condom use. Each item was scored 1 (disapprove strongly) to 5 (approve strongly). The mean scores of the responses were indicated as an illustration of the participant's perception of social referents support. Cronbach's alpha coefficient was indicated to range from 0.75 to 0.83 for the six items. In this study however the Cronbach's Alpha coefficients for the six items of perceived social referents support were found to be 0.73.

**iv. Motivation to Comply**

Motivation to comply was measured by three items, indicating the importance of the approval of peers/employers/clients in using condoms. Responses ranged from 1 (extremely unimportant) to 5 (extremely important). The composite mean score indicated the level of motivation to comply with social referent groups. The three items were indicated to have a Cronbach's alpha coefficient of 0.68 (Zhang et al., 2011). In this study the Cronbach's Alpha coefficients for the three items of motivation to comply were found to be 0.65.

**v. Perceived Personal Vulnerability**

Perceived personal risks in the questionnaire were measured by two items that queried the extent to which the participant was worried about contracting HIV, on a scale ranging from 1 (not at all worried) to 5 (extremely worried); and her risk of actually contacting HIV on a scale ranging from 1 (very low) to 5 (very high). The composite mean score indicated the level of perceived susceptibility. These items were indicated to have a Cronbach's alpha coefficient of 0.66 (Morisky, Stein & Chi, 2006). In this study the Cronbach's Alpha coefficients for the two items were found to be 0.51.

**vi. Condom use Skills**

To assess condom use skills, a condom was provided to each participant and they were asked to indicate, using a wooden penis model, how they were using condoms from start to finish. The important steps that needed to be performed for appropriate condom use were assessed based on the work of Yang et al., (2005); Stanton, Deveaux, Lunn, Yu, Brathwaite, Li, Cottrell, Harris, Clemens and Marshall, (2009); Wang et al., (2009) and Zhang et al., (2011). A checklist measuring these steps was used to evaluate the condom skills of participants when they were performing their habitual condom use steps on the model-penis. The most important items began with checking the expiration date and ended with disposing of the tied condom by putting it in the condom cover. The composite score ranged from 0 to 6. The scores were used to describe the level of condom use skill of the participant. In this study the Cronbach's Alpha coefficients for the 6 items of condom use skills were found to be 0.45.

**vii. Self-Efficacy in Condom Negotiation Skills**

Self-efficacy in practicing HIV prevention was assessed by 5 items which were used by Kerrigan et al, (2003), Wang et al, (2009) and Zhang et al (2011) in their respective studies. These items assessed the skills involved in discussing safe sex with clients before sex; in rejecting extra money for sex without a condom; in acquiring safe sex information, including purchasing condoms and in avoiding substance use before sex with clients. A composite score was calculated by the mean of the five items measured by one point that was scored from 1 (very difficult) to 5 (very easy). Cronbach's alpha coefficient for the first three items has been indicated to be 0.83, and 0.85 for the rest two (Zhang et al, 2011). In this study the Cronbach's Alpha coefficients for the five items were found to be 0.54.

**viii. Substance Use**

Substance use was measured by three items that asked frequencies. No alcohol/khat/cannabis use scored 5; the frequencies of alcohol/khat/cannabis use that ranged from 1 to 2, 3 to 4, 5 to 6, and more than 7 were scored 4, 3, 2, and 1, respectively. Higher scores indicated lower frequencies of alcohol/khat/cannabis use in the last week. Cronbach's alpha coefficient for alcohol and cannabis items was 0.61 (Zhang et al, 2011). Although chewing a green leaf called Khat is legal in Ethiopia, under the United States Controlled Substances Act (2012) it has been labelled as a drug under the Cathinone and Cathine order Schedules of I and IV, respectively. Studies in Ethiopia also indicated the inverse relationship of Khat consumption with condom use, as it was often followed by the use of alcohol to break its effects, (Mekonnen, 2008). In the pilot test it was confirmed that the most common substances used by female sex workers were alcohol, Khat and Cannabis, therefore the consumption frequencies of participants of these substances were included in the questionnaire. In this study the Cronbach's Alpha coefficients for the three items of substance use were found to be 0.76.

**i. Actual condom use**

The percentage of actual condom use was used as one of the dependent variables in the study. It was calculated by the times of condom use divided by the number of

vaginal intercourse during vaginal intercourse with clients in the last seven days before the interview.

### **5.2.2 The Essential Enneagram Test (EET)**

Participants were provided with the nine paragraphs that described nine different personality types as per the directives of Daniels and Price (2009). None of the types was better or worse than any other. Each paragraph was meant to be a simple snapshot of one of the nine Enneagram types. None of the nine paragraphs offered a comprehensive description of an individual's personality. In making the selection of her personality, each participant was assisted to undergo the following processes.

- i.* A trained interviewer read all the paragraphs to the participants. They were supposed to consider each paragraph as a whole rather than considering each sentence out of the context of its paragraph. After being exposed to each paragraph, participants were allowed for some minutes to reflect on the question: 'Does this paragraph as a whole fit me better than any of the other paragraphs?'
- ii.* Following this, the participants were asked to pick the three paragraphs that most described them. If the participants found it difficult to choose the three paragraphs that most described them, they were probed to think about which descriptions someone close to them would select to describe each.
- iii.* The three paragraphs selected by the participants were re-read to the participant and she was asked to rank the paragraphs from 1 to 3, with 1 being the paragraph that seemed most like her, 2 the paragraph next most like her and 3 the least like her. These choices were recorded on the instrument, with the first choice being considered the personality type of the respective participants.

### **5.3 Data Collection and Sample Size**

To secure confidentiality and a smooth flow of information, the data collectors were female sex workers who were literate, who were accepted among peers and who knew many female sex workers in the area. Five female sex workers, one from each of the five female sex workers associations in Addis Ababa who fulfilled the above criteria were selected to undertake the data collection process under close supervision by the

researcher. The selected data collectors were trained using lectures, examples, exercises and role-playing for three days on the step-by-step processes of administering the interview and recording responses on papers or audio tapes. Seventy interviews were expected to be conducted by each interviewer, to arrive at the target sample size of 350. One interviewer was assigned for each participant and provided assistance to the participant as instructed, by first reading and securing their full consent on items enlisted on participants informed consent form. If the participant agreed to participate in the study, the interviewer proceeded to collect their responses by reading each question items outlined on the tools. If the participants were willing, the interview process was recorded on a digital audio tape. After completing each interview, the interviewer briefed each participant to recruit and bring peers by providing each with three coupons and by scheduling tentative appointments. A gap of three to four days of appointments was given to provide sufficient time for participants to recruit, brief and bring their peers to the study centre (EHNRI, 2012).

The data collectors submitted the filled-in questionnaires and audio tapes and reported to the researcher on a daily basis on their progress and asked for advice on how to overcome challenges, if any, which they were faced with in the data collection processes. An experienced statistician was assigned to undertake the data cleaning, editing and entry activities with close supervision of the lead researcher and was engaged parallel to the data collection process so as to save time for the analysis and write-up.

#### **5.4 Data Analysis and Quality Assurance**

Since quantitative methods were used, the data analysis was carried out using the Statistical Package for the Social Sciences (SPSS) version 19 developed by the International Business Machines Corporation (IBM Corp.) in 2010. Descriptive statistics, such as means, standard deviations, frequencies, and percentages, were summarised. To establish the relationship between the types of personalities, which were nominal, and the predictors of consistent condom use, which were ordinal, a general linear model was deployed. GLM Multivariate analysis was computed to assess the effect of personality on condom use. Following this, univariate analyses were

undertaken to determine the effect of each of these interrelated components by controlling the others in relation to each personality type. Furthermore, in order to measure the errors of covariance matrices of dependent variables and variance of each of the dependent variable, Box's M Statistics (Aderson, 1958 cited in IBM Corp., 2010) and Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) were generated, respectively. The statistician was deployed to supervise the data entry, analysis and interpretation of the collected data to secure the quality of the findings.

### **5.5 Informed Consent and Confidentiality**

In conducting studies among female sex workers, collection and storage of data on individuals and their risky behaviours may do excess harm to these populations due to stigmatisation, economic loss or legal liability. Therefore, the following ethical considerations were used to minimise or possibly avoid potential harm to the female sex workers participating in the study.

Confidentiality was maintained during the data collection process. The data collectors signed a confidentiality form to secure special protection and privacy to the target population that were involved in the study. In the data collection process, neither names nor any personal identity of participants were recorded: rather, codes were used to refer to participants' responses. There was no way to link participants' answers to their names. The interview site was in one of the five female sex workers drop-ins which are located at or near the centre of female sex workers' working vicinity and are a familiar and friendly setting for female sex workers. The counselling rooms in each drop-in centre were used for interviews as they were constructed to be a quiet and comfortable place, free from disruptions. Through regular supervision at the five interview sites, the researcher ensured that these data confidentiality measures were in place and were followed accordingly.

Informed and written consent were obtained from all study subjects before conducting the actual data collection processes. Based on the consent form attached to this proposal, each interviewer read and clarified the purpose of the study, with the potential risks and benefits of involved for participating in the research, to each recruit.

Interviewers also explained to every candidate that voluntary participation, anonymity, and confidentiality were given due attention in this study. Each participant signed on the consent form to express their level of agreement in regard to their understanding and willingness to take part in the study.

Only the main researcher and the statistician accessed the tapes and the written notes from the discussion. Participants' opinions remained private. The researcher kept the coded responses in a safe filing cabinet. Taking into account the dissemination and publications of the findings, the data will be stored for three years after publication, after which, the researcher will destroy all records (tapes, questionnaires, field notes and the like). The study protocol was reviewed and approved by the Ethics Review Committee of the University of South Africa (UNISA) on November 23, 2012.

## **5.6 Limitations and Delimitations**

The study was delimited to the capital city of Ethiopia, Addis Ababa where a large number of sex workers live (EHNRI, 2012) and a high HIV prevalence rate has been registered (Central Statistical Agency of Ethiopia and ICF International, 2012). The reasons were mentioned earlier.

This research also had certain limitations that resulted from inaccessibility of participants and the self-reporting nature of the instruments used. The selection of female sex workers for this study was not based on a random sampling method, for their exact population size was unknown. As an entry point, participants (seeds) were selected from members of these associations, who were primarily engaged as venue-based, street-based, home-based and phone-based sex workers. Indirect female sex workers who have other sources of income (for example, some office clerks, waitresses, high school/college students and masseuses) and who temporarily and secretly engaged in sex work activities, were not reached through these social networks. Additionally, the financial incentive that was set to motivate participation was not suitable for high-income female sex workers. Therefore, female sex workers who earned a high income were not interested in participating, which affected the representativeness of the sample (EHNRI, 2012). Nevertheless, since RDS has been

proven to yield a relatively unbiased sample, an approximate representative sample of female sex workers was collected for the study (Douglas, 2002).

Furthermore, male sex workers, either bisexuals or homosexuals, were not part of the study, as this section of the population was hard to reach (especially those practicing homosexual activity, for fear of stigma and legal liability). Furthermore, no significant and large scale study was found that would serve as a base for further study in regard to how to approach and access such groups in the context of Ethiopia.

Another limitation of this study was the self-reported nature of the instruments. Despite a data collection protocol designed to minimise this potential limitation (for example, assigning trained sex workers to undertake the interview, confidentiality and privacy protocols) the researcher recognised that self-reporting bias might exist. The reliability of study participant responses might be uncertain, due the sensitive nature of some of the responses about sexual practices, substance use (especially illegal substances such as cannabis), and so forth. In other words, participants might give socially desirable responses without clearly indicating the actual happenings, for fear of stigmatisation, economic loss or legal liability.

## **5.7 Significance of the Study**

Much of the literature signified the Enneagram as a unique and comprehensive theory that helped in identifying personality structure. Progressive empirical studies have verified its reliability and validity. Researchers of the theory have acknowledged its heuristic value in explaining and enhancing self-development of at-risk individuals. Its wide acceptance in educational, organisational and therapeutic/counselling settings indicated its practicability in addressing personality related issues (Arthur & Allen, 2010; Bland, 2010; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007). Nevertheless, despite its heuristic value, a research gap has been identified in empirical Enneagram-focused studies in regard to predicting or identifying at-risk behaviours that emanated from an individual's personality structure (Fitzsimons & Killen, 2013). This study, as explained, was designed to evaluate the Enneagram theory in predicting consistent condom use among female sex workers in Ethiopia.

In this research, behavioural level determinants of condom use among female sex workers were outlined, based on the IMB model. Although various studies confirmed the applicability of the IMB model in predicting HIV preventive behaviour, such as consistent condom use among female sex workers, a research gap has been identified in regard to assessing the relationship between these individual-level determinants and behavioural patterns embedded in the constructs of personality traits of such at-risk individuals (Fitzsimons & Killen, 2013). Therefore, the research explored the personality traits of female sex workers using the Enneagram theory and measured whether these key behavioural determinants for consistent condom use correlate with their particular personality structure or not.

The significance of this study to the discipline of psychology is therefore summed up by linking and addressing the two gaps outlined above. The findings contribute to the theoretical construct of the Enneagram by providing academically verifiable empirical evidence of the possibility of predicting at-risk behaviours of individuals, based on their personality type. Furthermore, the research investigated the personality aspect of female sex workers and determined whether the individual level determinants of consistent condom use that were outlined in the IMB model emanated from their personality structure or not.

This study has practical significance for countries such as Ethiopia where national level interventions have failed to improve consistent condom use among female sex workers. The study aims to assist policy makers and practitioners in tailoring effective and specific prevention policies and interventions that would reflect and address the personality styles of sex workers who show most at-risk behavioural patterns. More specifically, HIV prevention - information communication and education (IEC) programmes such as peer education, condom promotions and counselling and rehabilitation services, would benefit from this research, by providing direction in designing personality specific methods and approaches.

## 5.8 SUMMARY

The study was carried out in the capital city of Ethiopia, where a large number of female sex workers reside (DKT Ethiopia, 2012). The Respondent-Driven Sampling (RDS) method was used to recruit participants from such hidden populations, which provided relatively unbiased and representative population-based estimates (Douglas, 2002). A sample size of 350 was recruited using the Sample Size Estimation Formula of Naing, Winn & Rusli (2006). Nevertheless, indirect female sex workers, female sex workers who earned a high income, bisexuals and homosexuals were not included in the study, due to inaccessibility and limited financial incentives.

A structured interview questionnaire, which gauges data on basic demographics and constructs of the IMB model that reflected the eight determinants of consistent condom use, and the EET personality assessment tool developed by Daniels and Price (2009) were used to collect data from individuals. Confidentiality was maintained during the data collection process through close supervision of the data collectors by the researcher and by having participants, data collectors and the statistician sign confidentiality consent forms.

Since quantitative methods were used, the data analysis was carried out using the SPSS.19 (IBM Corp., 2010) and SPSS Amos (IBM Corp., 2015). Descriptive statistics, such as means, standard deviations, frequencies and percentages were summarised. Furthermore, in order to measure the errors of covariance, matrices of dependent variables and the variance of each of the dependent variables, Box's M Statistics (Aderson, 1958 cited in IBM Corp., 2010) and Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010), were generated, respectively. Finally, to measure the effect and strength of the relationship between the independent variable and each of the dependent variables, General Linear Model (GLM) multivariate and univariate analyses, and were generated and the findings were presented, accordingly.

The significance of the research lies in providing empirical Enneagram-focused studies in regard to predicting or identifying at-risk behaviours that emanated from an individual's personality structure. In addition to furnishing academic inputs, the research

findings aimed at assisting policy makers and practitioners in tailoring effective and specific prevention policies and interventions that would reflect and address the personality styles of sex workers who reveal most at-risk behavioural patterns.

## **6 CHAPTER 5 RESULTS**

### **6.1 Introduction**

Using the EET and the IMB model, 350 female sex workers were interviewed to assess the relationship between Enneagram personality types and their condom use behaviour. All the participants were over eighteen years old and were living in Addis Ababa, exchanging money/materials for sex in the last three months of the study initiation. The findings were presented first by summarising the socio-demographic background of the participants. This summary was provided using descriptive statistics, namely frequencies, standard deviations and percentages. Furthermore, in order to measure the errors of covariance, matrices of dependent variables and variance of each of the dependent variable, Box's M Statistics (Aderson, 1958 cited in IBM Corp., 2010) and Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) were generated, respectively. Finally, to measure the effect and strength of the relationship between the independent variable and each of the dependent variables, General Linear Model (GLM) Multivariate and Univariate analyses were generated and the findings were thereafter presented.

### **6.2 Socio-Demographic Background**

To provide a general background to participants, summary tables of their age range, education level, place of birth, religious denomination, marital status, place of work and average charge for overnight sex work were accordingly devised. Subsequently, a summary of participants' personality types and their mean scores along the IMB model and actual condom use in the last seven days was illustrated.

As recorded in Table 5.1, 39.7% of the participants were in an early adulthood stage, in the age range 23 – 27 years; followed by 35.4% who were in the late adolescent stage

of the age range 18 – 22 years. The remaining 24.9% were over 28 years of age, in middle adulthood stage, according to Erikson’s (1959) classifications.

**Table 5.24: Summary of Age Ranges of Participants Source: Researcher**

<b>Age Range</b>	<b>Frequency</b>	<b>Percent</b>
18 - 22 years	124	35.4
23 - 27 years	139	39.7
28 -32 years	65	18.6
33 - 37 years	17	4.9
38 - 42 years	5	1.4
Total	350	100.0

In assessing the educational background of participants, with the exception of 8.9%, all participants had received some form of education, implying their capability in reading and writing. Nearly half (43.7%) of the participants reported attending elementary school but dropped out before completing it and proceeding to secondary school. Only 3.4% of participants had completed high school. Two point three percent (2.3%) of participants had been enrolled in higher education. Except five (1.4%) of the participants who were currently actively attending at the time of the study, all participants were not attending any form of education as recorded in Table 5.2

**Table 5.25: Summary of Education Level of Participants**

Education Level	Frequency	Percent
Never Attended	31	8.9
Unfinished Elementary School	153	43.7
Finished Elementary School	36	10.3
Unfinished Secondary School	93	26.6
Finished Secondary School	12	3.4
Unfinished College/University	3	.9
Currently Attending Education	5	1.4
Others	17	4.9
Total	350	100.0

Based on the regional classification of the country, Addis Ababa was the birthplace of nearly one-third (28.3%) of the participants, followed by participants whose birthplaces were the Oromia (20%), Amhara (17.4%) and Tigre (14.6%) regions, respectively. Addis Ababa, the capital (and central) city of the country, was also populated by participants who came from the regions with large population sizes (Oromia, Amhara and Tigre) compared to the other regions except for those participants who were born in SNNPR (8.6%) and Dire Dawa (5.1%) while the percentage of participants who came from the remaining regions was respectively less than 5% as outlined in Table 5.3.

**Table 5.26: Summary of Birthplace of Participants**

Birthplace	Frequency	Percent
TIGRE	51	14.6
DIRE DAWA	18	5.1
ADDIS ABABA	99	28.3
AFAR	1	.3
AMHARA	61	17.4
OROMIA	70	20.0
BENISHANGUL GUMUZ	6	1.7
SOMALI	6	1.7
HARARI	4	1.1
SNNPR	30	8.6
OTHER COUNTRIES	4	1.1
Total	350	100.0

Although Ethiopia has been noted for being a multi-religious nation, most of the participants were followers of two dominant religions: Orthodox Christian and Muslim, respectively. As recorded in Table 5.4, nearly two-thirds (64.3%) of the participants were from Orthodox religious denominations, whereas a quarter (24.3%) of the participants were Muslims followed by Protestant (9.4%) participants and 2% were from the Catholic denomination.

**Table 5.27: Summary of Religious Denomination of Participants**

Religious Denomination	Frequency	Percent
ORTHODOX	225	64.3
CATHOLIC	7	2.0
PROTESTANT	33	9.4
MUSLIM	85	24.3
Total	350	100.0

Regarding their marital status, nearly all (92.6%) of the participants were single at the time of the study. The remaining participants (7.4%) were living with their children, apart from two participants who were living with their spouses. The above mentioned remaining participants were single mothers who were supporting their children solely through their sex work income at the time of the study as illustrated in Table 5.5.

**Table 5.28: Summary of Marital Status of Participants**

	<b>Marital Status</b>	Frequency	Percent
Valid	SINGLE	324	92.6
	SINGLE MOTHER	24	6.9
	MARRIED	2	.6
	Total	350	100.0

With regard to their engagement in sex work, participants were asked to specify their place of work, years of experience and average daily income. As illustrated in Table 5.6, more than half (56.9%) of the participants worked mainly from bars and/or hotels at the time of the study; 21.7% were phone based sex workers and 12.6% were home based sex workers, whereas 8.3% accessed their clients on the street. Moreover, nearly two-third (62%) of the participants had been engaged in sex work for one to five years while nearly one-third (30.3%) had been engaged in sex work for less than one year. Five point one percent (5.1%) of the participants had been in sex work for six to ten years and 2.6% had been engaged in sex work for more than a decade. More than half of the participants (58.9%) charged 100 – 400 Birr for overnight sex work, whereas 36% charged less than 100 Birr at the time of the study and 5.3% charged more than 400 Birr for overnight sex.

**Table 5.29: Summary of Participants Profiles in relation to their Engagement in Sex Work**

Place of Work	Percent	Years in Sex Work	Percent	Average Daily Income	Percent
BAR/HOTEL	56.9	LESS THAN A YEAR	30.3	LESS THAN 100 BIRR	36.0
STREET	8.3	1 - 5 YEARS	62.0	100 - 400 BIRR	58.9
HOME BASED	12.6	6 - 10 YEARS	5.1	401 - 700 BIRR	4.3
PHONE BASED	21.7	11 - 15 YEARS	2.0	701 - 1000 BIRR	.9
OTHERS	6	16 AND ABOVE	.6	Total	100.0
Total	100	Total	100.0		

To assess the distribution pattern of participants with regard to the independent and dependent variables, participants' responses to the personality test (EET) and IMB model were summarised. As indicated in Table 5.7, of the 350 female sex workers who participated in the study, more than a quarter (27.4%) of them indicated their personality was represented by type Nine, the Peacemaker, followed by 16.6%, 15.4% and 11.1% who indicated types Six, Eight and Seven, respectively as representative of their personality types. Those 9.4% of participants who indicated their personality type as type Three, were followed by those who indicated their personality type as type Four (8.6%) and type Two (7.4%) respectively. Few participants indicated their personality type as type One (2%) and type Five (2%), respectively; indicating that the distribution of the latter personality types is significantly less than the other types amongst the selected participants.

**Table 5.30: Summary of Participants personality types and Mean Scores under the IMB Model**

ENNEAGRAM PERSONALITY TYPE	TOTAL NUMBER OF PARTICIPANTS	PERCENTAGE	MEAN SCORE OF HIV KNOWLEDGE AND INFORMATION	MEAN SCORE OF EXPERIENCES WITH AND ATTITUDES TOWARD CONDOM USE	MEAN SCORE OF PERCEPTION OF SOCIAL REFERENT GROUPS	MEAN SCORE OF MOTIVATION TO COMPLY TO SOCIAL REFERENT GROUPS	MEAN SCORE OF PERCEPTION OF PERSONAL VULNERABILITY TO HIV STI	MEAN SCORE OF CONDOM USE SKILLS	MEAN SCORE OF SELF EFFICACY IN CONDOM NEGOTIATION	MEAN SCORE OF SUBSTANCE USE	TOTAL MEAN OF CONSISTENT CONDOM USE	
PERFECTIONIST 1	7	2%	16.7143	6.4286	18.1429	9.2857	6.1429	5.1429	18.8571	10.5714	63.0000	
HELPER 2	26	7.4%	13.5769	5.2692	19.0769	10.1538	5.8077	4.0000	16.7692	11.1538	68.3462	
ACHIEVER 3	33	9.4%	14.3636	5.9394	16.4848	7.7273	4.8182	4.3636	19.3030	11.7273	65.8182	
ROMANTIC 4	30	8.6%	14.9667	5.8000	16.8333	7.0333	6.7667	4.3333	17.4333	9.9667	68.0333	
OBSERVER 5	7	2%	17.8571	6.7143	19.8571	7.8571	5.5714	5.4286	18.2857	10.7143	67.1429	
LOYAL SKEPTIC 6	58	16.6%	15.5172	6.0690	16.5862	8.1379	7.5345	4.1552	18.0877	10.7069	66.7586	
EPICURE 7	39	11.1%	15.9487	6.1026	20.8462	9.7949	5.4615	4.4872	19.7692	9.8974	67.6667	
CHALLENGER 8	54	15.4%	15.1667	6.0370	19.0370	7.4815	5.3333	4.3704	19.5926	10.4815	67.1321	
PEACEMAKER 9	96	27.4%	14.6667	6.0729	20.2604	10.6875	6.5312	4.1146	16.8958	10.9271	65.4792	
			<b>Total Mean</b>	<b>15.0486</b>	<b>5.9943</b>	<b>18.7400</b>	<b>8.9543</b>	<b>6.1714</b>	<b>4.2829</b>	<b>18.1605</b>	<b>10.7057</b>	<b>66.6361</b>
			<b>SD</b>	<b>3.00819</b>	<b>.57150</b>	<b>3.07655</b>	<b>2.13127</b>	<b>1.34539</b>	<b>1.2835</b>	<b>2.10978</b>	<b>2.96043</b>	<b>6.57424</b>
			<b>Variance</b>	<b>9.049</b>	<b>.327</b>	<b>9.467</b>	<b>4.542</b>	<b>1.810</b>	<b>1.648</b>	<b>4.451</b>	<b>8.764</b>	<b>43.221</b>

As illustrated in the last column of Table 5.7, the aggregate mean score of consistent condom use indicated relatively greater variance and standard deviation of scores among the different personality types compared to its construct components of the IMB model outlined on the right (SD=6.57; Variance=43.22). Moreover, 66.64% of the participants indicated using condom consistently in the last seven days before the interview. Across the construct components of the IMB model, the highest variance and standard deviations were observed with regard to participants' scores of perception of their social referent support group (SD=3.08; Variance=9.47), followed by scores of HIV knowledge and information (SD=3.01; Variance=9.05) and scores of substance use

(SD=2.96; Variance=8.76), respectively. On the other hand, the lowest variance and standard deviations were observed with regard to participants' scores of experiences with, and attitude towards, condom use (SD=0.57; Variance=0.33), followed by scores of condom use skills (SD=1.28; Variance=1.65) and scores of perception of personal vulnerability to HIV/STI (SD=1.35; Variance=1.81), respectively. Similarity of variances and standard deviations were recorded between participants' scores of motivation to comply with their social referents' support group (SD=2.13; Variance=4.54) and scores of perception of personal vulnerability to HIV/STI (SD=2.12; Variance=4.45).

### **6.3 Relationship Analysis**

In order to measure the association between the independent variable (nominal) and the dependent variables (ordinal), GLM Multivariate and Univariate analyses were computed, designated by nominal-by-ordinal data. Furthermore, in order to measure the errors of covariance, matrices of dependent variables and variance of each of the dependent variable, Box's M Statistics (Aderson, 1958 cited in IBM Corp., 2010) and Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) were generated, respectively.

#### **6.3.1 Personality type and consistent condom use**

In testing the covariance matrices of variables of consistent condom use (100% every time when having sex in the last seven days before the interview), Box's M Statistics (Aderson, 1958 cited in IBM Corp., 2010) were computed across personality types. As illustrated in Table 5.8, the Box's M Statistics (Aderson, 1958 cited in IBM Corp., 2010) indicated that since the significance value of the test was 0.000, at less than 0.05, the model results were regarded as suspect.

**Table 5.31 Box's Test of Equality of Covariance Matrices**

Box's M	411.507
F	1.742
df1	216
df2	63538.623
Sig.	.000

GLM Multivariate analysis was conducted to assess the effect of personality type on consistent condom use among participants in the last seven days before the interview. As outlined in Table 5.9, the value of the Hotelling's (1936, cited in IBM Corp., 2010) trace was larger than Pillai's (1955, cited in IBM Corp., 2010) trace indicating that the effect of personality type probably contributed much to the model. Similarly, since the value of Roy's (1953, cited in IBM Corp., 2010) largest root was less than the value of the Hotelling's (1936, cited in IBM Corp., 2010) trace, the effect of personality type was not predominantly associated with just one of the dependent variables or, the result of a strong correlation between the latter variables.

**Table 5.32: GLM Multivariate Test Results of the effect of Personality Type on Consistent Condom use among Participants**

	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Pillai's trace	1.573	10.404	64.000	2720.000	.000	.197
Wilks' lambda	.125	13.074	64.000	1927.191	.000	.229
Hotelling's trace	2.907	15.046	64.000	2650.000	.000	.267
Roy's largest root	1.400	59.483 <sup>a</sup>	8.000	340.000	.000	.583

a. The statistic is an upper bound on F that yields a lower bound on the significance level.

Table 5.9 also demonstrated that the significant values of the main effect of personality type was 0.000 which is less than 0.05, indicating that the effect contributed to the model in all tests. In measuring the practical significance of the effect, partial eta squared statistics indicated that personality types contributed considerably to consistent condom use among participants in the last seven days before the interview, thereby affirming the main objective of this study. Concerning the specific objectives of the study, the effect of personality type was tested in each of the eight behavioural determinants indicated in the IMB model as constructs of consistent condom use of participants in the last seven days of interview. Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) and the GLM univariate were computed. The findings were presented across each of the dependent variables.

### 6.3.2 HIV knowledge and information

To assess the error variance of the dependent variable, Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) was generated. As depicted in Table 5.10, since the significance value of the test, 0.008, is less than 0.05, there was a reason to believe that the equal variances assumption has been violated. The differences in group standard deviations observed in the descriptive statistics table were not due to random variation. Therefore, it was sound to deduce that the differences were real but not due to chance variation.

**Table 5.33: Levene's Test of Equality of Error Variances of HIV Knowledge and Information**

F	df1	df2	Sig.
2.639	8	341	.008

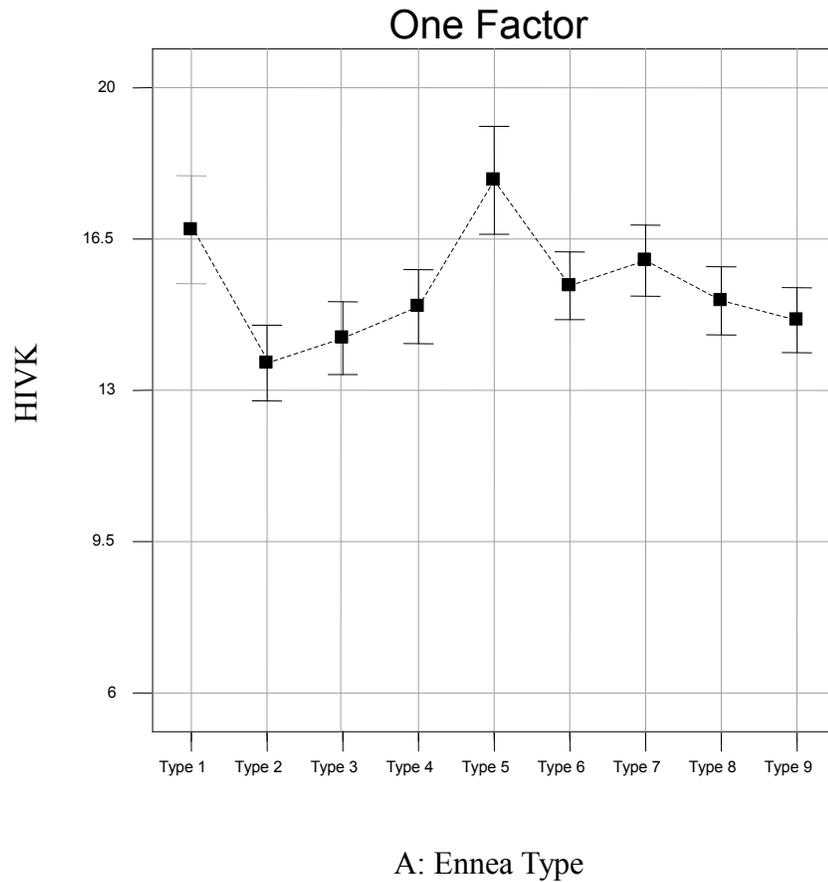
To assess the effect of personality type on HIV knowledge and information, a general linear model was used to measure the ability of the independent variable to account for variations in the dependent variable. As recorded in Table 5.11, the univariate analysis indicated that the significance value for personality type is 0.03, less than 0.05. Therefore each personality type has a statistically significant relationship with HIV knowledge and information. In order to assess the strength and practical significance of the relationship, partial eta squared statistics and adjusted R squared were computed. According to the statistics, since a greater amount of variation accounted for by the model term was to a maximum of 1, while the relationship was statistically significant, it did not have a major effect on the HIV knowledge and information of individuals at a value of 0.065. Moreover, the adjusted R Squared determined that only 04.3% of the variation was explained by the model.

**Table 5.34: Univariate Tests between Personality Effects and HIV Knowledge and Information Source: Researcher**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	205.726 <sup>a</sup>	8	25.716	2.970	.003	.065
Intercept	41901.808	1	41901.808	4839.548	.000	.934
ENNEAGRAM PERSONALITY TYPE	205.726	8	25.716	2.970	.003	.065
Error	2952.448	341	8.658			
Total	82419.000	350				
Corrected Total	3158.174	349				

a. R Squared = .065 (Adjusted R Squared = .043)

In assessing the pattern of responses across the dependent variables, One Factor Effects Plot with least significant differences representing the 95% confidence interval was computed for the means of each response of participants. As illustrated in Figure 5.1, with regard to knowledge and information on HIV and condom use skills, type Five (the observers) scored the highest overlapping significantly with type One (the perfectionist) and type Seven (the epicure).



**Figure 5.18: One Factor Effects Plot for the Mean Score of Participants on HIV Knowledge and Information**

As indicated in Figure 5.1, participants with type Two personality scored the lowest means, significantly overlapping with type Three, Four, Eight and Nine, respectively. Type Six was found in the middle of the upper and lower means. The finding indicated that those who relied on their feelings (heart) as their mental and emotional biases: personality type Two, Three and -Four scored the lowest in this assessment followed by the instinctive centred Type Eight and Nine. Those who functioned mostly from the position of the head centre as their mental and emotional biases scored the highest, with type Seven being the exception.

### 6.3.3 Experience and attitude of condom use

To assess the error variance of the dependent variable, Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) was generated. As indicated in Table 5.12, since the significance value of the test, 0.079, is greater than 0.05, there was no reason to believe that the equal variances assumption had been violated. The differences in group standard deviations observed in the descriptive statistics table were due to random variations. Therefore, it was sound to infer that the differences between the two variables could be due to chance variation.

**Table 5.35: Levene's Test of Equality of Error Variances of Experience with and Attitude towards Condom use**

F	df1	df2	Sig.
1.786	8	341	.079

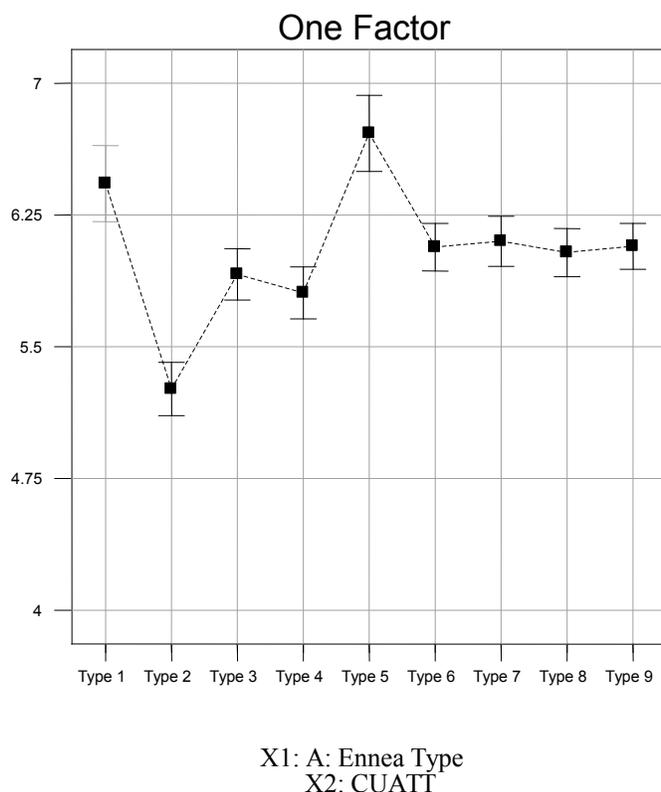
To assess the effect of personality type on experiences with and attitudes toward condom use, GLM univariate analysis was used to measure the ability of the independent variable, in order to account for variation in the dependent variable. As recorded in Table 5.13, the univariate analysis indicated that the significance value for personality type was 0.000 less than 0.05. Therefore, personality type has a statistically significant relationship to experiences with and attitudes toward condom use. In order to assess the strength and practical significance of the relationship, partial eta squared statistic and adjusted R squared were computed. According to the statistics, since a greater amount of variation accounted for by the model term was to a maximum of 1, while the relationship was statistically significant, it had a weak effect on experiences with and attitudes toward condom use of individuals at a value of 0.187. Moreover, the adjusted R Squared determined that only 16.8% of the variation was explained by the model.

**Table 5.36: Univariate Tests between Personality Effects and Experience with and Attitude towards Condom Use**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	21.322 <sup>a</sup>	8	2.665	9.808	.000	.187
Intercept	6446.379	1	6446.379	23721.810	.000	.986
ENNEAGRAM PERSONALITY TYPE	21.322	8	2.665	9.808	.000	.187
Error	92.666	341	.272			
Total	12690.000	350				
Corrected Total	113.989	349				

a. R Squared = .187 (Adjusted R Squared = .168)

In assessing the pattern of responses across the dependent variables, the One Factor Effects Plot with the least significant differences representing the 95% confidence interval was computed for the mean of each response of participants. As illustrated in Figure 5.2, with regard to attitude towards and experience with condom use, the mean scores of participants with personality type Two (mean = 5.3) were significantly lower without overlapping with mean scores of participants who reported other personality types followed by participants with personality type Four (mean = 5.8) and type Three (mean = 5.9), respectively. These types with lowest mean scores have heart/feeling as a common mental and emotional biases.



**Figure 5.19: One Factor Effects Plot for the Mean Score of Participants on Experience with and Attitude towards Condom use**

#### 6.3.4 . Perception of social referents support groups

To assess the error variance of the dependent variable, Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) was generated. As outlined in Table 5.14, since the significance value of the test, 0.009, is less than 0.05, there was reason to believe that the equal variances assumption has been violated. The differences in group standard deviations observed in the descriptive statistics table were not due to random variation. Therefore, it was sound to infer that the differences were real but not due to chance variation.

**Table 5.37: Levene's Test of Equality of Error Variances of Participants' Perception of Social Referents Support Group**

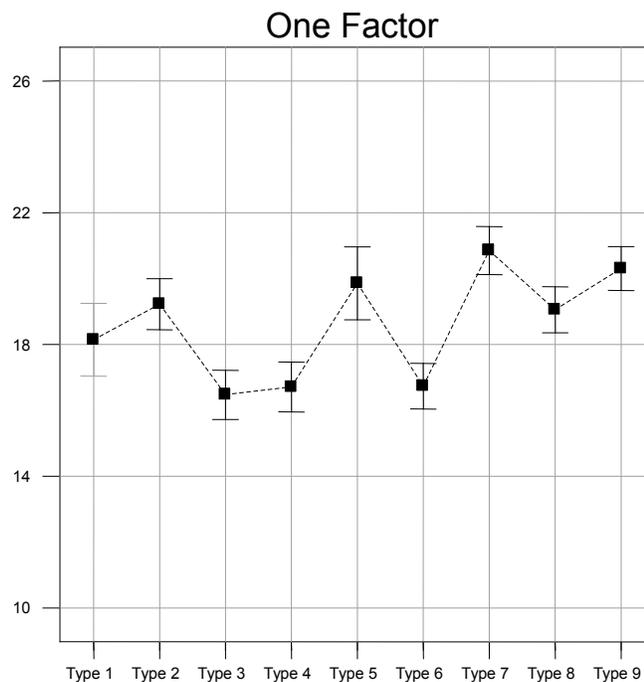
F	df1	df2	Sig.
2.601	8	341	.009

To assess the effect of personality type on perceptions of social referent groups, general linear model univariate analysis was used to measure the ability of the independent variable, so as to account for variation in the dependent variable. As outlined in Table 5.15, the univariate analysis indicated that the significance value for personality type was 0.000 less than 0.05. Therefore personality type has a statistically significant relationship with perception of social referent groups. In order to assess the strength and practical significance of the relationship, partial eta squared statistic and adjusted R squared were computed. According to the statistics, since a greater amount of variation was accounted if it got close to a maximum of 1, while the relationship was statistically significant and had an effect on perception of social referent groups of individuals at a value of 0.291. Moreover, the adjusted R Squared determined that only 27.4% of the variation was explained by the model.

**Table 5.38: Univariate Tests between Personality Effects and Participants' Perception of Social Referents Support Group**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	959.809 <sup>a</sup>	8	119.976	17.457	.000	.291
Intercept	60767.905	1	60767.905	8842.152	.000	.963
ENNEAGRAM PERSONALITY TYPE	959.809	8	119.976	17.457	.000	.291
Error	2343.531	341	6.873			
Total	126219.000	350				
Corrected Total	3303.340	349				

In assessing the pattern of responses across the dependent variables, One Factor Effects Plot with least significant differences representing the 95% confidence interval was computed for the mean of each response of participants. As illustrated in Figure 5.3, with regard to perception of the social referent support group, participants with type Seven personality scored the highest, overlapping significantly with participants of type Five and Nine personalities, respectively. On the other hand, participants with type Three personality scored the lowest by significantly overlapping with participants of type Four and type Six personalities respectively. Participants with type One, Two, and Eight personality scores were found in the middle between the two boundaries.



X1: A: Enea Type  
X2: SRP

**Figure 5.20: One Factor Effects Plot for the Mean Score of Participants on Perception of Social Referents Support Group**

### 6.3.5 Comply to social referents support

To assess the error variance of the dependent variable, Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) was generated. As depicted in Table 5.16, since the significance value of the test, 0.011, is less than 0.05, there was a reason to believe that the equal variances assumption has been violated. The differences in group standard deviations observed in the descriptive statistics table were not due to random variation. Therefore, it was sound to deduce that the differences were real, but not due to chance variation.

**Table 5.39: Levene's Test of Equality of Error Variances of Participants' Motivation to Comply to Social Referents Support**

F	df1	df2	Sig.
2.526	8	341	.011

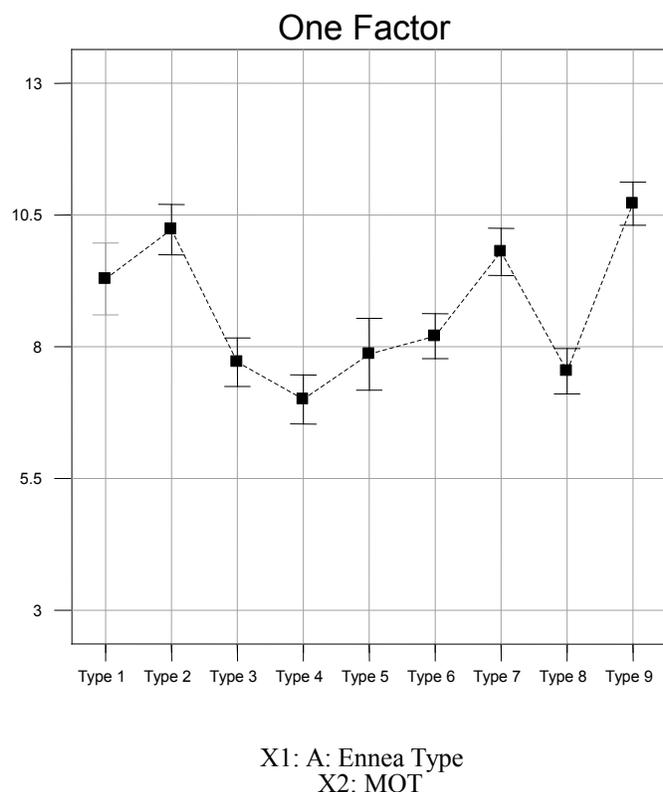
To assess the effect of personality types on motivation to comply with social referent groups, general linear model univariate analysis was used to measure the ability of the independent variable, in order to account for variation in the dependent variable. As outlined in Table 5.17, the univariate analysis indicated that the significance value for personality type was 0.000 less than 0.05. Therefore, personality type has a statistically significant relationship with motivation to comply with social referent groups. In order to assess the strength and practical significance of the relationship, partial eta squared statistic and adjusted R squared were computed. According to the statistics, since a greater amount of variation was accounted by the model term was to the maximum of 1, while the relationship was statistically significant, it had strong effect on motivation to comply with social referent groups of individuals at a value of 0.428. Moreover, the adjusted R Squared determined that 41.5% of the variation was explained by the model.

**Table 5.40: Univariate Tests between Personality Effects and Participants' Motivation to Comply to Social Referents Support Group**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	678.724 <sup>a</sup>	8	84.841	31.913	.000	.428
Intercept	13290.792	1	13290.792	4999.380	.000	.936
ENNEAGRAM PERSONALITY TYPE	678.724	8	84.841	31.913	.000	.428
Error	906.544	341	2.658			
Total	29648.000	350				
Corrected Total	1585.269	349				

a. R Squared = .428 (Adjusted R Squared = .415)

In assessing the pattern of responses across the dependent variables, One Factor Effects Plot with the least significant differences representing the 95% confidence interval was computed for the mean of each response of participants. As illustrated in Figure 5.4, with regard to motivation to comply with the social referent support group, participants with type Nine personality scored the highest, overlapping significantly with participants of type Two personality. On the contrary, participants with type Four personality scored the lowest by significantly overlapping with participants of type Three, Five and Eight personalities, respectively. Participants' scores with type One, Six, and Seven personality were found in the centre from the two boundaries.



**Figure 5.21: One Factor Effects Plot for the Mean Score of Participants on Motivation to Comply to Social Referents Support Group**

### 6.3.6 Perception of personal vulnerability to HIV/STI

To assess the error variance of the dependent variable, Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) was generated. As recorded in Table 5.18, since the significance value of the test, 0.000, is less than 0.05, there was reason to believe that the equal variances assumption had been violated. The differences in group standard deviations observed in the descriptive statistics table were not due to random variation. Therefore, it was sound to infer that the differences were real, but not due to chance variation.

**Table 5.41: Levene's Test of Equality of Error Variances of Participants' Perception of Personal Vulnerability to HIV/STI**

F	df1	df2	Sig.
4.770	8	341	.000

To assess the effect of personality type on perception of personal vulnerability to HIV/STI, general linear model univariate analysis was used to measure the ability of the independent variable to account for variations in the dependent variable. As recorded in Table 5.19, the univariate analysis indicated that the significance value for personality type was 0.000 less than 0.05. Therefore personality type has a statistically significant relationship with perception of personal vulnerability to HIV/STI. In order to assess the strength and practical significance of the relationship, partial eta squared statistics and adjusted R squared were computed. According to the statistics, since a greater amount of variation was accounted by the model was to a maximum of 1, while the relationship was statistically significant, it had a definite effect on perception of personal vulnerability to HIV/STI of individuals at a value of 0.403. Moreover, the adjusted R Squared determined that 38.9% of the variation was explained by the model.

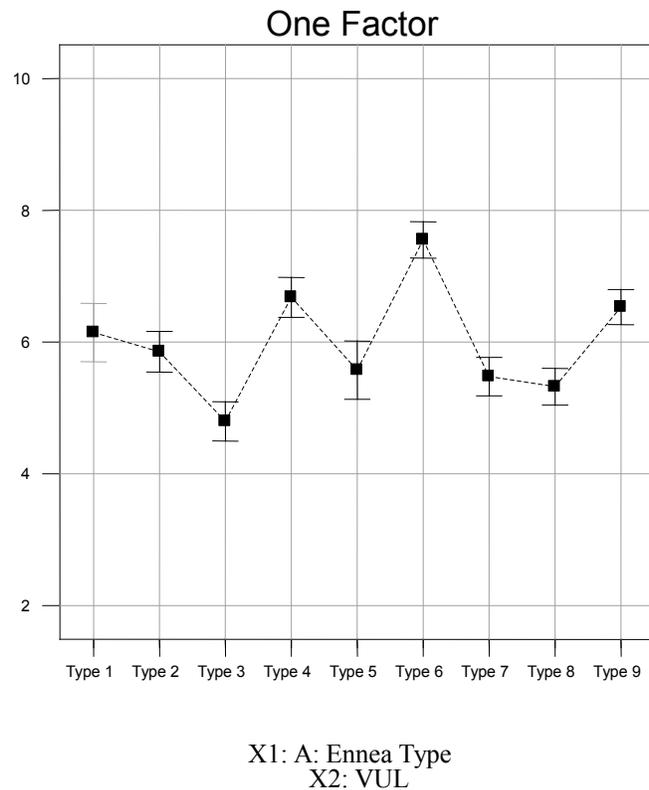
**Table 5.42: Univariate Tests between Personality Effects and Participants' Perception of Personal Vulnerability to HIV/STI**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	254.799 <sup>a</sup>	8	31.850	28.815	.000	.403
Intercept	6336.586	1	6336.586	5732.790	.000	.944
ENNEAGRAM PERSONALITY TYPE	254.799	8	31.850	28.815	.000	.403
Error	376.915	341	1.105			
Total	13962.000	350				
Corrected Total	631.714	349				

a. R Squared = .403 (Adjusted R Squared = .389)

In assessing the pattern of responses across the dependent variables, One Factor Effects Plot with least significant differences representing the 95% confidence interval was computed for the mean of each response of participants. As illustrated in Figure

5.5, with regard to perception of personal vulnerability to HIV/STI, participants of type Six personality scored significantly the highest, without any overlapping with other personality types. On the contrary, participants with type Three personality scored the lowest by significantly overlapping with participants of type Eight personality type. Participants' scores of the remaining personality types were found in the middle between the two boundaries.



**Figure 5.22: One Factor Effects Plot for the Mean Score of Participants on Perception of Personal Vulnerability to HIV/STI**

### 6.3.7 Condom use skills

To assess the error variance of the dependent variable, Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) was generated. As outlined in Table 5.20, since the significance value of the test, 0.277, is greater than 0.05, there was no reason to believe that the equal variances assumption had been violated. The differences in group standard deviations observed in the descriptive statistics table were due to random variations. Therefore, it was sound to deduce that the differences were indeed due to chance variation.

**Table 5.43: Levene's Test of Equality of Error Variances of Participants' Condom use Skills**

F	df1	df2	Sig.
1.236	8	341	.277

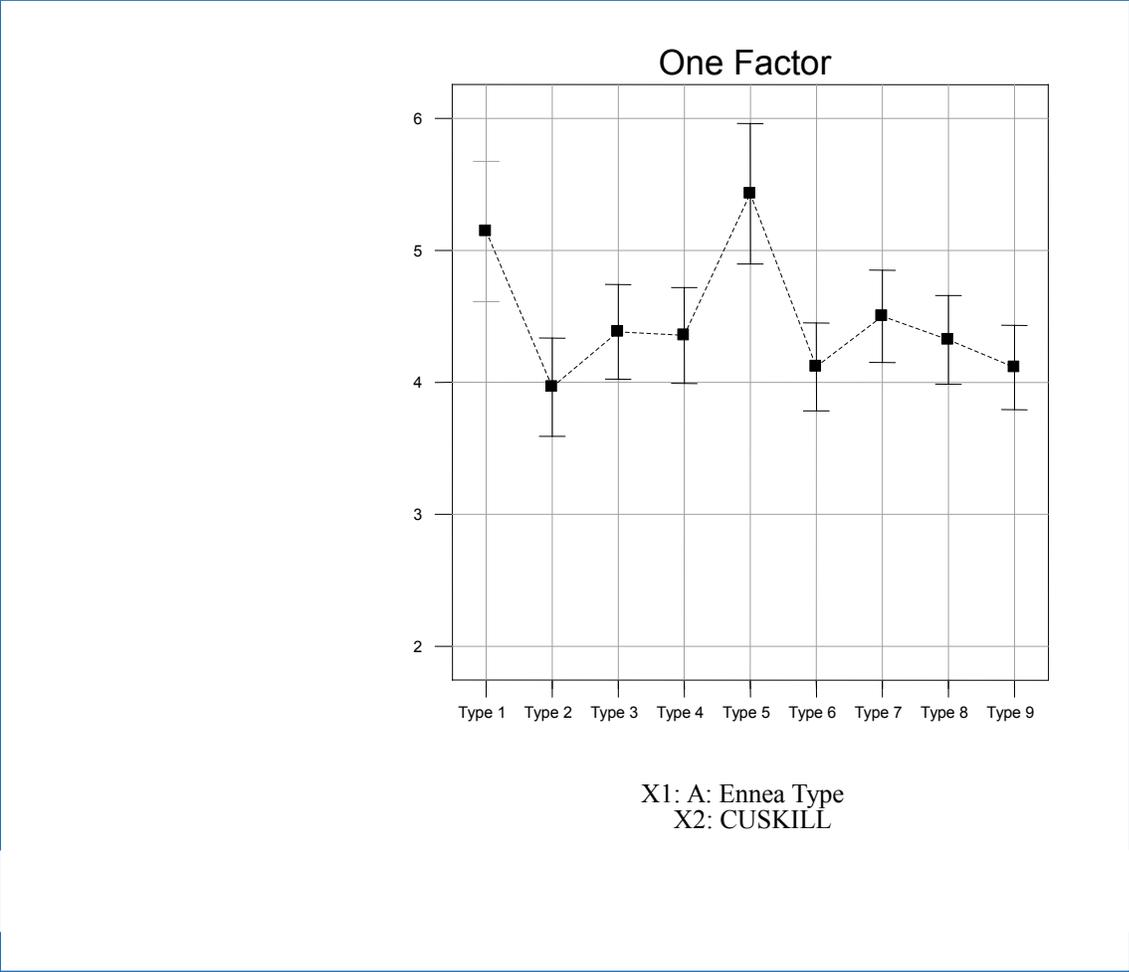
To assess the effect of personality type on condom use skills, general linear model univariate analysis was used to measure the ability of the independent variable to account for variation in the dependent variable. As outlined in Table 5.21, the univariate analysis indicated that the significance value for personality type was 0.090 greater than 0.05. Therefore personality type did not have a statistically significant relationship with condom use skills. In order to assess the strength and practical significance of the relationship, partial eta squared statistics were computed. According to the statistics, since a greater amount of variation was accounted if it got close to a maximum of 1, while the relationship was statistically insignificant, has a weak effect on perception of personal vulnerability to HIV/STI of individuals at a value of 0.039. Moreover, the adjusted R Squared determined that only 1.6% of the variation was explained by the model.

**Table 5.44: Univariate Tests between Personality Effects and Participants' Condom use Skills**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	22.443 <sup>a</sup>	8	2.805	1.731	.090	.039
Intercept	3550.277	1	3550.277	2190.999	.000	.865
ENNEAGRAM PERSONALITY TYPE	22.443	8	2.805	1.731	.090	.039
Error	552.554	341	1.620			
Total	6995.000	350				
Corrected Total	574.997	349				

a. R Squared = .039 (Adjusted R Squared = .016)

In assessing the pattern of responses across the dependent variables, One Factor Effects Plot with least significant differences representing the 95% confidence interval was computed for the mean of each response of participants. As illustrated in Figure 5.6, in regards to condom use skills, participants of type Five and One personalities significantly scored the highest. On the contrary, participants with type Two, Six and Nine personalities scored the lowest by significantly overlapping with the remaining participants personality types namely type Three, Four, Seven and Eight.



**Figure 5.23: One Factor Effects Plot for the Mean Score of Participants on Condom use Skills**

### 6.3.8 Self-efficacy in condom negotiation

To assess the error variance of the dependent variable, Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) was generated. As outlined in Table 5.22, since the significance value of the test, 0.001, is less than 0.05, there was a reason to believe that the equal variances assumption has been violated. The differences in group standard deviations, observed in the descriptive statistics table, were not due to random variation. Therefore, it was sound to infer that the differences were real and not due to the latter.

**Table 5.45: Levene's Test of Equality of Error Variances of Participants' Self Efficacy in Condom Negotiation**

F	df1	df2	Sig.
3.407	8	340	.001

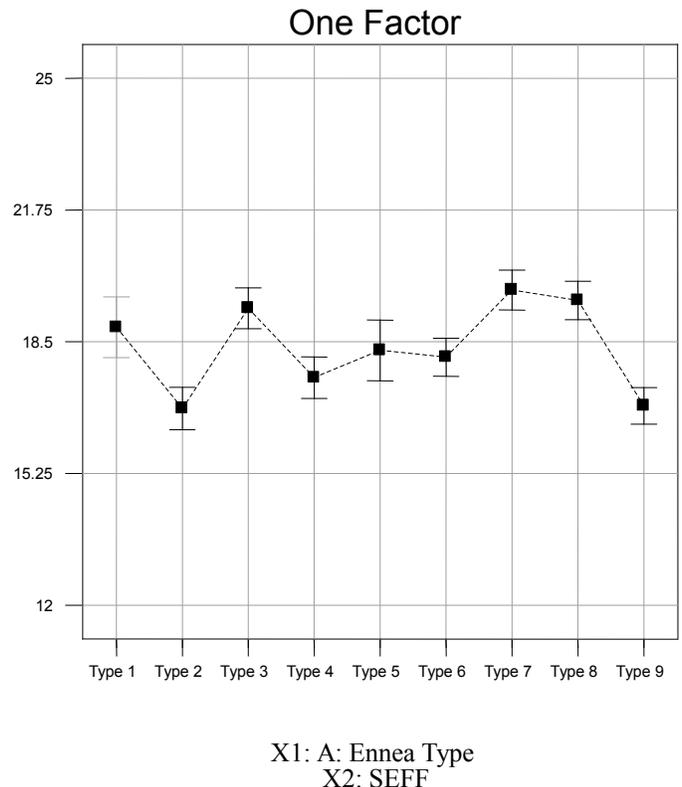
To assess the effect of personality type on self-efficacy in condom negotiation, general linear model univariate analysis was used to measure the ability of the independent variable to account for variation in the dependent variable. As outlined in Table 5.23, the univariate analysis indicated that the significance value for personality type was 0.000 less than 0.05. Therefore personality type has a statistically significant relationship with self-efficacy in condom negotiation. In order to assess the strength and practical significance of the relationship, partial eta squared statistic and adjusted R squared were computed. According to the statistics, since a greater amount of variation that was accounted by the model, needed to be close to a maximum of 1, while the relationship was statistically significant, it had a moderate effect on self-efficacy in condom negotiation at a value of 0.309. Moreover, the adjusted R Squared determined that 29.3% of the variation was explained by the model.

**Table 5.46: Univariate Tests between Personality Effects and Participants' Self Efficacy in Condom Negotiation**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	478.297 <sup>a</sup>	8	59.787	18.985	.000	.309
Intercept	59189.071	1	59189.071	18795.142	.000	.982
ENNEAGRAM PERSONALITY TYPE	478.297	8	59.787	18.985	.000	.309
Error	1070.717	340	3.149			
Total	116650.000	349				
Corrected Total	1549.014	348				

a. R Squared = .309 (Adjusted R Squared = .293)

In assessing the pattern of responses across the dependent variables, One Factor Effects Plot with the least significant differences representing the 95% confidence interval was computed for the mean of each response of participants. As illustrated in Figure 5.7, with regard to self-efficacy, participants of type Seven personality scored the highest, significantly overlapping with scores of participants with type One, Three and Eight personality types respectively. On the contrary, participants with type Two personality scored the lowest by significantly overlapping with participants of type Four and type Nine personality, respectively. Participants' scores of the remaining personality types were found in the middle from the two boundaries.



**Figure 5.24: One Factor Effects Plot for the Mean Score of Participants on Self Efficacy on Condom Negotiation**

### 6.3.9 Substance use

To assess the error variance of the dependent variable, Levene's Test of Equality of Error Variance (1960 cited in IBM Corp., 2010) was generated. As outlined in Table 5.24, since the significance value of the test, 0.000, is less than 0.05, there was a reason to believe that the equal variances assumption had been violated. The differences in group standard deviations observed in the descriptive statistics table were not due to random variation. Therefore, it was sound to imply that the differences were real and not due to the latter.

**Table 5.47: Levene's Test of Equality of Error Variances of Participants' Substance use**

F	df1	df2	Sig.
4.252	8	341	.000

To assess the effect of personality type on substance use, general linear model univariate analysis was used to measure the ability of the independent variable to account for variation in the dependent variable. As outlined in Table 5.25, the univariate analysis indicated that the significance value for personality type was 0.254, greater than 0.05. Therefore personality type did not have a statistically significant relationship with substance use. Moreover, the adjusted R squared determined that only 0.6% of the variation was explained by the model.

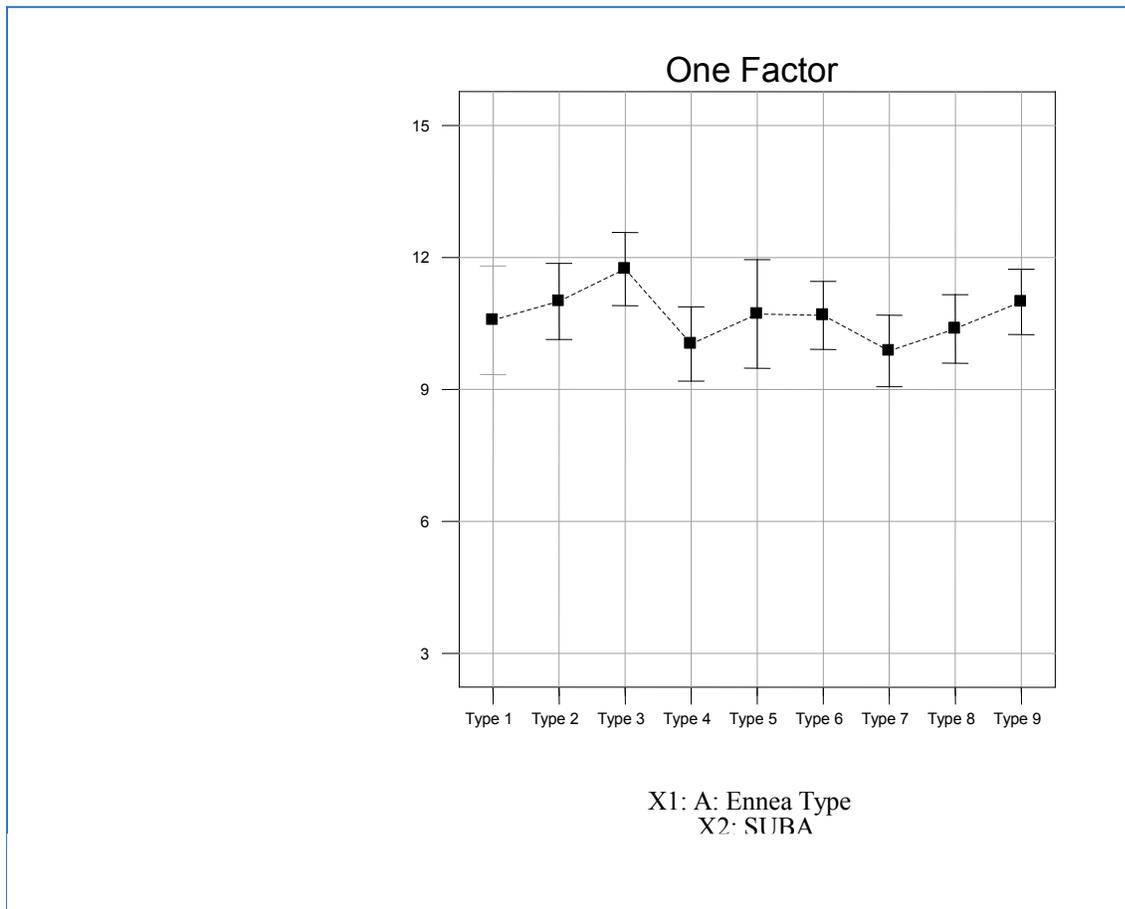
**Table 5.48: Univariate Tests between Personality Effects and Participants' Substance use**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	89.071 <sup>a</sup>	8	11.134	1.278	.254	.029
Intercept	20112.121	1	20112.121	2309.467	.000	.871
ENNEAGRAM PERSONALITY TYPE	89.071	8	11.134	1.278	.254	.029
Error	2969.618	341	8.709			
Total	43173.000	350				
Corrected Total	3058.689	349				

a. R Squared = .029 (Adjusted R Squared = .006)

In assessing the pattern of responses across the dependent variables, One Factor Effects Plot with least significant differences representing the 95% confidence interval was computed for the mean of each response of participants. As illustrated in Figure 5.8, with regard to substance use, the highest scores were observed among participants characterised by type Two and Three personalities, respectively. Relatively lower

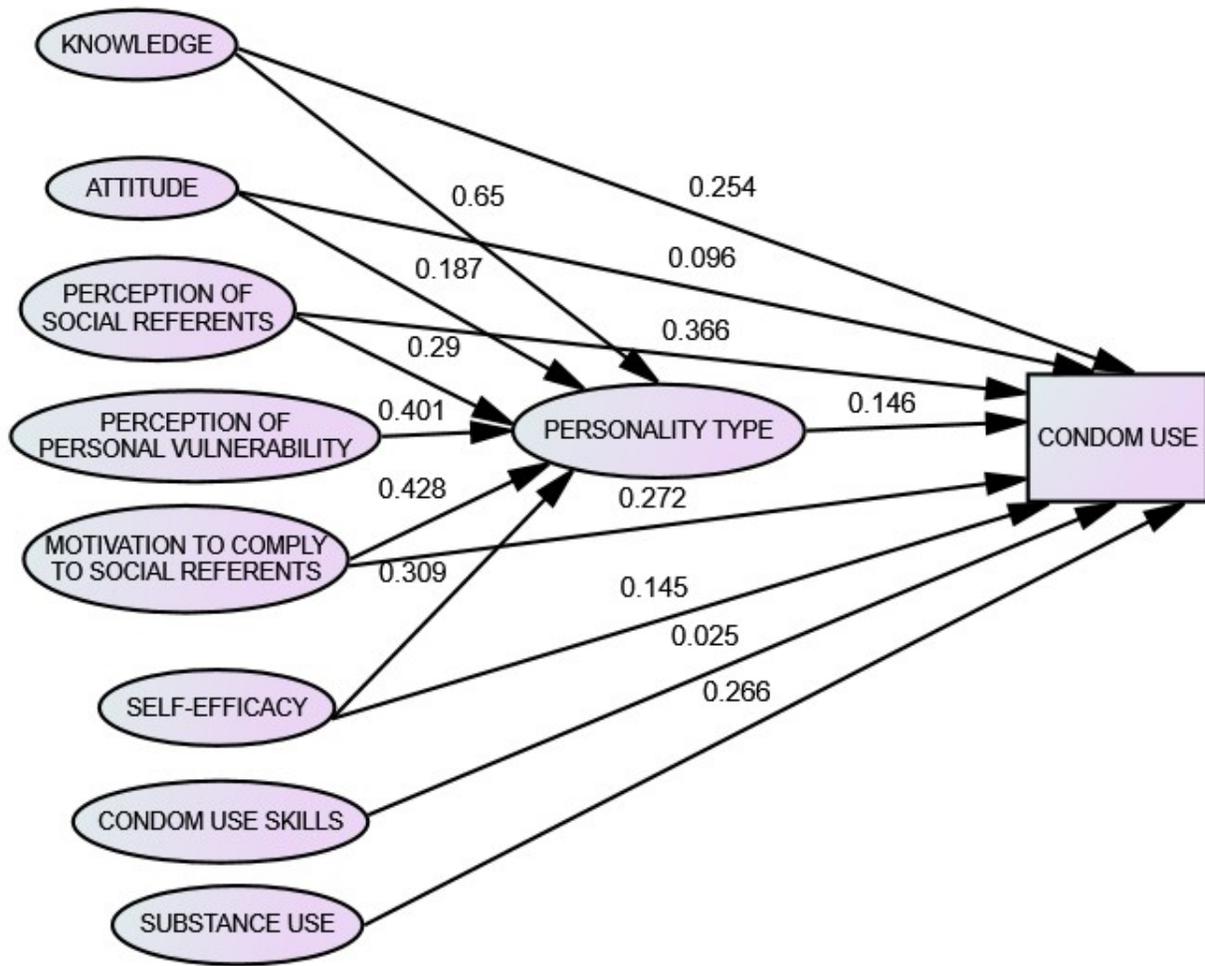
scores were evidenced among participants characterised by type Four and Seven personalities.



**Figure 5.25: One Factor Effects Plot for the Mean Score of Participants on Substance use**

### 6.3.10 Structural equation model

In measuring variable components that predict consistent condom use, all the IMB structure components as well as personality type were categorised as independent variables and structural equation model depicting significant regression paths were computed using IBM SPSS Amos (2015) as presented in Figure 5.9. As indicated by the single-headed arrows that represent the standardized regression coefficients ( $p \leq 0.05$ ), significant predictors of condom use were knowledge, social referents support, motivation to comply, personality type, experiences with and attitudes toward condoms, self-efficacy, condom use skills and substance use. Perceived risk of personal vulnerability was not directly related to consistent condom use, although it was significantly related to personality type. Similarly, in this structural equation model condom use skills and substance uses were not related to personality type, confirming the findings of the GLM univariate analyses outlined in this chapter.



**Figure 5.26: Structural Equation Model depicting Significant Regression Paths**

## 6.4 Summary

The findings revealed that personality type has a statistically significant effect on consistent condom use, as was expected in the main objective of the study. In weighing the specific objectives of the study, personality type had a statistically significant effect on six of the eight dependent variables associated with consistent condom use in the IMB model. A convincing effect of personality type was noted on motivation to comply with social referents' support, followed by perception of personal vulnerability to HIV/STIs, self-efficacy in condom negotiation, and perception of social referents support groups. Although statistically significant, the weak effect of personality type was evidenced on HIV knowledge and information, as well as experiences with and attitudes toward condom use. However, the effect of personality type on condom use skills and substance use was found to be statistically insignificant as also illustrated in the structural equation model.

In assessing the mean scores on preventive behaviours such as participants' HIV knowledge and information as well as experiences with and attitudes toward condom use, most participants with type Two personality scored the lowest. On the other hand, although the frequency of participants were very low compared to their peers, the highest mean scores were noted among participants with personality type Five and type One respectively, concerning these HIV preventive behaviours. Concerning the perception of personal vulnerability, most participants with type Six personalities scored the highest, as expected. Likewise, most participants with type Three and type Eight personality scored the lowest, preferring to believe that they were in control of their lives regarding this preventive behaviour.

In regard to preventive skills, such as motivation to comply with the social referents and self-efficacy, participants' scores were assessed. Participants with low self-esteem personality types: type Two, type Four and type Nine, revealed significant variations from the other types in both variables. Most participants with people pleasing tendencies who prioritise other people's needs over their own: particularly types Two

and Nine, scored the highest in motivation to comply with social referents. Likewise, most type Two, type Four and type Nine participants scored the lowest in self-efficacy, while participants with proactive tendencies, which were type One, Three, Seven, and Eight scored the highest. Concerning perception of social referents, with the exception of type Five personality, participants with personality type Seven and Nine scored high. Likewise, most participants with personality type Three scored low, followed by personality types Six and Four, respectively.

## **7 CHAPTER SIX Discussion and Conclusion**

### **7.1 Introduction**

The results of this research demonstrated the applicability of the Enneagram theory in predicting HIV/STI risk behaviours among Ethiopian female sex workers. The results of this study showed a relatively strong effect on four of the eight behavioural determinants of condom use outlined in the IMB model. A weak effect of personality type was evidenced on HIV knowledge and information, and experiences with and attitudes toward condom use, while the effect of personality type on condom use skills and substance use was found to be statistically insignificant. Perceived risk of personal vulnerability was not directly related to consistent condom use, although it was significantly related to personality type.

This chapter covers two sections: the discussion and the conclusion. In the discussion, the interpretations of the findings are presented in regard to the influences and strengths of the effects of personality types on each of the eight variables of the IMB model. In the conclusion, the implications of the findings for the development of HIV risk reduction interventions for female sex workers are discussed, by suggesting further areas of exploration for future studies based on the findings of the current study.

### **7.2 Discussion**

#### **7.2.1 Knowledge and information**

In the findings, the weak effect of personality style on HIV knowledge and information was due to the lower scores of the participants compared to earlier studies conducted using the IMB models with female sex workers, gay men and heterosexual college

students (Zhang et al, 2011; Fisher et al, 1994) and juvenile offenders (Robertson, Stein & Baird, 2003). In this study, many misconceptions about sexual transmission persisted amongst the participants (APPENDIX A). For instance, more than one-third (124) of the participants indicated that showering or washing one's genitals/private parts after sex could prevent a person from becoming infected with HIV; two-third (283) of the participants noted that a natural skin condom made from sheep intestine works better against HIV than a latex condom. These misconceptions might have resulted in the weak effect of personality style on HIV knowledge and information. These results implied that more attention is needed to improve education about specific HIV knowledge in areas where it is lacking.

From those participants who scored high in regard to their HIV knowledge, except participants with personality type Seven, the number of participants with personality type Five and One was very small compared to the other types. Since the Respondent Driven Sampling (RDS) method was acknowledged to yield a relatively unbiased sample for inaccessible groups such as gay men and female sex workers (Zhang et al, 2011; Zhang et al, 2011; Fisher et al, 1994), the small number of participants with personality types Five and One could have resulted from their individual preferences and/or cultural level factors.

Nevertheless, their highest scores were expected according to the existing literature on the Enneagram resulting from their focus of attention (Arthur & Allen, 2010; Bland, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994). Since participants with personality type Five were represented as factual and content focused individuals endowed with an active mental life and analytical insights, whereas type Ones were marked as conscientious and ethical persons, with a strong sense of the correct action, the highest score was expected from these groups. Participants with personality type Seven which was arrowed by the above two personality types through its stress point (type Five) and growth point (type One), registered the third best score, as they have an active mind that often likes to get a global picture of how all ideas fit together.

### **7.2.2 Attitude and experience with condom use**

Similar to the results concerning HIV knowledge, the weak effect of personality type on experiences with and attitudes toward condom use was due to the existence of misconceptions about condoms among the participants. For instance, 85% (298) of the participants responded that some condoms work better against HIV than others (APPENDIX B).

Across personality type, participants with personality type Two scored the lowest results in experience and attitude towards condom use followed by participants with personality type Four (mean = 5.8) and type Three (mean = 5.9), respectively. These types with lowest mean scores have heart/feeling as common mental and emotional biases. Participants with personality type Two however scored the lowest results in both HIV knowledge and information and experience and attitude towards condom use. As noted by Palmer (1994) and Daniels and Price (2009), participants who exhibited type Two personality traits often relied on their feelings (heart) as their most preferred centre of intelligence. When coupled with their pride of being indispensable, participants might have failed to recognise their need for acquiring and practice relevant HIV knowledge and information. Moreover, their focus on being needed is often reflected by their active habit of attending to others' desires, causing them to practice unsafe sex with regular clients and with their sexual partners where condom use was considered as suggestive of filth and infidelity.

### **7.2.3 Perception of social referents support group**

The study results revealed the strength of the relationship between personality type and the perception of the social referent support group, which indicated that perception of social support was explained to a large degree by personality types compared to participants' HIV knowledge and information, and experiences with, and attitude towards condom use. In previous studies conducted with female sex workers using the IMB model, greater significant correlation was evidenced with consistent condom use compared to participants' HIV knowledge and information about and experiences with

and attitude towards condom use, indicating its prior importance, compared to others in HIV prevention activities (Fisher et al., 1994; Yang et al., 2005; Fisher et al., 2011).

In regard to perception to social referents with the exception of type Five personality, participants with personality types Seven and Nine, who were indicated by Baron and Wagele (2000) to have predominant features of perceiving, recorded high scores, as expected. Likewise, most participants with personality type Three who were noted to have a predominant feature of judging, scored low, followed by type Six and type Four personalities who preferred judging to gain closure and resolute, respectively (APPENDIX C).

Participants with type Seven personality scored the highest because their central preoccupation were characterised as optimistic individuals who search for pleasant options in life and the people around them, including their social referent groups. Since participants with type Nine personality give great value to other people's positions as their central preoccupation, their scores were among the highest. However, participants with type Five personality who reported their central preoccupation to be what others want from them, they indicated their positive perception of the social referent support group, for they often enjoyed expressing their observations and experiences about the social group rather than actually engaging with them (Arthur & Allen, 2010; Bland, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

On the other hand, participants with type Three (the achiever) personality might have a lower perception of the social referent group because they were competitive and focused on approval for self over others as their central preoccupation. They often have impatience towards their social referent groups for using their time inefficiently. Likewise, participants with type Six (loyal sceptic) personality scored the next lowest, for they often have scan for hidden intentions of individuals as their central preoccupation. They often became suspicious of the owner/manager of facilities and their attention frequently focused on what could go wrong in the generally held view of the people they lived with. Conversely, participants with type Four (the romantic) personality who have preferred things that are in distance over things that are here, they often felt

misunderstood, lonely and different from the group, scored among the lowest (Arthur & Allen, 2010; Bland, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

#### **7.2.4 Motivation to comply with social referent group**

The strength of the relationship between personality type and motivation to comply with social referent support was found to be greater than the strength signified in that between personality type and perception of social referent groups. In a previous study, conducted among female sex workers, using the IMB model, no direct and significant correlation was evidenced between motivation to comply and condom use (Zhang et al, 2011). Conversely, in another study, motivation to comply was found to have significant effects in predicting self-efficacy (Zhang et al., 2011).

Therefore the findings of this research indicated that the role of motivation to comply in condom use decision-making was expressed more by the participants' personality types, incorporating individual level determinants, such as power imbalances between female sex workers and clients, fear of losing clients, and fear of being punished by employers for refusing the client's desire for sex without a condom as indicated by previous studies (Zhang et al. 2011; Yang et al., 2005; Fisher et al., 1994).

Participants personality type Nine (the peacemaker) and type Two (the helper) who have their focus of attention on others expressed by merging and altering to meet other peoples demands, scored the highest on motivation to comply with the social referent group, as expected (APPENDIX D). According to the literature, although type Nine and type Two encounter difficulties in declining demands imposed to them by their social referent support group, they often capitulate for different reasons. People with type Nine personalities often complied with social referent support groups to avoid conflict, whereas people with a type Two personality will do anything to maintain their importance in the social referent group (Arthur & Allen, 2010; Bland, 2010; Daniels &

Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

However, participants with type Four personality scored the lowest owing to their focus of attention in matching others' moods through emotional connection and a deeply felt experience of relationship, rather than complying aggregately with social referent groups. Participants with type Three personality scored the next lowest for their competitive inclination to, preferably, be ahead of everyone rather than comply with them for their focus of attention has been tuned towards approval of the self over others. Participants with personality Type Five who reported their dislike of complying with social demands, scored among the lowest as a result. Participants with type Eight personality whose focus of attention is on sensing degree of power over others, often take charge themselves and have a hard time in following orders, scored among the lowest.

This finding was confirmed in Zhang et al.'s (2011) study with regard to the effect of social referent support and motivation to comply. In Zhang et al.'s (2011) study with female sex workers, social referent support was positively associated with experiences with and attitudes toward condoms. However, unlike the above mentioned study, this finding implied that a stronger perception concerning social referent support does not necessarily have a positive effect on experiences with and attitudes toward condoms along personality types. As noted in participants with type Two personality, effects of social referent support could entail a negative relationship, with experience with and attitude towards condom use.

#### **7.2.5 Perception of personal vulnerability to HIV/STI**

In line with motivation to comply with their social referent support group, the strength of the relationship between personality type and perception of personal vulnerability to HIV/STIs was found to be greater than the strength signified between personality type and perception of social referent groups. Moreover, in the structural equation model in Figure 5. 9, perception of personal vulnerability was not directly linked to actual condom use, but had strong relationship to personality type.

In this research finding, three-quarters (41) of the participants with type Six personality perceived that their risk of becoming infected with HIV was high (APPENDIX E). Participants who identified themselves as loyal sceptics scored the highest in regard to their personal vulnerability to HIV/STI, as a result of their vivid imaginations of what might be threatening to their personal safety and the immediate reactions required. This result, confirmed in a previous study conducted by Zhang et. al (2011) with female sex workers using the IMB model, indicated that participants with a greater perception of risk were more likely to engage in health behaviours such as obtaining an HIV test and undergoing gynaecological examinations by mobilising themselves for action to overcome perceived pitfalls.

Participants with type Three and type Eight personality scored the lowest in regard to their personal vulnerability to HIV/STI. According to Daniels and Price (2009) both types were goal oriented, endowed with high self-efficacy, who inadvertently step on anything that gets in their way. These aspects signified that perceived risk was more explained by personality types encompassing factors identified in previous studies (Zhang et al., 2011) that were found to have links with perceived risks, these being lack of awareness of their high-risk status, the need for income and attitude of clients regarding condom use, indicated in previous studies.

#### **7.2.6 Condom use skills**

Although in previous studies condom use skills were strongly associated with consistent condom use, the insignificant effect of personality style on condom use was due to the higher scores of condom use skills computed, compared to earlier studies conducted using the IMB models with female sex workers, gay men and heterosexual college students (Zhang et al, 2011; Fisher et al, 1994), and substance using adolescents (Kalichman et al., 2006). Except for the activity step of squeezing the closed end of the condom between forefingers and thumb and rolling the condom to the base of the erected penis before intercourse, most of the participants across the different personality types performed all activities, appropriately (APPENDIX F).

### **7.2.7 Self-efficacy in condom negotiation**

Similar to the motivation to comply with the social referent support group and perception of personal vulnerability to HIV/STIs, the strength of the relationship between personality type and self-efficacy in condom negotiation was found to be greater than the strength signified between personality type and perception of social referent groups. In the previously mentioned earlier study conducted with female sex workers using the IMB model, self-efficacy was identified as a significantly strongly linked variable to consistent condom use skills (Fisher et al., 2011).

This finding was confirmed by much of the Enneagram literature, published about the self-efficacy of the different personality types. Correspondingly, with regard to self-efficacy in condom negotiation, participants with greater self-esteem and self-reliance in getting what they believed in, characterised by type Three (the achiever), type Seven (the epicure), type One (the perfectionist) and type Eight (the challenger) personalities, scored the highest. On the other hand, as expected, participants with type Two and Nine personalities who have difficulty in declining others' demands due to their people pleasing tendencies and who often lose awareness of their own needs and priorities when claims are made on them by others, scored the lowest in regard to self-efficacy in condom negotiation (APPENDIX G). Participants with type Four personality who often have low self-esteem resulting from their periodic melancholy and depressive tendencies, also scored among the lowest (Arthur & Allen, 2010; Bland, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994).

### **7.2.8 Substance use**

No significant relationship was found between personality style and substance use. This happened as a result of the higher scores of participants compared to the mentioned earlier studies conducted using the IMB models with female sex workers, gay men and heterosexual college students (Zhang et al, 2011; Fisher et al, 1994). Since sex work has been morally condemned in Ethiopian society and also coupled with

the views by the general public that associate females sex workers with HIV/AIDs risks and substance use, sex workers have been marginalised (Nikat Charitable Association, 2013). To keep themselves awake for night work, sex workers often use Khat, which needs to be followed by alcohol consumption to be relieved from its effect. As noted in the responses of participants, most participants who indicated their use of khat also indicated alcohol consumption before sex, indicating the link between the two substances.

In regard to substance use, the highest scores were observed among participants who often set aside their personal needs and self-reflection to gain acceptance from others and gain a good self-image, characterised by the helpers' and achievers' personalities, respectively (APPENDIX H). Relatively lower scores were evidenced among participants who know what they want, characterised by the romantic and the epicure personality type. However, previous studies revealed the significant effect of multiple substance use on self-efficacy. Those who made use of higher levels of substances were found to have a greater need to seek sexual sensation and thus engagement in high-risk sexual behaviour, and consequently expressed more negative attitudes towards condom use. In previous studies, substance use was associated with impaired mental judgment of female sex workers by inhibiting their ability to negotiate condom use. Moreover, increased financial needs for purchasing substances have placed female sex workers in a less favourable negotiating position for condom use with their clients (Wang, Li, Stanton, Zhang & Fang, 2010; Shuper, Joharchi, Irving & Rehm, 2009; Wu, Zhu, Xie & Ruan, 2009; Su, Liu, Wang, Li, Zhang & Wang, 2008; Maisto, Carey, Carey & Gordon, (2002); Szwarcwald, Bastos, Gravato, Lacerda, Chequer & Castilho, 1998).

Despite such correlations between substance use and self-efficacy for condom use, the finding of this study indicated that substance use may not be importantly influenced by personality types. Likewise, recent studies have also indicated the insignificant effects of HIV knowledge and perceived risk on substance use on consistent condom use (Wang et al., 2010; Ghimire & Teijlingen, 2009). This would decrease the salience of health behaviours and condom use skills associated with substance use.

### **7.3 Conclusion**

This research has contributed to the discipline of psychology by linking and addressing two major gaps. The findings provided academically verifiable empirical evidence for the theoretical construct of the Enneagram in predicting at-risk behaviours of individuals, based on their personality type in the African context. Furthermore, the research provided an alternative approach to the IMB model in assessing individual level determinants of consistent condom use.

Moreover, this study offered a practical intervention approach for countries such as Ethiopia where national level interventions have failed to encourage consistent condom use among female sex workers. Since the research findings indicated a correlation between the Enneagram theory of personality and consistent condom use, this provided an empirically verified intervention framework of individual level determinants for HIV prevention projects focused on female sex workers' adherence to condom use. The Enneagram theory therefore provided a framework to policymakers and practitioners in tailoring effective strategies to assist those female sex workers with the most-at risk behaviours help themselves in a sustainable manner to overcome challenges and risks in their lives. Based on the findings of the study, the following general and personality specific strategies are outlined for HIV preventive intervention programmes in the areas of Information-Education-Communication (IEC) Program on Condom Use, and Behavioural-Change-Communications (BCC) through peer-to-peer support group, and HIV related health and rehabilitation services. Finally, future research implications are discussed based on the findings of the study

#### **7.3.1 IEC program on condom use**

In designing and implementing an IEC intervention programme that promotes consistent condom use among female sex workers, understanding the three levels of knowing and

learning outlined by Daniels and Price (2009) will be useful. Constructing progressive IEC programmes based on these levels of knowing and learning will be useful for sustainable impact. According to Daniels and Price (2009), wherever each personality type's attention and energy goes, their respective behaviour follows. Therefore, identifying female sex workers' personality type using the EET will be the first step to create self-awareness in regards to their habits of mind.

The second level focuses on stimulating behavioural changes based on conscious awareness and reconstructive learning. Interventions that promote the regular practice of self-observation among female sex workers in regard to their pattern of attention and energy are fundamental and effective at this point. IEC materials and activities that encourage female sex workers to record or reflect on a daily basis about how each of them has stayed aware of their pattern of attention and energy will have a greater impact in a shorter period of time. This approach needs to be programmed on a regular basis to help female sex workers practice and manage in bringing back their awareness so that they redirect their attention and energy to adhere to consistent condom use.

Finally, the third level of learning is direct knowing through transformational learning. At this level IEC materials and activities that harness the specific energy of each personality type of female sex workers, and use it as a transforming agent to transcend and balance each personality type's habitual thoughts, feelings and sensations, will bring about the desired results. In the study, 70% of participants with personality type Two were at greater risk of acquiring HIV/STI compared to the other types for rejecting condom use with a personal sexual partner, considering it as a sign of infidelity or mistrust. This was due to their overreliance on one of the centres of intelligence, the heart, over the others. Therefore, as outlined in Table 3.4, development strategies for female sex workers with personality type Two should provide an on-going cultivation platform (based on their specific energy emanating from their heart centre of intelligence) that introduces the importance of the other centres of intelligence and helps them in creating balance with the other centres of intelligence, the head and the body (gut) centres so that they adhered to consistent condom use.

### 7.3.2 Peer-to-peer support group

HIV prevention programmes that focused on peer-to-peer support groups which aimed at promoting consistent condom use and/or at providing alternative income generating schemes as an opportunity for female sex workers to help them change their profession to a less risky environment, should be designed based on each type's survival behaviours and adaptive strategies in group dynamics.

According to the literature (Arthur & Allen, 2010; Bland, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994), individuals with extrovert tendencies often focused on contributing to communities and social groups that they believed they belonged to. Individuals with personality type Two, Three, Seven and Eight were reported to have greater tendencies to possess this adaptive strategy as compared to the others. On the other hand, most introverted individuals with receptive personality types Four, Five and Nine are indicated to be self-preserving, and sometimes preferred to function from one-to-one connections instead of active participation in social groups. Individuals with type One and type Six on the other hand, were often observed as being watchful, anxious and worried about working out ways to function in the social groups. Therefore, interventions through peer-to-peer social groups or social referent support groups will be more sustainable by recognising and implementing activities based on each personality types' adaptive strategies, at the initial stage.

As regards self-efficacy in condom negotiation the results indicated that participants with personality types One, Three, Seven and Eight were found to be proactive and self-confident when they interacted with their social referent groups, while participants with personality type Two, Four, Five, Six and Nine were receptive with low self-esteem. Although self-confidence and high self-esteem were indicated as important factors for self-efficacy in condom negotiation, extreme self-confidence would in return hamper the realisation of personal vulnerability to HIV/STI, as noted in the study participants with personality types Three and Eight, respectively.

According to the Enneagram theory, interventions that help individuals to recognise, accept and balance the differences between oneself and others would be effective along these individual level determinants in encouraging consistent condom use among female sex workers (Arthur & Allen, 2010; Bland, 2010; Daniels & Price, 2009; Killen, 2009; Chestnut, 2008; Arthur, 2008; Lapid-Bogda, 2004 & 2007; Baron & Wagele, 2000; Riso & Hudson, 1999; Palmer, 1994). Therefore in forming peer groups or social referent support groups, attention will need to be given to individual level adaptive strategies. The intervention approaches should guide female sex workers in practicing how to reconcile consistent condom use by periodically reflecting on the advantages and disadvantages of their adaptive strategies in their day to day activities, to enable female sex workers to realise their importance and practice healthier life styles while interacting with their social referents (Palmer, 1994; Daniels & Price, 2009).

### **7.3.3 HIV related health and rehabilitation services**

Although substance use was not correlated with personality type, a higher level of the former has been noted. In recent studies, since substance use had been associated with impaired mental judgment of female sex workers by inhibiting their ability to negotiate condom use, insignificant effects of HIV knowledge and perceived risk was also reported in regards to substance use (Wang et al., 2010; Ghimire & Teijlingen, 2009). Thus the issue of substance use needs to be addressed specifically, which goes beyond the IEC programmes on health behaviours and condom use skills. Intervention programmes focused on enhancing the life skills of sex workers by cascading HIV preventive behaviour and behavioural skills should tailor a specific counselling and rehabilitation programme by applying the 4As (steps) outlined in Chapter three, as the universal growth process: awareness, acceptance, action and adherence (Palmer, 1994; Daniels & Price, 2009).

### **7.3.4 Future research implications**

In the study most participants scored lower than in previous researches performed using the IMB model, with regard to HIV knowledge and experience and in attitude towards condom usage, while scoring the highest in condom use skills. Future studies should assess why this happened, especially since they are interrelated. Furthermore, studies could assess these gaps in relation to the current decline of condom use among female sex workers as recommended by FDRE (2012) and DKT Ethiopia (2012).

In addition to this, future research should be carried out on a larger scale to assess why some personality types are smaller in number amongst female sex workers such as type One and Seven than the others, and why some personality types such as Nine are significantly high. This will help to understand the proportion of personality types among female sex workers so that programmatic interventions of a larger scale may design their projects accordingly.

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## **9 APPENDIX A**

### **10 Participants Responses for HIV Knowledge and Information Questions across Personality Type**

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Sharing glasses transmit HIV FALSE from one person to another?	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
During intercourse if the man DO withdraws his penis before NOT ejaculating in her vagina, it will KNOW prevent the women to contract HIV FALSE from the man.	4	1	4	3	1	12	11	9	22	67
Total	7	26	33	30	7	58	39	54	96	350
If a woman has anal sex, it will DO prevent the women to contract HIV NOT from the man. KNOW FALSE	0	2	2	0	0	1	1	2	4	12
Total	7	26	33	30	7	58	39	54	96	350
All pregnant women living with DO HIV can transmit HIV to their NOT new borne children. KNOW TRUE	2	1	4	3	0	8	3	3	13	37
Total	7	26	33	30	7	58	39	54	96	350
People who contracted HIV FALSE immediately show the symptoms.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
There is a vaccination that DO prevents HIV transmissions NOT from other persons. KNOW FALSE	1	2	3	0	0	1	1	2	4	14
Total	7	26	33	30	7	58	39	54	96	350
HIV can transmit by kissing DO deeply with a person living with NOT HIV. KNOW FALSE	4	9	15	11	3	22	15	22	53	154
Total	7	26	33	30	7	58	39	54	96	350
If a women have sex during DO ministration, it will prevent the NOT women to contract HIV from the KNOW man. FALSE	1	0	0	0	0	0	0	0	1	2
Total	7	26	33	30	7	58	39	54	96	350
There is a female condom that DO women use to minimize the risk NOT of HIV transmission. KNOW TRUE	4	4	8	8	2	19	13	15	43	116
Total	7	26	33	30	7	58	39	54	96	350
Latex condoms prevent HIV DO transmission better than NOT	6	18	25	21	6	43	35	47	82	283

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Total	7	26	33	30	7	58	39	54	96	350
During intercourse if the man DO withdraws his penis before NOT ejaculating in her vagina, it will KNOW prevent the women to contract HIV FALSE from the man	4	1	4	3	1	12	11	9	22	67
Total	7	26	33	30	7	58	39	54	96	350
If a woman has anal sex, it will DO prevent the women to contract NOT HIV from the man. KNOW FALSE	0	2	2	0	0	1	1	2	4	12
Total	7	26	33	30	7	58	39	54	96	350
All pregnant women living with DO HIV can transmit HIV to their NOT new borne children. KNOW TRUE	2	1	4	3	0	8	3	3	13	37
Total	7	26	33	30	7	58	39	54	96	350
People who contracted HIV FALSE immediately show the symptoms.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
There is a vaccination that DO prevents HIV transmissions NOT from other persons. KNOW FALSE	1	2	3	0	0	1	1	2	4	14
Total	7	26	33	30	7	58	39	54	96	350
HIV can transmit by kissing DO deeply with a person living with NOT HIV. KNOW FALSE	4	9	15	11	3	22	15	22	53	154
Total	7	26	33	30	7	58	39	54	96	350
If a women have sex during DO ministration, it will prevent the NOT women to contract HIV from the KNOW man. FALSE	1	0	0	0	0	0	0	0	1	2
Total	7	26	33	30	7	58	39	54	96	350
There is a female condom that DO women use to minimize the risk NOT of HIV transmission. KNOW TRUE	4	4	8	8	2	19	13	15	43	116
Total	7	26	33	30	7	58	39	54	96	350
Latex condoms prevent HIV DO transmission better than NOT	6	18	25	21	6	43	35	47	82	283

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Sharing glasses transmit HIV FALSE from one person to another?	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
During intercourse if the man DO withdraws his penis before NOT ejaculating in her vagina, it will KNOW prevent the women to contract HIV FALSE from the man	4	1	4	3	1	12	11	9	22	67
Total	7	26	33	30	7	58	39	54	96	350
If a woman has anal sex, it will DO prevent the women to contract NOT HIV from the man. KNOW FALSE	0	2	2	0	0	1	1	2	4	12
Total	7	26	33	30	7	58	39	54	96	350
All pregnant women living with DO HIV can transmit HIV to their NOT new borne children. KNOW TRUE	2	1	4	3	0	8	3	3	13	37
Total	7	26	33	30	7	58	39	54	96	350
People who contracted HIV FALSE immediately show the symptoms.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
There is a vaccination that DO prevents HIV transmissions NOT from other persons. KNOW FALSE	1	2	3	0	0	1	1	2	4	14
Total	7	26	33	30	7	58	39	54	96	350
HIV can transmit by kissing DO deeply with a person living with NOT HIV. KNOW FALSE	4	9	15	11	3	22	15	22	53	154
Total	7	26	33	30	7	58	39	54	96	350
If a women have sex during DO ministration, it will prevent the NOT women to contract HIV from the KNOW man. FALSE	1	0	0	0	0	0	0	0	1	2
Total	7	26	33	30	7	58	39	54	96	350
There is a female condom that DO women use to minimize the risk NOT of HIV transmission. KNOW TRUE	4	4	8	8	2	19	13	15	43	116
Total	7	26	33	30	7	58	39	54	96	350
Latex condoms prevent HIV DO transmission better than NOT	6	18	25	21	6	43	35	47	82	283

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Sharing glasses transmit HIV FALSE from one person to another?	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
During intercourse if the man DO withdraws his penis before NOT ejaculating in her vagina, it will KNOW prevent the women to contract HIV FALSE from the man	4	1	4	3	1	12	11	9	22	67
Total	7	26	33	30	7	58	39	54	96	350
If a woman has anal sex, it will DO prevent the women to contract NOT HIV from the man. KNOW FALSE	0	2	2	0	0	1	1	2	4	12
Total	7	26	33	30	7	58	39	54	96	350
All pregnant women living with DO HIV can transmit HIV to their NOT new borne children. KNOW TRUE	2	1	4	3	0	8	3	3	13	37
Total	7	26	33	30	7	58	39	54	96	350
People who contracted HIV FALSE immediately show the symptoms.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
There is a vaccination that DO prevents HIV transmissions NOT from other persons. KNOW FALSE	1	2	3	0	0	1	1	2	4	14
Total	7	26	33	30	7	58	39	54	96	350
HIV can transmit by kissing DO deeply with a person living with NOT HIV. KNOW FALSE	4	9	15	11	3	22	15	22	53	154
Total	7	26	33	30	7	58	39	54	96	350
If a women have sex during DO ministration, it will prevent the NOT women to contract HIV from the KNOW man. FALSE	1	0	0	0	0	0	0	0	1	2
Total	7	26	33	30	7	58	39	54	96	350
There is a female condom that DO women use to minimize the risk NOT of HIV transmission. KNOW TRUE	4	4	8	8	2	19	13	15	43	116
Total	7	26	33	30	7	58	39	54	96	350
Latex condoms prevent HIV DO transmission better than NOT	6	18	25	21	6	43	35	47	82	283

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Sharing glasses transmit HIV FALSE from one person to another?	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
During intercourse if the man DO withdraws his penis before NOT ejaculating in her vagina, it will KNOW prevent the women to contract HIV FALSE from the man	4	1	4	3	1	12	11	9	22	67
Total	7	26	33	30	7	58	39	54	96	350
If a woman has anal sex, it will DO prevent the women to contract NOT HIV from the man. KNOW FALSE	0	2	2	0	0	1	1	2	4	12
Total	7	26	33	30	7	58	39	54	96	350
All pregnant women living with DO HIV can transmit HIV to their NOT new borne children. KNOW TRUE	2	1	4	3	0	8	3	3	13	37
Total	7	26	33	30	7	58	39	54	96	350
People who contracted HIV FALSE immediately show the symptoms.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
There is a vaccination that DO prevents HIV transmissions NOT from other persons. KNOW FALSE	1	2	3	0	0	1	1	2	4	14
Total	7	26	33	30	7	58	39	54	96	350
HIV can transmit by kissing DO deeply with a person living with NOT HIV. KNOW FALSE	4	9	15	11	3	22	15	22	53	154
Total	7	26	33	30	7	58	39	54	96	350
If a women have sex during DO ministration, it will prevent the NOT women to contract HIV from the KNOW man. FALSE	1	0	0	0	0	0	0	0	1	2
Total	7	26	33	30	7	58	39	54	96	350
There is a female condom that DO women use to minimize the risk NOT of HIV transmission. KNOW TRUE	4	4	8	8	2	19	13	15	43	116
Total	7	26	33	30	7	58	39	54	96	350
Latex condoms prevent HIV DO transmission better than NOT	6	18	25	21	6	43	35	47	82	283

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Sharing glasses transmit HIV FALSE from one person to another?	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
During intercourse if the man DO withdraws his penis before NOT ejaculating in her vagina, it will KNOW prevent the women to contract HIV FALSE from the man	4	1	4	3	1	12	11	9	22	67
Total	7	26	33	30	7	58	39	54	96	350
If a woman has anal sex, it will DO prevent the women to contract NOT HIV from the man. KNOW FALSE	0	2	2	0	0	1	1	2	4	12
Total	7	26	33	30	7	58	39	54	96	350
All pregnant women living with DO HIV can transmit HIV to their NOT new borne children. KNOW TRUE	2	1	4	3	0	8	3	3	13	37
Total	7	26	33	30	7	58	39	54	96	350
People who contracted HIV FALSE immediately show the symptoms.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
There is a vaccination that DO prevents HIV transmissions NOT from other persons. KNOW FALSE	1	2	3	0	0	1	1	2	4	14
Total	7	26	33	30	7	58	39	54	96	350
HIV can transmit by kissing DO deeply with a person living with NOT HIV. KNOW FALSE	4	9	15	11	3	22	15	22	53	154
Total	7	26	33	30	7	58	39	54	96	350
If a women have sex during DO ministration, it will prevent the NOT women to contract HIV from the KNOW man. FALSE	1	0	0	0	0	0	0	0	1	2
Total	7	26	33	30	7	58	39	54	96	350
There is a female condom that DO women use to minimize the risk NOT of HIV transmission. KNOW TRUE	4	4	8	8	2	19	13	15	43	116
Total	7	26	33	30	7	58	39	54	96	350
Latex condoms prevent HIV DO transmission better than NOT	6	18	25	21	6	43	35	47	82	283

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Sharing glasses transmit HIV FALSE from one person to another?	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
During intercourse if the man DO withdraws his penis before NOT ejaculating in her vagina, it will KNOW prevent the women to contract HIV FALSE from the man	4	1	4	3	1	12	11	9	22	67
Total	7	26	33	30	7	58	39	54	96	350
If a woman has anal sex, it will DO prevent the women to contract NOT HIV from the man. KNOW FALSE	0	2	2	0	0	1	1	2	4	12
Total	7	26	33	30	7	58	39	54	96	350
All pregnant women living with DO HIV can transmit HIV to their NOT new borne children. KNOW TRUE	2	1	4	3	0	8	3	3	13	37
Total	7	26	33	30	7	58	39	54	96	350
People who contracted HIV FALSE immediately show the symptoms.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
There is a vaccination that DO prevents HIV transmissions NOT from other persons. KNOW FALSE	1	2	3	0	0	1	1	2	4	14
Total	7	26	33	30	7	58	39	54	96	350
HIV can transmit by kissing DO deeply with a person living with NOT HIV. KNOW FALSE	4	9	15	11	3	22	15	22	53	154
Total	7	26	33	30	7	58	39	54	96	350
If a women have sex during DO ministration, it will prevent the NOT women to contract HIV from the KNOW man. FALSE	1	0	0	0	0	0	0	0	1	2
Total	7	26	33	30	7	58	39	54	96	350
There is a female condom that DO women use to minimize the risk NOT of HIV transmission. KNOW TRUE	4	4	8	8	2	19	13	15	43	116
Total	7	26	33	30	7	58	39	54	96	350
Latex condoms prevent HIV DO transmission better than NOT	6	18	25	21	6	43	35	47	82	283

**11 APPENDIX B**  
**12 Participants Responses to Experience with and Attitude towards Condom**  
**Questions across Personality Type**

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Condom use FALSE causes too much trouble.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
The DO NOT Westerners KNOW have deliberately injected HIV viruses to condoms that they export to developing countries such as Ethiopia.	0	0	1	0	0	0	0	1	2	4
FALSE	7	26	32	30	7	58	39	53	94	346
Total	7	26	33	30	7	58	39	54	96	350
Condoms that FALSE are supplied freely have HIV virus injected in them.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
Some DO NOT condoms protect from HIV more than others.	6	19	27	23	7	48	37	49	82	298
FALSE	1	7	6	7	0	10	2	5	14	52
Total	7	26	33	30	7	58	39	54	96	350
Using condoms with a regular client is suggestive of filth and disease.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
Using condom DO NOT with personal KNOW sexual partner indicated infidelity or mistrust	1	4	7	5	1	5	6	10	11	50
FALSE	6	22	26	25	6	53	33	44	85	300
Total	7	26	33	30	7	58	39	54	96	350
Condom use is TRUE safer than other methods.	7	26	33	30	7	58	39	54	96	350

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Condom use FALSE causes too much trouble.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
The DO NOT Westerners KNOW have deliberately FALSE	0	0	1	0	0	0	0	1	2	4
Total	7	26	33	30	7	58	39	54	96	350
Condoms that FALSE are supplied freely have HIV virus injected in them.	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
Some DO NOT condoms KNOW protect from HIV more than FALSE	6	19	27	23	7	48	37	49	82	298
Total	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350

**13 APPENDIX C**  
**14 Participants Responses to Perception of Social Referents Questions across Personality Type**

	ENNEAGRAM PERSONALITY TYPE									Total	
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE		
Access to condom in your establishment/vicinity you work	LOW	0	2	2	2	0	2	6	3	9	26
	MEDIUM	5	19	28	19	7	45	17	41	67	248
	HIGH	2	5	3	9	0	11	15	10	17	72
	EXTEREMLY HIGH	0	0	0	0	0	0	1	0	3	4
Total		7	26	33	30	7	58	39	54	96	350
Communication from peers about the importance of condom use when first commencing work in the vicinity	EXTEREMLY LOW	0	0	0	0	0	1	0	0	0	1
	LOW	2	1	5	7	0	8	3	9	19	54
	MEDIUM	1	3	7	1	1	4	3	5	9	34
	HIGH	4	19	19	18	5	38	28	35	57	223
	EXTEREMLY HIGH	0	3	2	4	1	7	5	5	11	38
Total		7	26	33	30	7	58	39	54	96	350
Communication of a clear policy that condoms are to be used at all times on dates with clients by the establishment/vicinity owner	EXTEREMLY LOW	0	1	0	3	1	0	0	0	6	11
	LOW	2	3	10	8	2	12	12	13	31	93
	MEDIUM	2	6	8	3	1	18	6	12	18	74
	HIGH	3	15	15	15	3	28	18	29	39	165
	EXTEREMLY HIGH	0	1	0	1	0	0	3	0	2	7
Total		7	26	33	30	7	58	39	54	96	350
On-going reminders from peers regarding condom use	EXTEREMLY LOW	0	0	0	0	0	1	0	0	0	1
	LOW	2	1	5	7	0	7	2	9	20	53
	MEDIUM	3	15	17	10	4	28	16	18	41	152
	HIGH	2	8	11	12	3	17	18	24	28	123
	EXTEREMLY HIGH	0	2	0	1	0	5	3	3	7	21
Total		7	26	33	30	7	58	39	54	96	350
Encouragement from owner/manager to attend HIV prevention services/intervention programs	EXTEREMLY LOW	0	0	1	0	0	1	0	1	2	5
	LOW	2	4	11	9	0	14	8	12	35	95
	MEDIUM	4	16	18	15	7	33	24	29	41	187
	HIGH	1	5	3	6	0	10	5	12	17	59
	EXTEREMLY HIGH	0	1	0	0	0	0	2	0	1	4
Total		7	26	33	30	7	58	39	54	96	350
	EXTEREMLY LOW	2	3	4	2	0	6	0	8	11	36

	ENNEAGRAM PERSONALITY TYPE									Total	
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE		
Access to condom in your establishment/vicinity you work	LOW	0	2	2	2	0	2	6	3	9	26
	MEDIUM	5	19	28	19	7	45	17	41	67	248
	HIGH	2	5	3	9	0	11	15	10	17	72
	EXTEREMLY HIGH	0	0	0	0	0	0	1	0	3	4
Total		7	26	33	30	7	58	39	54	96	350
Communication from peers about the importance of condom use when first commencing work in the vicinity	EXTEREMLY LOW	0	0	0	0	0	1	0	0	0	1
	LOW	2	1	5	7	0	8	3	9	19	54
	MEDIUM	1	3	7	1	1	4	3	5	9	34
	HIGH	4	19	19	18	5	38	28	35	57	223
	EXTEREMLY HIGH	0	3	2	4	1	7	5	5	11	38
Total		7	26	33	30	7	58	39	54	96	350
Communication of a clear policy that condoms are to be used at all times on dates with clients by the establishment/vicinity owner	EXTEREMLY LOW	0	1	0	3	1	0	0	0	6	11
	LOW	2	3	10	8	2	12	12	13	31	93
	MEDIUM	2	6	8	3	1	18	6	12	18	74
	HIGH	3	15	15	15	3	28	18	29	39	165
	EXTEREMLY HIGH	0	1	0	1	0	0	3	0	2	7
Total		7	26	33	30	7	58	39	54	96	350
On-going reminders from peers regarding condom use	EXTEREMLY LOW	0	0	0	0	0	1	0	0	0	1
	LOW	2	1	5	7	0	7	2	9	20	53
	MEDIUM	3	15	17	10	4	28	16	18	41	152
	HIGH	2	8	11	12	3	17	18	24	28	123
	EXTEREMLY HIGH	0	2	0	1	0	5	3	3	7	21
Total		7	26	33	30	7	58	39	54	96	350
Encouragement from owner/manager to attend HIV prevention services/intervention programs	EXTEREMLY LOW	0	0	1	0	0	1	0	1	2	5
	LOW	2	4	11	9	0	14	8	12	35	95
	MEDIUM	4	16	18	15	7	33	24	29	41	187
	HIGH	1	5	3	6	0	10	5	12	17	59
	EXTEREMLY HIGH	0	1	0	0	0	0	2	0	1	4
Total		7	26	33	30	7	58	39	54	96	350
	LOW	1	6	9	6	1	16	8	18	27	92
	MEDIUM	4	17	19	22	6	34	31	25	53	211

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Access to condom in your establishment/vicinity you work	0	2	2	2	0	2	6	3	9	26
MEDIUM	5	19	28	19	7	45	17	41	67	248
HIGH	2	5	3	9	0	11	15	10	17	72
EXTEREMLY HIGH	0	0	0	0	0	0	1	0	3	4
Total	7	26	33	30	7	58	39	54	96	350
Communication from peers about the importance of condom use when first commencing work in the vicinity	0	0	0	0	0	1	0	0	0	1
LOW	2	1	5	7	0	8	3	9	19	54
MEDIUM	1	3	7	1	1	4	3	5	9	34
HIGH	4	19	19	18	5	38	28	35	57	223
EXTEREMLY HIGH	0	3	2	4	1	7	5	5	11	38
Total	7	26	33	30	7	58	39	54	96	350
Communication of a clear policy that condoms are to be used at all times on dates with clients by the establishment/vicinity owner	0	1	0	3	1	0	0	0	6	11
LOW	2	3	10	8	2	12	12	13	31	93
MEDIUM	2	6	8	3	1	18	6	12	18	74
HIGH	3	15	15	15	3	28	18	29	39	165
EXTEREMLY HIGH	0	1	0	1	0	0	3	0	2	7
Total	7	26	33	30	7	58	39	54	96	350
On-going reminders from peers regarding condom use	0	0	0	0	0	1	0	0	0	1
LOW	2	1	5	7	0	7	2	9	20	53
MEDIUM	3	15	17	10	4	28	16	18	41	152
HIGH	2	8	11	12	3	17	18	24	28	123
EXTEREMLY HIGH	0	2	0	1	0	5	3	3	7	21
Total	7	26	33	30	7	58	39	54	96	350
Encouragement from owner/manager to attend HIV prevention services/intervention programs	0	0	1	0	0	1	0	1	2	5
LOW	2	4	11	9	0	14	8	12	35	95
MEDIUM	4	16	18	15	7	33	24	29	41	187
HIGH	1	5	3	6	0	10	5	12	17	59
EXTEREMLY HIGH	0	1	0	0	0	0	2	0	1	4
Total	7	26	33	30	7	58	39	54	96	350
HIGH	0	0	1	0	0	2	0	2	5	10

	ENNEAGRAM PERSONALITY TYPE									Total	
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE		
Access to condom in your establishment/vicinity you work	LOW	0	2	2	2	0	2	6	3	9	26
	MEDIUM	5	19	28	19	7	45	17	41	67	248
	HIGH	2	5	3	9	0	11	15	10	17	72
	EXTEREMLY HIGH	0	0	0	0	0	0	1	0	3	4
Total		7	26	33	30	7	58	39	54	96	350
Communication from peers about the importance of condom use when first commencing work in the vicinity	EXTEREMLY LOW	0	0	0	0	0	1	0	0	0	1
	LOW	2	1	5	7	0	8	3	9	19	54
	MEDIUM	1	3	7	1	1	4	3	5	9	34
	HIGH	4	19	19	18	5	38	28	35	57	223
	EXTEREMLY HIGH	0	3	2	4	1	7	5	5	11	38
Total		7	26	33	30	7	58	39	54	96	350
Communication of a clear policy that condoms are to be used at all times on dates with clients by the establishment/vicinity owner	EXTEREMLY LOW	0	1	0	3	1	0	0	0	6	11
	LOW	2	3	10	8	2	12	12	13	31	93
	MEDIUM	2	6	8	3	1	18	6	12	18	74
	HIGH	3	15	15	15	3	28	18	29	39	165
	EXTEREMLY HIGH	0	1	0	1	0	0	3	0	2	7
Total		7	26	33	30	7	58	39	54	96	350
On-going reminders from peers regarding condom use	EXTEREMLY LOW	0	0	0	0	0	1	0	0	0	1
	LOW	2	1	5	7	0	7	2	9	20	53
	MEDIUM	3	15	17	10	4	28	16	18	41	152
	HIGH	2	8	11	12	3	17	18	24	28	123
	EXTEREMLY HIGH	0	2	0	1	0	5	3	3	7	21
Total		7	26	33	30	7	58	39	54	96	350
Encouragement from owner/manager to attend HIV prevention services/intervention programs	EXTEREMLY LOW	0	0	1	0	0	1	0	1	2	5
	LOW	2	4	11	9	0	14	8	12	35	95
	MEDIUM	4	16	18	15	7	33	24	29	41	187
	HIGH	1	5	3	6	0	10	5	12	17	59
	EXTEREMLY HIGH	0	1	0	0	0	0	2	0	1	4
Total		7	26	33	30	7	58	39	54	96	350
General attitude towards condom use	EXTEREMLY HIGH	0	0	0	0	0	0	0	1	0	1

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Access to condom in your establishment/vicinity you work	0	2	2	2	0	2	6	3	9	26
MEDIUM	5	19	28	19	7	45	17	41	67	248
HIGH	2	5	3	9	0	11	15	10	17	72
EXTEREMLY HIGH	0	0	0	0	0	0	1	0	3	4
Total	7	26	33	30	7	58	39	54	96	350
Communication from peers about the importance of condom use when first commencing work in the vicinity	0	0	0	0	0	1	0	0	0	1
LOW	2	1	5	7	0	8	3	9	19	54
MEDIUM	1	3	7	1	1	4	3	5	9	34
HIGH	4	19	19	18	5	38	28	35	57	223
EXTEREMLY HIGH	0	3	2	4	1	7	5	5	11	38
Total	7	26	33	30	7	58	39	54	96	350
Communication of a clear policy that condoms are to be used at all times on dates with clients by the establishment/vicinity owner	0	1	0	3	1	0	0	0	6	11
LOW	2	3	10	8	2	12	12	13	31	93
MEDIUM	2	6	8	3	1	18	6	12	18	74
HIGH	3	15	15	15	3	28	18	29	39	165
EXTEREMLY HIGH	0	1	0	1	0	0	3	0	2	7
Total	7	26	33	30	7	58	39	54	96	350
On-going reminders from peers regarding condom use	0	0	0	0	0	1	0	0	0	1
LOW	2	1	5	7	0	7	2	9	20	53
MEDIUM	3	15	17	10	4	28	16	18	41	152
HIGH	2	8	11	12	3	17	18	24	28	123
EXTEREMLY HIGH	0	2	0	1	0	5	3	3	7	21
Total	7	26	33	30	7	58	39	54	96	350
Encouragement from owner/manager to attend HIV prevention services/intervention programs	0	0	1	0	0	1	0	1	2	5
LOW	2	4	11	9	0	14	8	12	35	95
MEDIUM	4	16	18	15	7	33	24	29	41	187
HIGH	1	5	3	6	0	10	5	12	17	59
EXTEREMLY HIGH	0	1	0	0	0	0	2	0	1	4
Total	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350

**15 APPENDIX D**  
**16 Participants Responses to Motivation to Comply to Social Referents**  
**Questions across Personality Type**

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Importance of approval of establishment owners in using condoms	0	1	0	3	0	1	1	1	1	8
EXTEREMLY LOW	3	3	13	5	1	15	7	17	36	100
MEDIUM	1	11	8	11	4	22	14	15	26	112
HIGH	3	9	12	9	2	19	14	21	30	119
EXTEREMLY HIGH	0	2	0	2	0	1	3	0	3	11
Total	7	26	33	30	7	58	39	54	96	350
Importance of approval of peers using condoms	0	0	0	0	0	2	0	1	1	4
EXTEREMLY LOW	2	6	10	9	1	12	5	14	29	88
MEDIUM	0	7	10	6	3	14	6	12	19	77
HIGH	4	7	8	9	2	22	19	17	32	120
EXTEREMLY HIGH	1	6	5	6	1	8	9	10	15	61
Total	7	26	33	30	7	58	39	54	96	350
Importance of approval of clients using condoms	2	3	5	0	0	4	2	5	13	34
EXTEREMLY LOW	1	11	10	15	2	20	13	25	40	137
MEDIUM	4	11	12	14	4	30	22	20	40	157
HIGH	0	1	6	1	1	4	2	4	3	22
Total	7	26	33	30	7	58	39	54	96	350

**17 APPENDIX E**  
**18 Participants Responses to Perception to Personal Vulnerability Questions across Personality Type**

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
How worried EXTEREMLY are you about LOW getting HIV/AIDS/STI?	0	0	0	0	0	0	0	0	1	1
LOW	1	7	8	8	2	12	9	18	25	90
MEDIUM	1	6	3	6	5	17	9	6	14	67
HIGH	5	12	22	16	0	27	20	29	53	184
EXTEREMLY HIGH	0	1	0	0	0	2	1	1	3	8
Total	7	26	33	30	7	58	39	54	96	350
What are the EXTEREMLY chances that LOW you would get an HIV/AIDS/STI in the future?	0	0	0	0	0	0	0	0	2	2
LOW	2	12	16	10	3	13	11	15	31	113
MEDIUM	3	13	12	15	4	33	22	26	43	171
HIGH	2	1	5	5	0	11	6	12	19	61
EXTEREMLY HIGH	0	0	0	0	0	1	0	1	1	3
Total	7	26	33	30	7	58	39	54	96	350

**19 APPENDIX F**  
**20 Participants Responses to Condom Use Skills Questions across Personality Type**



	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Check the expiration date STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	4	14	16	14	4	31	24	28	44	179
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	3	12	17	16	3	27	15	26	52	171
Total	7	26	33	30	7	58	39	54	96	350
Opening the condom package without tearing the condom (not using teeth) STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
Identify the rolling direction of the condom STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	3	4	11	10	0	13	13	15	24	93
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	4	22	22	20	7	45	26	39	72	257
Total	7	26	33	30	7	58	39	54	96	350
Squeeze the closed end of the condom between forefingers and thumb and rolling the condom to the base of the erected penis before intercourse STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	5	8	21	17	0	25	20	28	46	170
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	2	18	12	13	7	33	19	26	50	180

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Check the expiration date the STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	4	14	16	14	4	31	24	28	44	179
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	3	12	17	16	3	27	15	26	52	171
Total	7	26	33	30	7	58	39	54	96	350
Opening the condom package without tearing the condom (not using teeth) the STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
Identify the rolling direction of the condom the STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	3	4	11	10	0	13	13	15	24	93
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	4	22	22	20	7	45	26	39	72	257
Total	7	26	33	30	7	58	39	54	96	350
Squeeze the end of the condom between forefingers and thumb and rolling the condom to the base of the erected penis the STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	5	8	21	17	0	25	20	28	46	170
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	2	18	12	13	7	33	19	26	50	180
Total	7	26	33	30	7	58	39	54	96	350
the end of the condom the STEP IS CORRECTLY	5	15	22	22	5	42	26	40	63	240
			213							

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Check the expiration date STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	4	14	16	14	4	31	24	28	44	179
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	3	12	17	16	3	27	15	26	52	171
Total	7	26	33	30	7	58	39	54	96	350
Opening the condom package without tearing the condom (not using teeth) STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
Identify the rolling direction of the condom STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	3	4	11	10	0	13	13	15	24	93
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	4	22	22	20	7	45	26	39	72	257
Total	7	26	33	30	7	58	39	54	96	350
Squeeze the closed end of the condom between forefingers and thumb and rolling the condom to the base of the erected penis STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	5	8	21	17	0	25	20	28	46	170
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	2	18	12	13	7	33	19	26	50	180
Total	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Check the expiration date STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	4	14	16	14	4	31	24	28	44	179
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	3	12	17	16	3	27	15	26	52	171
Total	7	26	33	30	7	58	39	54	96	350
Opening the condom package without tearing the condom (not using teeth) STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
Identify the rolling direction of the condom STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	3	4	11	10	0	13	13	15	24	93
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	4	22	22	20	7	45	26	39	72	257
Total	7	26	33	30	7	58	39	54	96	350
Squeeze the closed end of the condom between forefingers and thumb and rolling the condom to the base of the erected penis STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	5	8	21	17	0	25	20	28	46	170
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	2	18	12	13	7	33	19	26	50	180
Total	7	26	33	30	7	58	39	54	96	350
Tie the condom STEP IS SKIPPED AND	2	3	5	5	0	7	5	6	16	49
			215							

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Check the expiration date the STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	4	14	16	14	4	31	24	28	44	179
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	3	12	17	16	3	27	15	26	52	171
Total	7	26	33	30	7	58	39	54	96	350
Opening the condom package without tearing the condom (not using teeth)	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
Identify the rolling direction of the condom	3	4	11	10	0	13	13	15	24	93
STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER										
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	4	22	22	20	7	45	26	39	72	257
Total	7	26	33	30	7	58	39	54	96	350
Squeeze the closed end of the condom between forefingers and thumb and rolling the condom to the base of the erected penis	5	8	21	17	0	25	20	28	46	170
STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER										
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	2	18	12	13	7	33	19	26	50	180
Total	7	26	33	30	7	58	39	54	96	350
in the condom	5	23	28	25	7	51	34	48	80	301
STEP CORRECTLY										
			216							

	ENNEAGRAM PERSONALITY TYPE									Total
	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Check the expiration date STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	4	14	16	14	4	31	24	28	44	179
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	3	12	17	16	3	27	15	26	52	171
Total	7	26	33	30	7	58	39	54	96	350
Opening the condom package without tearing the condom (not using teeth) STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350
Identify the rolling direction of the condom STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	3	4	11	10	0	13	13	15	24	93
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	4	22	22	20	7	45	26	39	72	257
Total	7	26	33	30	7	58	39	54	96	350
Squeeze the closed end of the condom between forefingers and thumb and rolling the condom to the base of the erected penis STEP IS SKIPPED AND OR PERFORMED INCORRECTLY IN THE RIGHT ORDER	5	8	21	17	0	25	20	28	46	170
STEP IS CORRECTLY PERFORMED IN THE RIGHT ORDER	2	18	12	13	7	33	19	26	50	180
Total	7	26	33	30	7	58	39	54	96	350
Total	7	26	33	30	7	58	39	54	96	350

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22

**23 APPENDIX G**

**24 Participants Responses to Self-Efficacy Questions across Personality Type**

		ENNEAGRAM PERSONALITY TYPE									Total
		ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
Persuading your clients to use a condom if he is unwilling to use it	DIFFICULT	1	1	2	3	0	5	5	5	4	26
	MEDIUM	4	8	8	9	1	19	9	9	28	95
	EASY	2	16	23	17	6	32	25	36	60	217
	EXTEREMLY EASY	0	1	0	1	0	2	0	4	4	12
	Total	7	26	33	30	7	58	39	54	96	350
Refusing to have sex with client when he does not use a condom by extra money	EXTEREMLY DIFFICULT	0	0	0	0	0	0	0	0	1	1
	DIFFICULT	0	2	6	2	1	5	3	3	2	24
	MEDIUM	5	5	6	12	4	14	10	11	25	92
	EASY	2	17	21	13	2	37	25	34	63	214
	EXTEREMLY EASY	0	2	0	3	0	2	1	6	5	19
Total	7	26	33	30	7	58	39	54	96	350	
Acquiring HIV prevention information/purchasing condom	DIFFICULT	1	0	3	1	0	2	1	1	1	10
	MEDIUM	2	3	12	3	2	20	14	19	30	105
	EASY	3	21	18	24	5	34	24	29	61	219
	EXTEREMLY EASY	1	2	0	2	0	2	0	5	4	16
	Total	7	26	33	30	7	58	39	54	96	350
Avoiding drinking or drug use before sex with clients	EXTEREMLY DIFFICULT	0	0	0	1	0	3	1	0	3	8
	DIFFICULT	2	2	5	3	1	9	2	9	10	43
	MEDIUM	1	7	13	6	2	13	17	21	32	112
	EASY	4	16	15	20	4	31	18	24	49	181
	EXTEREMLY EASY	0	1	0	0	0	2	1	0	2	6
Total	7	26	33	30	7	58	39	54	96	350	

## 25 APPENDIX H

### 26 Participants Responses to Substance Use Questions across Personality Type

		ENNEAGRAM PERSONALITY TYPE									Total
		ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	
How many more times have you than been drunk in the last week?	7	2	3	7	6	0	5	1	3	11	38
5 or more times	6	1	5	9	9	2	16	15	16	21	94
3 or more times	4	2	8	7	8	4	17	10	16	37	109
1 or more times	2	1	1	5	2	0	6	4	9	7	35
none		1	9	5	5	1	14	9	10	20	74
Total		7	26	33	30	7	58	39	54	96	350
How many more times did you than get high by chewing Khat in the last week?	7	2	4	9	8	2	9	5	6	14	59
5 or more times	6	0	2	9	5	0	13	10	15	14	68
3 or more times	4	2	7	5	6	2	13	10	13	31	89
1 or more times	2	1	3	1	4	1	7	4	8	13	42
none		2	10	9	7	2	16	10	12	24	92
Total		7	26	33	30	7	58	39	54	96	350
How many more times have you than used cannabis/Shisha in the last week?	7	0	0	0	0	0	1	0	0	0	1
5 or more times	6	1	0	1	0	0	0	1	3	3	9
3 or more times	4	1	2	4	5	0	7	4	6	8	37
1 or more times	2	1	2	3	5	2	7	6	5	16	47
none		4	22	25	20	5	43	28	40	69	256
Total		7	26	33	30	7	58	39	54	96	350

## **27 APPENDIX 1**

### **Participant Information and Informed Consent**

#### **Introduction:**

Thank you for coming to this interview session. My name is ----- . I am part of the research team organised by Bistrate Markos, a PhD candidate in the Psychology Department at the University of South Africa (UNISA), who is currently undertaking a study on personality style and its relationship with consistent condom use among female sex workers of Addis Ababa.

#### **Purpose of the Research:**

We are planning to carry out a study to learn more about HIV related risk behaviour among female sex workers in Ethiopia, to determine its relationship with the personality structure of female sex workers. The study outcome should be available in two years time. Although it will be undertaken as a fulfilment of a PhD programme, the study will contribute academically and empirically to a verified evidence base for policy makers and practitioners in tailoring effective and specific prevention policies and interventions that will reflect and address the personality styles of female sex workers who show most-risk behavioural patterns. More specifically, HIV prevention - information communication and education (IEC) programmes such as peer education, condom promotions, counselling and rehabilitation services, and alternative income generating programs will benefit from this research by providing them directions in designing personality specific methods and approaches.

In other words, what we learn from the study will help us to improve healthcare services for female sex workers. In collecting relevant information, we are asking you to take part in this interview and consequently recruit three additional peers that you think are willing, active and provide rich information. The discussion will take about one hour. About 350 participants are expected to take part in this interview.

#### **Participation Criteria:**

The selection criteria for eligible FSW seeds and participants will follow the recommendation enlisted in the EHNRI (2012) formative assessment report: a female over the age of 18 who has exchanged sex for money, who has lived in Addis Ababa in the past three months, who is willing to participate in the study, and who is sober at the time of the interview.

**Procedures:**

I will ask you some questions about your personality and issues related to condom use. These include questions about your perception to personal vulnerability, your experience and attitude towards condoms, your condom use and negotiation skills, and lastly your experience with regards to substance use. During the discussion, I will provide you with a condom and a penis model and I will ask you to display your condom use skills. I also plan to record the session on audio tape. The tapes are to help learn more about what is said by you as I discuss the topics. This will help me not to miss any of the facts. I can stop the audio recording any time if you ask me to. Some of the questions I ask you may feel personal. I will not write or record your name or anything that describes your identity. I am under oath and have signed a confidentiality form to secure your comfort and privacy.

**Confidentiality:**

I will not collect your name or any personal identifies. But I will use a code number to refer to your answers. There will be no way to link your answers to your name. Only the primary researcher will be able to use the tapes and the written notes from the discussion. Your opinions will remain private. The researcher will keep the facts you provide us in a secure filing cabinet that will only be used by the study staff. The primary researcher will destroy these records (tapes, questionnaire, field notes etc.) after three years on finalisation of the study outcomes.

**Voluntary participation, refusal and withdrawal:**

Your participation is voluntary. I will not force you to answer any question that you do not wish to. It's all right to skip any question you do not want to answer. Say that you want to pass on the question and I will just move on to the next one. You may end the questions any time you want. There will be no consequences to you in any of these cases.

**Risks or Discomforts:**

There may be a small risk that you may encounter as result of your participation in this interview session. You may feel uncomfortable to talk about some sensitive issues. The study staff will make all efforts to protect the identity of participants. This will help to protect you from any harm that may affect you existing relationships, social networks, or work opportunities.

**Benefits and Incentive:**

There will be no direct benefit to you personally. However, we will pay your travel costs for this survey - such as taxi and lost time. Besides undertaking interview, you will be given three uniquely coded coupons to refer to active peers of yours to participate in the study. You will be given an incentive package including Ethiopian Birr 150 (U.S. \$ 8.33), HIV prevention pamphlets and four boxes of condoms for participating in the interview, plus an additional Ethiopian Birr 20 (U.S. \$ 1.11) for recruiting a peer-FSW. The facts you give me will be true and relevant to the research. This study will provide useful lessons to improve the HIV and other STI prevention and control services for FSW in Ethiopia.

**Persons to Contact:**

If you have concerns about this study, the conduct of anyone involved in this study, or any discomfort you encounter because of this study our staff is available to help. You may contact Bisrate Markos, the primary researcher, who is a PhD candidate at UNISA. His phone number is +251-911-157587(mob), +251-911-6466035/36 (office). You may also contact the members of the Ethical Committee of UNISA, found at Akaki area in Ethiopian Branch, or the study promoter, Dr Monika dos Santos at E-mail: dsantmml@unisa.ac.za.

**Informed Consent Form**

I have been fully informed about the purpose of the research. I have fully understood its contents. I agree to take part in the study as a key informant. I also agree to be audio recorded the discussion.  
Mark (X) on the appropriate response. Agree\_\_\_\_\_   
Disagree\_\_\_\_\_

**Witness**

Name of interviewer/moderator \_\_\_\_\_ Signature\_\_\_\_\_   
DD/MM/YY / \_\_/ \_\_/ \_\_\_\_\_/

## 28 APPENDIX 2 Data Collectors' Confidentiality Form

In many cases, the HIV surveillance target populations such as female sex workers are vulnerable populations. Collection and storage of data on individuals and their risky behaviours may place excess harm to these populations due to stigmatisation, economic loss or legal liability. Therefore, the following confidentiality form is prepared to minimise or possibly avoid potential harm among the female sex workers participating in the study. Please read the following statements carefully, and if you internalised all points clearly please indicate your agreement to these approaches by signing in the designated place. If you have ambiguity in any of the statements please consult with the researcher before signing on this paper.

- i.* You, as a data collector, are obliged to create good rapport with the participants' by introducing yourself and the purpose of the study. You **should not** proceed to the interview session before reading the statements outlined on the participants information and informed consent form and securing participants signing of agreement on the statements.
- ii.* During the data collection process you **must** use code numbers to refer to participants answers and **may not** ask or record participants name in any of your records (notes or audio tapes). If participants are willing please use an audio recorder to accompany the notes you take on the questionnaire to secure high quality of collecting participants' responses. If the participant is not willing to have the voice recorded please avoid using audio tapes and record responses by taking notes on the questionnaire.
- iii.* After completing each interview sessions, make sure that you have put the marked questionnaire and/or audio tape in a secured file cabin before commencing discussion with the proceeding participants. After the end of each data collection day, please make sure to submit the collected data to the researcher so that he will compile it with the other collected data in a secured file cabinet, and;

iv. Since participation is voluntary, you are obliged to ensure participants' comfort in answering any of the questions. If participants are not willing to address a certain question, you are expected to skip and proceed with the next item. Please note that participants have every right to end the interviews at any time they want and that no consequences should be attached to them if they do so.

I, hereby declare that I am fully aware of the confidentiality procedures outlined in this form and I am obliged to proceed accordingly by signing my agreement hereunder:

Name of interviewer/moderator \_\_\_\_\_ Signature \_\_\_\_\_  
DD/MM/YY / \_\_\_/\_\_\_/\_\_\_\_\_ /

## 29 APPENDIX 3 Statistician Confidentiality Form

In many cases, the HIV surveillance target populations such as female sex workers are vulnerable populations. Collection and storage of data on individuals and their risky behaviours may place excess harm to these populations due to stigmatization, economic loss or legal liability. Therefore, the following confidentiality form is prepared to minimise or possibly avoid potential harm among the female sex workers participating in the study. Please read the following statements carefully, and if you have internalised all points clearly please indicate your agreement to these approaches by putting your signature in the designated place. If you have ambiguity in any of the statements please consult with the researcher before signing on this paper.

- i.* You, as a statistician, are obliged to record all information provided in the instruments by coding, editing and/or cleaning the responses with the assistance of the information extracted from the audio tape under close supervision of the researcher.
- ii.* At the end of each day of completing the data coding, editing and/or cleaning activities, you must submit all the filled instruments and audio tapes to the researcher so that they are kept in secured file cabin. You are not allowed to take or copy any of these materials and will be considered as breaching the discretion of participants if you do so, and;
- iii.* You are also obliged to keep the confidentiality of participant's information. Thus, you are only allowed to undertake the data entry on the dedicated researcher's computer and you are not allowed to transfer the data for personal use or share the data with anyone.

I, hereby declare that I am fully aware of the confidentiality procedures outlined in this form and I am obliged to proceed accordingly by signing my agreement hereunder:

Name of Statistician \_\_\_\_\_ Signature \_\_\_\_\_  
 DD/MM/YY / \_\_\_/\_\_\_/\_\_\_\_\_/

### 30 APPENDIX 4 Instruments

UNIVERSITY OF SOUTH AFRICA (UNISA)

DEPARTMENT OF PSYCHOLOGY

College of human science

The Enneagram: Predicting consistent condom use among Female Sex Workers

BISRATE MARKOSWOLDEEYESUS MR

STUDENT NO. 50810413

Interview Questionnaire and EET Personality Instrument

#### General Instruction to the Interviewer

Please begin by introducing yourself. Following this, address the ethical procedure by reading all the outlined contents in **Participant Information and Informed Consent** form. If the participant is clear with all the potential risks and benefits outlined in the form and is willing to take part in the study, please ask her to verify her agreement by signing on the space provided in the consent form before commencing the interview. If the recruited participant is not willing to participate in the study, thank her for her valuable time and let her go without proceeding with the interview. Moreover, ask for permission to use a recoding tape during the interview session. If the interviewee does not acknowledge the use of a recorder, please be advised to attentively take notes accordingly. During the interview session avoid exam-like atmosphere by telling participants to relax and answer each question as their preference.

SUB-CITY	
KEBELE (LOCALITY)	
INTERVIEW DATE	____ ____ / ____ ____ / 2012  DAY      MONTH
NAME OF INTERVIEWER	
CUMULATIVE TOTAL NUMBER OF INTERVIEWS CONDUCTED BY INTERVIEWER	

SO FAR	
--------	--

DATE OF REVIEW OF COMPLETED QUESTIONNAIRE	___ ___ / ___ ___ / 2011 DAY MONTH
NAME OF SUPERVISOR	

DATA ADMINISTRATIVE AND CONTROL

DATA ENTRY PERFORMED BY	
DATA ENTRY DATE	
DATA ENTRY CHECKED BY	
DATA ENTRY CHECKED ON	

**PART 1: INTERVIEW QUESTIONNAIRE**

<b>i. SOCIODEMOGRAPHIC CHARACTERISTICS</b> <b>Please circle the adjacent number that corresponds to the answer of the interviewee</b>	
<b>1. Age</b>  1. 18 – 22 years 2. 23 – 27 years 3. 28 – 32 years 4. 33 – 37 years 5. 38 – 42 years 6. 43 and above	<b>2. Education Status</b>  1. Non-literate 2. Basic Education (reading and writing) 3. Primary Education (1 – 8 grade) 4. Secondary Education (9 – 10 grade) 5. Preparatory ( level 1 – 2) 6. College/University 7. Others. Please specify _____
<b>3. Place of Origin</b>  1. Addis Ababa 2. Amhara 3. Tigre 4. Oromia 5. SNNPR 6. Others. Please specify _____	<b>4. Religious Affiliation</b>  1. Orthodox Christian 2. Catholic 3. Protestant 4. Muslim 5. Others. Please specify _____
<b>5. Marital Status</b>  1. Single 2. Single Mother 3. Married 4. Divorced/Separated 5. Widowed 6. Others. Please specify _____	<b>6. Type of sex work currently engaged in</b>  1. Venue-Based 2. Street-Based 3. Home-Based 4. Phone-Based 5. Others. Please specify _____
<b>7. Number of years since engaged in sex work</b>  1. Less than one year 2. 1 – 5 years 3. 6 – 10 years 4. 11 – 15 years	<b>8. Average payment received for overnight sex with client in Ethiopian Birr (ETB)</b>  1. Less than 100 2. 100 – 400 3. 401 – 700 4. 701 – 1,000

5. 16 and above	5. More than 1,000
9. Number of times condom used during vaginal intercourses in the last seven days before the interview ____	10. Number of vaginal intercourse without condom in the last seven days before the interview. ____

**ii. HIV/AIDS Knowledge Questions (HIV-KQ): Adapted from Carey & Schroder (2002) and Volpe et al., (2007)**

Please tick the responses of the interviewee in the adjust box corresponding to her answers (T= True; F= False; DN= Do Not Know)

Question Items	T	F	DN
1. Can a person get HIV by sharing a glass of water with someone who has HIV?			
2. Does pulling out the penis before a man climaxes (cums) keep a woman from getting HIV during sex?			
3. Can a woman get HIV if she has anal sex (penis inside the buttocks) with a man?			
4. Will all pregnant women infected with HIV have babies born with HIV?			
5. Do all people who have been infected with HIV quickly show serious signs of being infected?			
6. Is there a vaccine (shot) that can stop people from getting HIV?			
7. Are people likely to get HIV by deep kissing (putting their tongue in their partner's mouth) if their partner has HIV?			
8. Can a woman get HIV if she has sex during her period?			
9. Is there a female condom that can help decrease a woman's chance of getting HIV?			

10. Does a natural skin condom work better against HIV than a latex condom?			
11. Can a person get HIV if the individual is taking antibiotics?			
12. Will taking a test for HIV one week after having sex tell a person if the individual has HIV?			
13. Can a person get HIV by sitting in a hot tub or a swimming pool with a person who has HIV?			
14. Can a person get HIV by having oral sex (mouth on penis) with a man?			
15. Does using Vaseline or baby oil with condoms increase the chance of getting HIV?			
16. Are women always tested for HIV during their Pap smears?			
17. Does douching after sex keep a woman from getting HIV?			
18. Is it possible to get HIV when a person gets a tattoo?			
Total Score (to be filled by Supervisor)			
<p><b>III. Experience with and Attitude towards Condom Use: Adapted from Yang et al., al (2005) and Zhang et al., (2011)</b></p> <p><b>Please tick the responses of the interviewee in the adjust box corresponding to her answers (T= True; F= False; DN= Do Not Know)</b></p>			
<b>Question Items</b>	<b>T</b>	<b>F</b>	<b>DN</b>
1. Condom use causes too much trouble.			
2. The Westerners have deliberately injected HIV viruses to condoms that they export to developing countries such as Ethiopia.			

3. Condoms that are supplied freely have HIV virus injected in them.					
4. Some condoms protect from HIV more than others.					
5. Using condoms with a regular client is suggestive of filth and disease.					
6. Using condom with personal sexual partner indicated infidelity or mistrust.					
7. Condom use is safer than other methods.					
Total Score (to be filled by Supervisor)					
<p><b>IV. Perception of Social Referent support: Adapted from Kerrigan et al., (2003), Yang et al., (2005), Wang et al., (2009) and Zhang et al., (2011)</b></p> <p><b>Please tick the rating responses of the interviewee in the adjust box corresponding to her answers (1= Extremely Low; 5= Extremely High)</b></p>					
<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Access to condom in your establishment/vicinity you work					
2. Communication from peers about the importance of condom use when first commencing work in the vicinity					
3. Communication of a clear policy that condoms are to be used at all times on dates with clients by the establishment/vicinity owner					
4. On-going reminders from peers regarding condom use					
5. Encouragement from owner/manager to attend HIV prevention services/intervention programs					
6. General clients' attitude towards condom use					
Total Score (to be filled by Supervisor)					
<p><b>V. Motivation to Comply to Social Referent Group: Adapted Zhang et al., (2011)</b></p> <p><b>Please tick the rating responses of the interviewee in the adjust box corresponding to her answers (1= Extremely Unimportant; 5= Extremely Important)</b></p>					
<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Importance of approval of establishment owners in using condoms					
2. Importance of approval of peers in using condoms					

3. Importance of approval of clients in using condoms					
Total Score (to be filled by Supervisor)					
<b>Vi. Perception of Personal Vulnerability to HIV: Adapted from Morisky et al., (2006)</b>  <b>Please tick the rating responses of the interviewee in the adjust box corresponding to her answers (1= Extremely Low; 5= Extremely High)</b>					
<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. How worried are you about getting HIV/AIDS/STI?					
2. What are the chances that you would get an HIV/AIDS/STI in the future?					
Total Score (to be filled by Supervisor)					
<b>Vii. Actual Condom Use Skills: Adapted from Yang et. al (2005), Stanton et al., (2006), Wang et al., (2009) and Zhang et al., (2011)</b>  <b>Please provide a condom and a wooden penis to the interviewee. Ask her to perform her habitual condom use steps on the penis model. Using the following sequential checklist measuring whether she performed this activity correctly and consecutively. If the step is performed correctly in the right order tick the box corresponding to (1), and if skipped or not done correctly tick the box corresponding (0).</b>					
<b>Items</b>	<b>0</b>		<b>1</b>		
1. Check the expiration date					
2. Opening the condom package without tearing the condom (not using teeth)					
3. Identify the rolling direction of the condom					
4. Squeeze the closed end of the condom between forefingers and thumb and rolling the condom to the base of the erected penis before intercourse					
5. After ejaculation, unroll the condom keeping two inches between the end of the condom and the tip of the penis before it got soft					
6. Tie the condom while the sperm is inside and dispose it by putting it in the condom cover					
Total Score (to be filled by Supervisor)					
<b>Viii. Self-Efficacy in Condom Negotiation: Adapted from Kerrigan et al., (2003), Wang et al., (2009) and Zhang et al., (2011)</b>  <b>Please tick the rating responses of the interviewee in the adjust box corresponding to her answers (1= Very Difficult; 5= Very Easy)</b>					
<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Discussing safe sex with your clients before sex					
2. Persuading your clients to use a condom if he is unwilling to use it					
3. Refusing to have sex with client when he does not use a condom by extra money					
4. Acquiring HIV prevention information/purchasing condom					

5. Avoiding drinking or drug use before sex with clients					
Total Score (to be filled by Supervisor)					
<b>ix. Substance Use: Adapted from Zhang et al., (2011)</b>  Please tick the rating responses of the interviewee in the adjust box corresponding to her answers (No alcohol/Khat/cannabis use was scored 5; the frequencies of substance use that ranged from 1 to 2, 3 to 4, 5 to 6, and more than 7 are to be scored 4, 3, 2, and 1, respectively)					
Items	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
1. How many times have you been drunk in the last week?					
2. How many times did you get high by chewing Khat in the last week?					
3. How many times have you used cannabis in the last week?					
Total Score (to be filled by Supervisor)					

***(Take a five minute brake and proceed to Part 2)***

**PART 2: THE ESSENTIAL ENNEAGRAM TEST (EET)**

**(Daniel & Prince, 2009)**

Please explain to participants that they will be provided with the nine paragraphs that describe nine different personality types. None of the personality types is better or worse than any other. Each paragraph is meant to be a simple snapshot of one of the nine Enneagram type. None of the nine paragraphs are comprehensive description of an individual's personality. In making the selection of her personality each participant should be guided to undergo the following processes.

- iv. Please read all the paragraphs one at a time to the participant. Inform the participant that she is supposed to consider each paragraph as a whole rather than considering each sentence out of the context of its paragraph. After reading each paragraph, please allow participant to take a minute to reflect on the question: 'Does this paragraph as a whole fit me better than any of the other paragraphs?' and ask her to rate the paragraphs in a scale of 0 - 3 (3 = the paragraph that describes her the most and 0 = the paragraph does not describe her at all);
- v. Out of the paragraphs the participant rated three, please ask her to pick the three most paragraphs that described her most (by rereading the highly rated paragraphs). If the participant find it difficult to choose the three paragraphs that most describe her, please probed her to think about which paragraph would someone close to her select to describe her, and;
- vi. Finally, the three paragraphs selected by the participants should be read again to her so that she is able to rank the paragraphs that described her most from 1 to 3, with 1 being the paragraph that seems most like her, 2 the paragraph next most like her and 3 the third most like her. And these choices should be recorded on the instrument (in the space provided), and the first choice will be considered the personality type of the participant.

The Nine Personality Paragraphs	Rating of Participants (0 – 3 scale)	Rank of Participants (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> )
<p>A. I approach things in an all- or-nothing way, especially issues that matter to me. I place a lot of value on being strong, honest, and dependable. What you see is what you get. I do not trust others until they have proven themselves to be reliable. I like people to be direct with me, and I know when someone is being devious, lying, or trying to manipulate me. I have a hard time tolerating weakness in people, unless I understand the reason for their weakness or I see that they're trying to do something about it. I also</p>		

<b>The Nine Personality Paragraphs</b>	<b>Rating of Participants</b>  <b>(0 – 3 scale)</b>	<b>Rank of Participants</b>  <b>(1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)</b>
<p>have a hard time following orders or direction if I do not respect or agree with the person in authority, I am much better at taking charge myself. I find it difficult not to display my feelings when I am angry. I am always ready to stick up for friends or loved ones, especially if I think they are being treated unjustly. I may not win every battle with others, but they'll know I've been there.</p>		
<p>B. I have high internal standards for correctness, and I expect myself to live up to those standards. It's easy for me to see what's wrong with things as they are and to see how they could be improved. I may come across to some peoples overly critical or demanding perfection, but it's hard for me to ignore or accept things that are not done the right way. I pride myself on the fact if I'm responsible for doing something, you can be sure I'll do it right. I sometimes have feelings of resentment when people do not try to do things properly or when people act irresponsibly or unfairly, although I usually try not to show it to them openly. For me, it is usually work before pleasure, and I suppress my desires as necessary to get the work done.</p>		
<p>C. I seem to be able to see all points of view pretty easily. I may even appear indecisive at times because I can see advantages and disadvantages on all sides. The ability to see all sides makes me good at helping people resolve their differences. This same ability can sometimes lead me to more aware of other people's positions, agendas, and personal priorities than of my own. It is not unusual for me to become distracted and then to get off task on the important things I'm trying to do. When that happens, my attention is often diverted to unimportant, trivial tasks. I have a hard time knowing what is really important to me and I avoid conflict by going along with what others want. People tend to consider me to be easygoing, pleasing, and agreeable. It takes a lot to get me to the point of showing my anger directly at someone. I like for life to be comfortable and harmonious ad for others to be accepting of me.</p>		

The Nine Personality Paragraphs	Rating of Participants (0 – 3 scale)	Rank of Participants (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> )
<p>D. I am sensitive to other people’s feelings, I can see what they need, even when I do not know them sometimes it’s frustrating to be so aware of people’s needs especially their pain or unhappiness, because I’m not able to do as much for them as I’d like to it’s easy for me to give of myself. I sometimes wish I were better at saying no, because I end up putting more energy into caring for others than into taking care of myself. It hurts my feelings if people think I’m trying to manipulate or control them when all I’m trying to do is understand and help them. I like to be seen as a warm-hearted and good person. But when I’m not taken into account or appreciated I can become very emotional or even demanding. Good relationships mean a great deal to me, and I’m willing to work hard to make them happen.</p>		
<p>E. Being the best at what I do is strong motivator for me, and I have received a lot of recognition over the years for my accomplishments. I get a lot done and am successful in almost everything I take on. I identify strongly with what I do, because to a large degree I think your value is based on what you accomplish and recognition you get for it. I always have more to do than will fit into the time available, so I often set aside feelings and self-reflection in order to get things done because there’s always something to do. I find it hard to just sit and do nothing. I get impatient with people who do not use my time well sometimes I would rather just take over a project someone is completing too slowly. I take to feel and appear ‘on top’ of any situation. While I like to compete, I am also a good team player.</p>		
<p>F. I would characterise myself as a quiet, analytical person who needs more time alone than most people do. I usually prefer to observe what is going on rather than be involved in the middle of it. I do not like people to place too many demands on me or to expect me to know and report what I am feeling. I’m able to get in touch with my feelings better when alone than with others, and I often enjoy experiences I’ve had more when reliving them than when actually going through them. I’m almost never bored when alone, because I have an active mental life. It is important for me to protect my time and energy and, hence, to live a simple, uncomplicated life and be as self-</p>		

The Nine Personality Paragraphs	Rating of Participants (0 – 3 scale)	Rank of Participants (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> )
sufficient as possible.		
<p>G. I have a vivid imagination, especially when it comes to what might be threatening to safety and security. I can usually spot what could be dangerous or harmful and may experience as much fear as if it were really happening or just question or challenge the situation and not experience fear. I either tend to avoid danger or tend to challenge it head-on. In fact, sometimes I do not experience as much fear since I go into action with little hesitation. My imagination also leads to my ingenuity and a good, if somewhat offbeat, sense of humour. I would like for life to be more certain, but in general I seem to doubt or question the people and things around me. I can usually see the shortcomings in the view someone is putting forward. I suppose that, as a consequence, some people may consider me to be very astute. I tend to be suspicious of authority and am not particularly comfortable being seen as the authority because I can see what is wrong with the general held view of things. I tend to identify with underdog causes once I have committed myself to a person or cause, I am very loyal to it.</p>		
<p>H. I am an optimistic person who enjoys coming up with new and interesting things to do. I have a very active mind that quickly moves back and forth between different ideas. I like to get a global picture of how all these ideas fit together, and I get excited when I can connect concepts that initially do not appear to be related. I like to work on things that interest me. And I have a lot of energy to devote to them. I have a hard time sticking with unrewarding and repetitive tasks. I like to be in on the beginning of a project, during the planning phase, when there may be many interesting options to consider. When I have exhausted my interest in something it is difficult for me to stay with it, because I want to move on to the next thing that has captured my interest. If something gets me down, I prefer to shift my attention to more pleasant ideas. I believe people are entitled to an enjoyable life.</p>		

The Nine Personality Paragraphs	Rating of Participants (0 – 3 scale)	Rank of Participants (1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> )
<p>I. I am a sensitive person with intense feelings. I often feel misunderstood and lonely, because I feel different from everyone else. My behaviour can appear like drama to others. And I have been criticised for being overly sensitive and over amplifying my feelings. What is really going on inside is my longing for both emotional connection and a deeply felt experience of relationship I have difficulty fully appreciating present relationships because of my tendency to want what I can't have and to disdain what I do have. The search for emotional connection has been with me all my life, and the absence of emotional connection has led to melancholy and depression. I sometimes wonder why other people seem to have more than I do better relationships and happier lives. I have a refined sense of aesthetes, and I experience a rich world of emotions and meaning.</p>		

*(Please thank her for participating in the study. Following provide her three coupons to recruit her peers.*

*Provide her explanation on the process and agree on tentative time on when she will be able to bring additional peers)*