

## Relationship Between Enneagram Personality Types and Psychological Well-Being Dimensions among Adolescents

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This study explores the relationship between Enneagram personality types and psychological well-being among adolescents aged 16–19 in Jaipur, India. A sample of 200 adolescents was selected through stratified random sampling. Participants completed the Riso-Hudson Enneagram Type Indicator (RHETI) and Ryff's Psychological Well-Being Questionnaire (PWBQ). Descriptive statistics were calculated, followed by Pearson's product-moment correlations to determine the association between Enneagram types and the six PWB dimensions. Findings revealed significant positive correlations between several Enneagram types and psychological well-being. Types 1 (Reformer), 2 (Helper), 3 (Achiever), 6 (Loyalist), 7 (Enthusiast), and 9 (Peacemaker) showed consistently strong associations with most PWB domains. Conversely, Type 5 (Investigator) demonstrated negligible or negative correlations, particularly with personal growth. These results highlight the influence of motivational personality dynamics on well-being, suggesting that personality-informed interventions may be useful in adolescent counseling and education. The study offers culturally grounded insights into the personality–well-being interface and emphasizes the Enneagram's potential as a tool for adolescent mental health promotion. It calls for further research into Enneagram-based developmental interventions.

**Keywords:** adolescents, enneagram personality types, psychological well-being,

Adolescence is a formative developmental period characterized by intense biological, cognitive, and emotional changes. Across this time, individuals construct an integrated sense of self, acquire autonomy, and create psychological templates that powerfully inform future mental health (Erikson, 1968). Given increased attention to adolescent mental health globally, such as that over 14% of 10–19-year-olds with psychiatric disorders (WHO, 2024), it becomes crucial to explore factors that promote psychological health. Among the personality and development tools, the Enneagram of Personality offers a subtle, motivational window into the dynamic interaction of core fears, wants, and strategies for coping.

The Enneagram system consists of nine interrelated personality types, each

characterized by inner motivations, emotional tendencies, and typical behaviors (Riso & Hudson, 1996; Daniels, 2009). Whereas models based on traits, like the Big Five, tell us what people do, the Enneagram tells us why, searching the origins of action and experience (Wagner, 2010). For example, Type 1 ("The Perfectionist") is motivated by integrity and fear of imperfection, while Type 7 ("The Enthusiast") pursues positive experiences to escape pain. Since adolescence is characterized by identity exploration, affect intensity, and formation of self-concept, the Enneagram's emphasis on motivational patterns might provide particularly rich understanding of adolescent development.

Psychological well-being (PWB), as conceptualized by Ryff (1989), is a multidimensional construct that emphasizes thriving over reduction of symptoms. Ryff's six dimensions, autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance, align closely with tasks of adolescence, such as forming identity, navigating life's demands, and building relationships (Ryff & Keyes, 1995). Though strong correlations have been found among Big Five traits and PWB, i.e., openness and conscientiousness are positively correlated with growth and purpose, while neuroticism is negatively correlated (Steel et al., 2008; Anglim et al., 2020), the connections among Enneagram typologies and PWB in all six dimensions have yet to be adequately researched. Early intervention studies indicate that Enneagram-based interventions could improve adolescent mental health. For instance, Chamberlain and Haaga (2001) found that university students' higher self-awareness, as facilitated by Enneagram knowledge, was positively related to unconditional self-acceptance and PWB. Lee et al. (2013) in South Korea showed in their study that Enneagram group counseling improved self-concept clarity, a platform for personal development and life purpose. Recent advances have further expanded the practice. Sen and Chalwal (2024) undertook a detailed descriptive investigation of Indian adolescents' Enneagram types, examining relationships between these types and daily functioning, peer interactions, and overall well-being. Their results demonstrate how Enneagram characteristics direct academic achievement and social interactions, suggesting the instrument's cultural and contextual applicability. While promising, previous research has major gaps. The majority are based on young adults or university samples, with few addressing

adolescents, especially in multicultural contexts such as India. Also, a majority of these studies are based on single-intervention study designs and fail to utilize multivariate techniques necessary for evaluation of how the Enneagram types concomitantly predict several PWB dimensions (Tabachnick & Fidell, 2013). Furthermore, valid and culture-sensitive adolescent well-being measures like the Brief Scale of Psychological Well-Being for Adolescents (BSPWB-A) in Spain can act as solid instruments for such analyses MDPI.

Closing these gaps, the present research investigates how Enneagram personality types influence the six facets of Ryff's PWB in Indian adolescents through multivariate statistical modeling. This research addresses an imperative need for fostering resilience, identity development, and mental well-being in adolescence, as highlighted by WHO (2024), which focuses on early emotional care and psychological well-being among young people.

This research aims to address a significant lacuna in the psychological literature by investigating the relationship between Enneagram personality types and psychological well-being dimensions in adolescents across a multivariate statistical paradigm. In targeting this age group, the research is speaking to a population that is experiencing profound cognitive and affective restructuring. It also provides cultural richness to a primarily Western-centric model-dominated field. The results have the potential to guide school counselors, psychologists, and teachers in creating Enneagram-informed interventions that can promote comprehensive adolescent development. Ultimately, this study seeks to bridge personality psychology with positive psychology by providing a dynamic solution for promoting mental well-being during one of the most formative phases in life.

## Research Question

What is the relationship between Enneagram personality types and the dimensions of psychological well-being among adolescents?

## Objective

To examine the relationship between Enneagram personality types and the dimensions of psychological well-being among adolescents.

## Hypothesis

There would be a significant relationship between Enneagram personality types and the individual dimensions of psychological well-being (autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance) among adolescents.

## Method

### Sample

The present study comprised a sample of 200 adolescents aged between 16 and 19 years, selected from various undergraduate institutions in Rajasthan, using stratified random sampling. This method ensured balanced representation across Enneagram personality types and psychological well-being dimensions.

### Psychological Measures

*Riso-Hudson Enneagram Type Indicator (RHETI)* developed by Don Riso and Russ Hudson (1999): It was used to assess personality based on the nine-type Enneagram model. Comprising 144 forced-choice items, it requires individuals to select between paired statements reflecting distinct personality tendencies. The resulting scores identify a dominant Enneagram type and highlight secondary traits, offering a comprehensive view of motivational and emotional patterns. The RHETI demonstrates

strong construct validity, correlates well with other personality measures (e.g., NEO-PI), and has been validated across diverse populations. Its reliability indices are robust, with internal consistency ranging from 0.76 to 0.84 and test-retest reliability at 0.81 over six months. In adolescent populations, the RHETI is valuable for exploring personality development, emotional regulation, and interpersonal dynamics. Its scoring yields insights into dominant personality types, which can be meaningfully analyzed in relation to psychological well-being dimensions such as autonomy, personal growth, and self-acceptance.

*Psychological Well-Being Questionnaire (PWBQ)*, developed by Carol D. Ryff (1989): It was used to assess eudaimonic aspects of mental health across six core dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Comprising 42 items rated on a 7-point Likert scale, the PWBQ allows for both domain-specific and overall well-being assessment. Each subscale includes seven items, with higher scores indicating greater well-being in that domain. The tool demonstrates excellent psychometric properties, with Cronbach's alpha ranging from 0.83 to 0.91 and test-retest reliability reported at 0.86. Its theoretical grounding in developmental and existential psychology, along with strong construct and criterion validity, supports its use across diverse populations, including adolescents. In adolescent research, the PWBQ provides insights into emotional resilience, identity formation, and interpersonal functioning, making it highly suitable for examining psychological well-being in relation to personality typologies like the Enneagram.

## Results

Table 1: Descriptive Statistics: Mean and standard deviation of Enneagram personality scores and psychological well-being dimensions among adolescents.

Variables		Mean	SD	Skewness	Kurtosis
Psychological Well-Being	Autonomy	27.13	4.557	0.346	-0.525
	Environmental Mastery	29.32	4.975	0.237	-0.287
	Personal Growth	27.52	4.436	0.435	0.02
	Positive Relations with Others	27.39	4.669	0.11	0.693
	Purpose in Life	26.985	4.465	0.103	-0.148
	Self-Acceptance	26.685	5.109	0.09	-0.231
Enneagram Personality Types	Type 1 – The Reformer	17.675	4.2	-0.069	-1.07
	Type 2 – The Helper	16.415	3.892	0.171	-0.7
	Type 3 – The Achiever	17.135	12.256	12.12	162.5
	Type 4 – The Individualist	15.755	3.974	0.631	-0.351
	Type 5 – The Investigator	15.59	3.827	0.466	-0.531
	Type 6 – The Loyalist	15.61	3.574	0.493	-0.677
	Type 7 – The Enthusiast	15.6	3.612	0.439	-0.637
	Type 8 – The Challenger	15.59	3.548	0.254	-0.482
	Type 9 – The Peacemaker	15.845	4.114	0.269	-0.661

Table 2: Pearson Correlation Coefficients: Correlation coefficients between Enneagram personality types and dimensions of psychological well-being.

Variables		Psychological Well-Being					
		A	EM	PG	PRwO	PiL	SA
Enneagram Personality Types	The Reformer	0.430**	0.410*	0.450*	0.420*	0.390*	0.500*
	The Helper	0.300**	0.340**	0.350**	0.470**	0.330**	0.360**
	The Achiever	0.250**	0.290*	0.320**	0.230*	0.340**	0.270*
	The Individualist	0.200*	0.180	0.150	0.220*	0.180	0.300*
	The Investigator	0.080	0.050	0.040	0.020	0.120	0.100
	The Loyalist	0.280*	0.330**	0.300*	0.310*	0.270*	0.290*
	The Enthusiast	0.370**	0.320**	0.410**	0.390**	0.350**	0.380**
	The Challenger	0.350**	0.290*	0.330*	0.220*	0.280*	0.310**
	The Peacemaker	0.330*	0.310*	0.320*	0.400**	0.300*	0.350**

\* Significant at 0.05 \*\* Significant at 0.01

## Discussion

Adolescence is a formative period characterized by torrential psychological, emotional, and interpersonal change. Throughout this phase of life, individuals start to develop an integrated sense of self, manage sophisticated social relationships, and build core components of psychological health. Knowledge of how personality impacts this trajectory is imperative for fostering healthier development. Typologies of personality, like the Enneagram, provide a rich perspective with which to examine variability in emotional and psychological adjustment.

The current study focused on the correlation between Enneagram types of personalities and psychological well-being in adolescents aged 16–19 years in Jaipur, India. Utilizing Ryff's six-dimensional well-being model, including autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance, and measuring Enneagram types using the Riso-Hudson Enneagram Type Indicator (RHETI), the study endeavored to identify patterns of association utilizing descriptive statistics and Pearson correlation analysis.

Based on Table 1, descriptive statistics provide the central tendencies and distributions of the personality and well-being variables. Out of the six psychological well-being dimensions, Environmental Mastery yielded the highest mean ( $M = 29.32$ ,  $SD = 4.98$ ), indicating that adolescents viewed themselves as fairly capable at coping with their environment and life situations. Personal Growth ( $M = 27.52$ ,  $SD = 4.44$ ) and Positive Relations with Others ( $M = 27.39$ ,  $SD = 4.67$ ) also tended to have relatively high means, consistent with adolescents' interest in self-improvement and the significance of interpersonal relationships at this period of development. Autonomy ( $M =$

$27.13$ ), Purpose in Life ( $M = 26.99$ ), and Self-Acceptance ( $M = 26.69$ ) exhibited somewhat lower mean scores but also denoted moderate levels of psychological strength. Skewness and kurtosis on all six dimensions were in acceptable parameters ( $\pm 1$ ), representing roughly normal distributions and rendering parametric statistical analysis appropriate.

In terms of the Enneagram personality types, a majority of types fell within the range of 15 to 17 on mean scores, indicating fairly balanced representation of the nine types within the sample. Type 1 – The Reformer had the largest mean ( $M = 17.68$ ), followed by Type 3 – The Achiever ( $M = 17.14$ ), Type 2 – The Helper ( $M = 16.42$ ), and Type 9 – The Peacemaker ( $M = 16.36$ ). These results indicate that personality characteristics associated with discipline, success orientation, being helpful, and avoiding conflict in the workplace were more frequently acknowledged by adolescents in the sample. All personality types exhibited acceptable skewness and kurtosis levels, with the lone exception of Type 3, which indicated extreme kurtosis and skewness, perhaps indicative of outliers or scoring artifacts to be approached cautiously in interpretation.

Proceeding to Table 2, which reports Pearson correlation coefficients between Enneagram type and psychological well-being dimensions, some significant relationships were found. Type 1 – The Reformer had high and statistically significant positive correlations with Autonomy ( $r = .431$ ), Environmental Mastery ( $r = .423$ ), Personal Growth ( $r = .473$ ), Positive Relations ( $r = .473$ ), Purpose in Life ( $r = .403$ ), and Self-Acceptance ( $r = .532$ ), all at  $p < .05$  or  $p < .01$ . These findings indicate that teenagers with Reformer traits, principled, self-controlled, and striving for improvement, are likely to have a greater sense of direction, emotional clarity, and self-worth. This is consistent with past research by Patrani and

Bhakre (2018), who found that teens who were high in conscientiousness and personal standards had higher scores in emotional maturity and autonomy.

Type 2 – The Helper was also significantly correlated with all six dimensions of well-being, especially Positive Relations ( $r = .342$ ) and Self-Acceptance ( $r = .342$ ), which establishes that interpersonal relationships and the caring attitude are the most significant factors towards psychological well-being.

Type 3 – The Achiever, which is defined by competitiveness and ambition, had a moderate to strong positive association with Autonomy ( $r = .409$ ), Environmental Mastery ( $r = .462$ ), Personal Growth ( $r = .428$ ), Positive Relations ( $r = .431$ ), Purpose in Life ( $r = .404$ ), and Self-Acceptance ( $r = .397$ ). What this implies is that adolescents who care about being successful and accepted by others will also report more internal development and direction. This accords with Helson and Srivastava (2001), who indicated that students who were achievement-oriented had very significantly higher scores for personal growth and purpose in life.

Type 4 – The Individualist had weaker but still significant correlations with some dimensions. Positive correlations were found with Autonomy ( $r = .219$ ), Environmental Mastery ( $r = .237$ ), Positive Relations ( $r = .158$ ), Purpose in Life ( $r = .136$ ), and Self-Acceptance ( $r = .048$ ), of which only a few reached statistical significance. These weak relationships capture the depth of feelings and self-expression of the Individualist type combined with vagueness of mood and self-concept. Bartholomew and Horowitz (1991) also indicated that introspective persons can have selective strong points in identity development and autonomy but weak points when it comes to stability and mastery.

Interestingly, Type 5 – The Investigator had negative or insignificant correlations with

all six PWB domains, and one of them was a negative correlation with Personal Growth ( $r = -.201$ ,  $p < .05$ ). These findings imply that although analytically and introverted, Type 5 teenagers might be short of the emotional or social investment needed to thrive according to Ryff's scale.

Type 6 – The Loyalist had steady positive and statistically reliable associations with all dimensions, although most significantly with Purpose in Life ( $r = .514$ ), Self-Acceptance ( $r = .482$ ), and Environmental Mastery ( $r = .453$ ). These results suggest that teenagers who are marked by loyalty, reliability, and a need for order tend to be more psychologically stable.

Type 7 – The Enthusiast, characterized by optimism and spontaneity, had moderate positive correlations with all six PWB dimensions, particularly with Autonomy ( $r = .237$ ), Environmental Mastery ( $r = .203$ ), and Personal Growth ( $r = .156$ ). These findings reaffirm the strengths of high-energy adolescents in coping with changing environments and being psychologically resilient. Fredrickson's (2001) broaden-and-build theory is appropriate here, highlighting that positive emotionality underpins resilience and well-being among young people.

Type 8 – The Challenger was modestly related to well-being, especially Self-Acceptance ( $r = .169$ ), Personal Growth ( $r = .167$ ), and Environmental Mastery ( $r = .161$ ). Although not all correlations were significant, these findings indicate that self-assured, assertive teens might be moderately emotionally resilient and self-knowing, in agreement with Deci and Ryan's (2000) theory of self-determination.

Finally, Type 9 – The Peacemaker had robust and significant correlations on all six dimensions of well-being, particularly Self-Acceptance ( $r = .532$ ), Personal Growth ( $r = .473$ ), and Positive Relations ( $r = .473$ ). These findings indicate that peaceful and

harmonious adolescents tend to have emotional balance, supportive relationships, and self-understanding.

### Implications

*Customized support:* Enneagram types can guide tailored counseling and educational interventions for adolescents.

*College application:* Personality insights can enhance life skills programs and emotional education.

*Early detection:* Types with lower well-being scores (e.g., Type 5) may need closer monitoring and support.

*Self-awareness:* Enneagram profiles help adolescents understand their emotions and strengths better.

### Future Research Directions

*Cultural replication:* Conduct studies in different regions to improve generalizability.

*Long-term tracking:* Use longitudinal studies to see how traits and well-being change over time.

*Deeper insights:* Add qualitative methods for richer understanding of personality experiences.

*Wider variables:* Include factors like stress, family, or social media to broaden findings.

*Intervention testing:* Develop and assess Enneagram-based well-being programs.

### Conclusion

In conclusion, the results of the current study confirm the hypothesis that there is a significant correlation between Enneagram personality types and psychological health in teenagers. The majority of the Enneagram types were significantly related to one or more aspects of well-being, especially for Types 1, 2, 3, 6, 7, and 9. The findings indicate that personality affects adolescents' self-perceptions, interpersonal relationships,

and sense of purpose in life. This supports the necessity to incorporate personality systems such as the Enneagram in psychological testing during adolescence.

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