# The determinants of enneagram personality: horoscopes vs. parental attitude

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## Abstract

The best way to learn how people will behave in what situation, their interests and abilities is to learn about their personalities. Personality is a stable structure specific to the individual that is formed by being influenced by many factors. The aim of this study is to examine the relationship between Enneagram personality traits, gender, university department, horoscopes, and parental attitude. The participants of the study consist of 202 university students who were selected through convenience sampling. The data were collected by Enneagram Personality Traits and Perceived Parental Attitudes scales. In the analysis of the data, parametric tests were performed in cases with normal distribution and in cases where the number of samples was sufficient, and non-parametric analyzes were performed in places where the sample number was low. As a result of the analysis, it was found that the perfectionist and peacemaker characteristics of the male students were higher than female's ones. It was found that personality traits do not differ in terms of horoscopes; warmth parental attitude is related to many personality traits, whereas rejecting parental attitude is not related to any personality traits. Parental attitude is important in personality formation, so awareness of parenting should be given to parents. The influence of the horoscopes on the personality remains uncertain. The fact that men are more perfectionists can be explained by gender roles, but the reason why they are more peacemakers can be investigated.

***Keywords:*** Enneagram personality, horoscopes, parental attitude, characters

## 1. Introduction

### 1.1. Introduce the problem

People differ from each other in terms of emotions, thoughts and behaviors as well as their physical appearance. Researchers attribute reasons for this difference to the

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personality traits of individuals. Different definitions of personality have emerged as researchers define it in line with their own theories. However, when the common features of these definitions are brought together, personality is defined like this, individuals-specific stable behavior patterns that distinguish a person from others, including hereditary and environmental experiences (İnanç & Yerlikaya, 2011). Patterns or clusters formed by gathering similar characteristics of personalities in a common area are defined as personality type (Bakırcıoğlu, 2012). It is seen that there are many personality typologies in the literature. Enneagram personality typology, which is one of these typologies, has recently become very popular and has begun to be studied frequently.

It is claimed that the basis of the Enneagram doctrine, a system developed to understand human nature, is a Sufi doctrine dating back to 2500 B.C. (Palmer, 2014). Enneagram training, which is stated to be a very powerful method for personal development by enabling people to overcome obstacles and realize their talents and strengths, is given in psychology, medicine, art, business, education departments (Keskin, 2019).

In the Enneagram system, which means "nine points", people are divided into nine different personality types (Şahin, Turan, & Yıldırım, 2020). According to this theory, although people acquire new features throughout their lives, these nine characteristics that they basically possess persist in an individual (Yılmaz, 2010). According to this theory, there are three basic mechanisms that determine the personality structures of people: emotion, mind and instinct. Among these centers, the emotion center has the function of feeling, the mind center has the function of thinking, and the instinct center has function of protecting the existence. In each of the three centers, there are nine different personality types, with three personality types in each, and it is explained as follows:

While the Perfectionist (1) type acts idealist, planned and logical under normal conditions, it can be intolerant and punitive towards others when their requests are not met. Although the Helper (2) type individual is friendly and generous under normal conditions, they can be accusatory and rebellious when they do not get the attention they expect. Individuals of the Achiever (3) type want to influence their surroundings by giving importance to status and image and become competitive. On the other hand, if they fail, they can turn inward or take revenge. Individuals of the Romantic (4) type have high awareness and innovative behaviors, however, when blocked; they can also display destructive behaviors. The Observer (5) type is introverted and thought-oriented, but when they experience stress, they may lose control and display irrational and inconsistent behavior. As the feature of the Loyalty (6) type is skeptical, they try to control everything, but if they are in an insecure environment, they can behave accusatory and harmful. Adventurer (7) individuals see life as a discovery area, so they

care about behaviors that include joy, fun, enthusiasm, but if their needs are not met, they may feel frustrated and nervous. The Challenger (8) type individuals are confident, risk-taking, and challenging, but in stressful situations they can be ruthless and destructive. Finally, the Peacemaker (9) type individuals are peaceful and calm, but they can behave stubborn and anxious in stress situations (Kale & Shrivastava, 2013; Palmer, 2014). The structure of Enneagram personality typology is presented in Figure 1. Enneagram personality structure is dynamic. Although people often behave in accordance with the main personality types, in some cases they behave differently from the main personality type. This difference is seen in emotional states such as trust and stress.
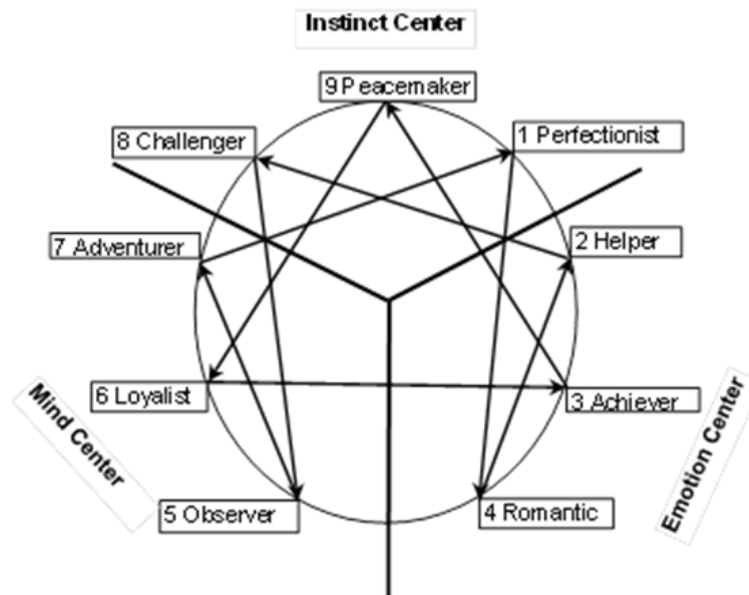


Figure 1. Typology of Enneagram Personality

As seen in Figure 1, in stress situations, individuals switch from their main personalities to those in the direction of the arrow and show the characteristics of that personality type. In the state of trust, they show the characteristics of the personality type opposite the arrows. For example, while the Peacemaker personality type shows the characteristics of the Loyalist personality type in stressful situations, in the situation of trust it shows the characteristics of the Achiever personality type (Keskin, 2019). Therefore, a person does not only show the traits of the main personality type to which he belongs. For this reason, it can be said that Enneagram brings a more comprehensive explanation to personality.

Although the Enneagram personality type mostly tries to explain the personality through innate temperament characteristics, it also does not ignore the effect of the environment. As this doctrine claims, the problem of understanding how effective the role

of both innate and later factors in personality structure is has come to the fore. As a matter of fact, many studies emphasize that personality has both the innate temperament aspect and the character side acquired later (Gençtanırım Kurt & Çetinkaya Yıldız, 2018). In this context, it is thought that Enneagram personality structure may be related to parental attitude (environmental factor) and horoscopes (internal factor).

*1.2. Personality and parental attitudes*

Unlike other living things, human beings need other people to meet their needs when they are born. These needs of the individual are mostly met by their parents. Parents, on the other hand, adopt certain methods while meeting the needs of their children and raising them. All kinds of attitudes, expectations and behaviors of parents towards raising children are defined as parental attitude (Darling & Steinberg, 1993). Social and cultural values in which the family lives, characteristics such as socioeconomic status and the child's gender affect the attitudes of parents towards their children (Şahin & Özyürek, 2008).

Özben and Argun (2002) mention four different parental attitudes as democratic, authoritarian, overprotective and permissive. There are clear and understandable rules in democratic families that can be changed as needed. When the children commit the wrong behavior, even if they are punished, the reason is explained. Fortunately, this punishment never includes violence (Yılmazer, 2007). In authoritarian parental attitudes, there are strict rules and children are expected to behave flawlessly. Children who cannot meet the expectations are punished (Alabay, 2017). In permissive attitude, parents have little control over their children. These children, who grow up with extreme freedom, drag their parents after them. Parents rarely attempt to guide their children (Yenihayat, 2011).

Perris et al. (1980) conducted studies showing that there are three different parental attitudes: emotional warmth, overprotective and rejecting. Emotional warmth refers to the parents' acceptance of their children, valuing and supporting them. In the overprotection dimension, parents show anxious attitudes and behaviors about the safety of their children. In the rejection dimension, it is stated that they have a judgmental and critical attitude towards their children (as cited in Dirik, Yorulmaz, & Karancı, 2015). It is inevitable that parental attitudes also affect the child's emotions, thoughts, behavior and worldview, in short, on his personality development. As a matter of fact, Bandura (1986) states in Social Cognitive Theory that children shape their social relationships with what they learn from their parents. In many recent studies on this subject, it is seen that there is a relationship between parental attitudes and children's personality structures (Hodgins, 2020).

It is observed that children who grow up in a democratic family are self-confident individuals who can establish healthy relationships with others and have a sense of responsibility (Sezer, 2010). It has been found that children of democratic and tolerant parents have higher life satisfaction than children of authoritarian and negligent parents (Ercan, 2019) and exhibit more harmonious behaviors (Rinaldi & Howe, 2012). Children with high levels of anxiety and depression perceive their parents as more rejecting and controlling and these children have a high external locus of control (Cohen et al., 2008), children with attention deficit hyperactivity disorder (ADHD) symptoms grow up with an overly tolerant or authoritarian parental attitude (Börekçi, 2017).

In a meta-synthesis study on parental attitudes, it was found that authoritative and overprotective parental attitude had a negative effect on children, while a democratic and accepting attitude had a positive effect (Sümer, Gündoğdu Aktürk, & Helvacı, 2010). Similarly, it has been observed that children who grow up with a democratic parental attitude are more self-confident, successful and compatible than those who grow up with authoritarian or indifferent parental attitude (Steinberg, 2007). It is presented that healthy parental attitude contributes to the development of the child in emotional, cognitive and relational competence areas (Baydar, Küntay, Gökşen, Yağmurlu, & Cemalcılar, 2010). As a result, it was revealed that there is a relationship between perceived parental attitude and personality traits. This relationship is expected to be in the Enneagram personality structure.

### 1.3. Personality and Horoscopes

Astrology, whose acceptability as a science is controversial (Eysenck & Nias, 1982) is a field that examines the effects of planets and stars on humans by interpreting strong symbols (Moore, 2002; Phillipson, 2000). People interested in astrology make predictions about the characteristics that individuals are not aware of, the events they will encounter in the future, and even health problems by interpreting the birth chart (Morling, Kitayama, & Miyamoto, 2002) and investigate the relationship between the birth date of individuals and their personality traits (Hartmann, Reuter, & Nyborg, 2006). Personality traits in astrology are expressed by horoscopes. Information on the personality traits of the horoscopes are presented in Table 1 below.

Table 1. Elements, horoscopes and characteristics

| Elements | Characteristics | Horoscopes | Characteristics |
|---|---|---|---|
| Fire | Enthusiasm Inspiration Positivity | Aries | • self-oriented, energetic, passionate |
| | | Leo | • self-confident, successful, planned, executive |
| | | Sagittarius | • optimistic, noble, transparent, libertarian, self-controlled |
| Earth | Practicality Balance Stability | Taurus | • determined, assuring, voracious, |
| | | Virgo | • tidy, perfectionist, polite, timid |
| | | Capricorn | • thinking, speaking less, curious, controlled |
| Air | Intellectuality Intelligence Talkativeness | Gemini | • Intelligent, instinct, talkative |
| | | Libra | • Gentle, sensitive, balanced, harmonious and fair |
| | | Aquarius | • Authentic, intelligent and productive, collaborative and analytic |
| Water | Instinct Sensitivity Romanticism | Cancer | • Sensitive, loyal, maternal, timid, hardworking |
| | | Scorpio | • instinct, secrecy, dissatisfaction, ambitious |
| | | Pisces | • Romantic, mysterious, dreamy, benevolent |

*Adapted from Arıkan (2003) and Mitchell (1995)

Horoscopes are formed by dividing the 360 degree Zodiac belt into 12 equal with 30 degrees and are named after the constellation (Sigelman, 1982). Since the zodiac horoscopes determine how the basic energy of each planet will emerge, this energy also acts according to the characteristics of the horoscopes it is in (Kocasinan, 2009). The similarity of the traits attributed to horoscopes all over the world (Curry, 1999) indicates that it may be related to personality traits.

It is stated that horoscopes have a role in which people will provide information about themselves and others and to communicate well with others (Birkenbihl, 1994; Hartmann, Reuter, & Nyborg, 2006; Tedlock, 2001). It is claimed that if the birth chart can be literally read, important clues about the character, what can be done in the future, and the opportunities and threats that may arise can be noticed (Arıkan, 2003).

While Silverman and Whitmer (1974) did not find a relationship between horoscopes and personality traits, Gauquelin (1978) found that Mars is active in the birth dates of famous athletes, Jupiter for politicians, Saturn for scientists and the Moon for famous writers. At the same time, he emphasized that these planets are not limited to professions, they are also associated with certain personality traits (cited in Whisenant, no date).

Since people benefit from horoscopes in various areas of daily life such as economic issues, vacation plans, and choosing a partner, this topic becomes popular and attracts people's attention (Yıldız, 2014). When the relationship between horoscopes and behaviors was investigated, it was found that women with Aquarius, Leo and Libra horoscopes have luxurious consumption behaviors (Özkan, 2017; Özkan, Benli, & Kızgın 2013), women in Aries, Leo and Sagittarius horoscopes have higher instantaneous purchasing behaviors (Saydan & Doğaç, 2018). It has been found that some zodiac groups are associated with personality traits such as consciousness, extrovertion, and openness (Uslu Divanoğlu & Uslu, 2018), and the religious attitudes and behaviors of university students differ according to their horoscopes (Apaydın, 2002).

Even if the horoscopes are thought of as myths, it is a matter of fact that they have an effect on personality development. Because myths also have functions that direct people's life philosophies (Assmann, 2001). Eric Fromm states that today people have difficulties in freely forming their own personalities; instead they take ready-made identities and try to adapt themselves to them (Fromm, 1991). In a study, 84.3% of the participants stated that they thought they had horoscope features. Also,this situation reveals the conclusion that most of the people are interested in horoscopes (Erdoğan & Tüfekçi, 2017). As a result, it is noteworthy that although the effect of horoscopes on personality is debatable, they may have a direct or perceptional effect.

### 1.4. Hypotheses of the study

The main purpose of this study is to determine the factors associated with Enneagram personality traits of university students. For this purpose, answers to the following questions were searched:

1. Do the Enneagram personality traits differ in terms of gender and departments of university students?

2. Do the Enneagram personality traits differ according to the horoscopes?

3. Is there a relationship between Enneagram personality traits and perceived parental attitudes?

## 2. Method

In this study, factors thought to be related to the Enneagram personality traits of university students are examined. For this purpose, the research was carried out with correlational screening design, one of the quantitative research designs. Relational screening design is the research in which the researcher tries to reveal the relationship between two or more variables without any intervention (Creswell, 2012).

### 2.1. Participant

The sampling method of the research is convenience sampling. The sample of the study consists of a total of 202 students, 149 females and 53 males. More detailed descriptive information about the participants is presented in Table 2.

Table 2. Descriptive values of the sample group

| Variable | Category | Frequency | % |
|---|---|---|---|
| Department | Counseling | 55 | 27,2 |
| | Primary | 43 | 21,3 |
| | English | 17 | 8,4 |
| | Science | 37 | 18,3 |
| | Mathematics | 50 | 24,8 |
| Horoscopes | Aries | 18 | 8,9 |
| | Taurus | 12 | 5,9 |
| | Gemini | 17 | 8,4 |
| | Cancer | 18 | 8,9 |
| | Leo | 16 | 7,9 |
| | Virgo | 17 | 8,4 |
| | Libra | 18 | 8,9 |
| | Scorpio | 13 | 6,4 |
| | Sagittarius | 17 | 8,4 |
| | Capricorn | 24 | 11,9 |
| | Aquarius | 22 | 10,9 |
| | Pisces | 10 | 5,0 |
| | Min. | Max. | Mean | sd |
| Age | 18 | 32 | 19,82 | 1,724 |

Counseling*: psychological counseling and guidance,* Primary*: primary school teaching,* English*: English teaching,* Science*: science teaching,* Mathematics*: mathematic teaching*

As seen in Table 1, there are students from five different departments. Considering the horoscopes, the number of students in each horoscope varies between 10 and 24. Participants' ages vary between 18 and 32, with an average of 19.82.

## 2.2. Measures

### 2.2.1. Enneagram Personality Scale

It was developed by Subaş and Çetin (2017) to determine the personality traits of individuals. The scale consists of 27 items, nine sub-dimensions and three items in each dimension. The names of the dimensions are Perfectionist, Helper, Achiever, Romantic, Observer, Loyalist, Adventurer, Challenger, and Peacemaker. Cronbach's Alpha value of the scale is 0.90; Guttman reliability coefficient is 0.91; Spearman Brown coefficient is 0.91. Each dimension of the scale is scored separately and the higher the scores indicate that it shows more characteristics of that personality and the personality with the

highest score is accepted as the basic personality of the individual. The Cronbach's Alpha coefficient calculated in this study sample was found to be .86.

### 2.2.2. Perceived Parenting Attitudes in Childhood

The scale was developed by Arrindell et al. (1999) in order to evaluate adults' perceptions of their parents' behavior towards them as children. It was adapted to Turkish culture by Dirik, Yorulmaz and Karancı (2015). The scale consists of 3 sub-dimensions including emotional warmth, overprotection and rejection and 23 items with 4-point Likert type. There are both mother and father forms, but in this study the scale was used by asking about parents. In the Turkish adaptation studies of the scale, internal consistency coefficients were 0.65 for maternal emotional warmth, 0.71 for motheral overprotection, 0.68 for maternal rejection, 0.73 for father emotional warmth, 0.72 for father overprotection, and 0.50 for father rejection. In this study sample, Cronbach's Alpha value was found as .81 for emotional warmth dimension, .75 for overprotection dimension and .80 for rejection dimension.

### 2.2.3. Personal information form

It was created by the researcher to collect information about the gender, age, department and date of birth of the participants.

### 2.3. Data Collection and Analysis

First of all, the necessary usage permissions were obtained from the developers of the measurement tools to be used in the research. Afterwards, necessary permissions were obtained from the Social and Humanities Ethics Committee of Kahramanmaraş Sütçü İmam University (11.02.2021 date, E. 10751). Data collection tools were edited electronically via Google Forms and sent to the voluntary students at faculty of education to fill out and it took about 10 minutes.

The skewness-kurtosis values were examined whether the data showed normal distribution or not, the skewness values were between -0.27 and 0.22, the kurtosis values were between -0.90 and -0.26, they showed a normal distribution (Tabachnick & Fidel, 2013), and the variances were homogenous, so the t-Test was performed in gender comparison. However, when comparing personality traits in terms of horoscopes and departments, the non-parametric Kruskal-Wallis analysis was performed because the number of participants in each group was very low, and the Mann-Whitney U Test was used to determine the source of the difference. The number of samples is important in order to have information about the distribution pattern in studies because it should be at least 30 units (Hogg, Tanis, & Zimmerman, 2015). Pearson moments correlation product analysis was conducted to examine the relationship between perceived parental attitudes and personality traits.

## 3. Results

In line with the first purpose of the study, the comparison of the Enneagram personality traits of university students in terms of gender was made with the independent sample t-Test. Also, it was tested that the distribution was at normality level and the variances were homogeneous, and the findings are presented in Table 3.

Table 3. t-Test results on the comparison of enneagram personality traits in terms of gender

| Personality | Group | $X$ | Sd | df | $t$ | $p$ |
|---|---|---|---|---|---|---|
| Peacemaker | Female | 8,28 | 1,83 | 200 | -2,578 | ,011 |
| | Male | 9,03 | 1,82 | | | |
| Achiever | Female | 7,51 | 2,08 | 200 | -1,590 | ,113 |
| | Male | 8,03 | 1,98 | | | |
| Helper | Female | 8,21 | 1,91 | 200 | -,982 | ,327 |
| | Male | 8,50 | 1,86 | | | |
| Adventurer | Female | 8,17 | 2,11 | 200 | -1,826 | ,069 |
| | Male | 8,79 | 2,15 | | | |
| Perfectionist | Female | 7,71 | 2,19 | 200 | -3,062 | ,002 |
| | Male | 8,75 | 1,88 | | | |
| Romantic | Female | 8,48 | 2,19 | 200 | -1,109 | ,269 |
| | Male | 8,86 | 2,00 | | | |
| Observer | Female | 7,86 | 2,21 | 200 | -1,672 | ,096 |
| | Male | 8,44 | 1,98 | | | |
| Loyalist | Female | 8,88 | 1,81 | 200 | -,352 | ,725 |
| | Male | 8,98 | 1,83 | | | |
| Challenger | Female | 7,34 | 2,48 | 200 | -1,100 | ,273 |
| | Male | 7,78 | 2,60 | | | |

N: female 149, male 53

As can be seen in Table 3, while the peacemaker and perfectionist personality traits differ in terms of gender (p≤.05), it was found that there is no significant difference for other personality traits (p> .05). Looking at the source of the difference, it is seen that male students have higher peacemaker (9.03 - 8.28) and perfectionist (8.75 - 7.71) characteristics than female students.

In line with the first purpose of the study, Enneagram personality traits were compared on the basis of departments in which students studied. Although the dependent variable showed normal distribution, the Kruskal-Wallis Test, one of the non-parametric tests, was used because the number of some of the groups compared was not

sufficient to perform parametric tests. In order to determine the source of the difference in the results that were found to be significant, the Mann-Whitney U Test was conducted and the results are presented in Table 4.

Table 4. Kruskal-Wallis results regarding the comparison of Enneagram personality traits in terms of departments

| Personality | Department | $X$ | df | Test statistic | $p$ | Difference |
|---|---|---|---|---|---|---|
| Achiever | Counseling | 7.50 | 4 | 9.294 | .05 | |
| | Primary | 8.17 | | | | |
| | English | 7.00 | | | | -Primary > English. |
| | Science | 8.10 | | | | |
| | Mathematic | 7.26 | | | | |
| | Total | 7,65 | | | | |
| Challenger | Counseling | 7.57 | 4 | 9.927 | .04 | |
| | Primary | 7.90 | | | | -Counseling, Primary, Science >English. |
| | English | 6.14 | | | | |
| | Science | 8.07 | | | | -Science > Mathematic. |
| | Mathematic | 6.94 | | | | |
| | Total | 7.45 | | | | |

In Table 4, personality traits that differ significantly according to the departments are presented. Primary school teaching students' achiever personality trait (8.17) was found to be significantly higher than English teaching students' ones (7.00) (p≤.05). When the challenger personality trait was examined, it was found that counseling (7.57), primary school(7.90) and science (8.07) students have higher points significantly than English teacher students (6.14) (p≤.05). In addition, science education students' scores (8.07) were found higher than Mathematics teaching students (6.94) (p≤.05).

In line with the second purpose of the study, the personality traits of the participants were compared in the context of their horoscopes. The scores of the horoscopes for each personality trait are presented in Table 5. The comparison of personality traits in terms of horoscopes was made with the Kruskal-Wallis Test and the results are presented in Table 6.

Table 5. Crosstab chart for Enneagram personality traits and zodiac horoscopes

| | Personality | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Horoscopes | Peacemaker | Achiever | Helper | Adventurer | Perfectionist | Romantic | Observer | Loyalist | Challenger |
| Aries | 8.06 | 7.56 | **8.94** | 8.39 | 7.44 | 8.54 | 7.69 | 8.74 | 7.92 |
| Taurus | 8.67 | 6.75 | 7.58 | 7.67 | 8.08 | 7.92 | 8.50 | **8.92** | 7.17 |
| Gemini | 8.35 | 7.53 | 8.50 | 7.88 | 7.47 | 8.41 | 8.12 | **8.63** | 7.06 |
| Cancer | 8.56 | 7.56 | 8.11 | 8.56 | 7.78 | **9.00** | 7.31 | 8.61 | 7.59 |
| Leo | 8.63 | 8.13 | 8.25 | 7.88 | 7.38 | 8.38 | **8.81** | **8.94** | 7.81 |
| Virgo | 8.00 | 7.24 | 8.65 | 7.76 | **8.82** | 8.39 | 8.00 | **9.18** | 7.18 |
| Libra | **9.06** | 7.17 | 8.78 | 8.94 | 8.11 | 8.15 | 7.39 | 8.06 | 6.11 |
| Scorpio | 7.85 | 6.77 | 7.77 | 7.69 | 8.31 | 8.31 | 8.08 | **9.46** | 6.54 |
| Sagittarius | 8.18 | **9.28** | 8.53 | 8.98 | 8.35 | **9.43** | 8.06 | **9.71** | **8.82** |
| Capricorn | 8.29 | 8.00 | 7.92 | 8.25 | 7.96 | 8.40 | 8.17 | **8.58** | 8.08 |
| Aquarius | 8.77 | 7.64 | 7.95 | 8.77 | 8.18 | 8.98 | **8.59** | **9.55** | 7.27 |
| Pisces | **9.80** | 7.70 | 8.40 | **9.00** | 8.10 | 9.00 | 7.20 | 8.60 | 7.54 |
| Total | 8.48 | 7.65 | 8.28 | 8.33 | 7.99 | 8.58 | 8.01 | **8.91** | 7.45 |

Table 6. Kruskal-Wallis test results on the comparison of enneagram personality traits in terms of horoscopes

| Horoscopes | Personality | df | Test statistic | p |
|---|---|---|---|---|
| Aries | Peacemaker | 11 | 12.778 | .30 |
| Taurus | | | | |
| Gemini | Achiever | 11 | 18.654 | .06 |
| Cancer | Helper | 11 | 9.453 | .58 |
| Leo | | | | |
| Virgo | Adventurer | 11 | 10.434 | .50 |
| Libra | | | | |
| Scorpio | Perfectionist | 11 | 6.882 | .81 |
| Sagittarius | Romantic | 11 | 6.126 | .86 |
| Capricorn | | | | |
| Aquarius | Observer | 11 | 10.713 | .47 |
| Pisces | | | | |
| | Loyalist | 11 | 12.567 | .32 |
| | Challenger | 11 | 14.106 | .23 |

Dependent variable: personality, independent variable: horoscopes

As it can be seen in Table 6, no dimensions of personality traits differ in terms of horoscopes. However, as presented in Table 5, some personality trait levels of the horoscopes are higher (bold values). It is seen that the horoscopes of Pisces and Libra has high scores in the peacemaker personality trait, and the Sagittarius horoscope in the achiever personality is high, and the Aries horoscope in the helper personality. Virgo in perfectionism, Cancer and Sagittarius in romantic, and Leo and Aquarius horoscopes in observer scored high. In the loyalist feature, the Scorpio, Aquarius and Sagittarius got the highest points while the Capricorn got the highest score in the challenger personality. It is observed that the highest scores are predominant in the loyalist personality trait, and the lowest scores in the challenger personality trait.

In line with the third purpose of the study, the relationship between Enneagram personality traits and perceived parental attitude was analyzed with correlation analysis and the findings are presented in Table 7.

Table 7. Correlation analysis results regarding the relationship between Enneagram personality traits and perceived parental attitudePersonality

| Parental attitude | Peacemaker | Achiever | Helper | Adventurer | Perfectionist | Romantic | Observer | Loyalist | Challenger |
|---|---|---|---|---|---|---|---|---|---|
| EW. | .20** | .18** | .17* | .17* | .16* | .07 | .03 | .28** | .21** |
| OP. | -.05 | .09 | .12 | .02 | .03 | .09 | .08 | .14* | .08 |
| Rej. | -.04 | -.00 | .04 | -.03 | -.06 | .05 | .11 | -.06 | -.04 |

*p≤.05, **p≤.01, EW: Emotional warmth, OP: Overprotective, Rej: Rejecting

As can be seen in Table 7, emotional warmth perception of parental attitude was found to be significantly positively associated with the Enneagram personality traits, peacemaker, achiever, loyalist, challenger (p≤.01), helpful, adventurer and perfectionist (p≤.05). Only the loyalist personality trait was found to be significantly associated with the overprotective parental attitude (p≤.05). There is no significant relationship between the rejecting parental attitude and any personality traits (p> .05).

## 4. Discussion

This study examined the relationship between Enneagram personality traits, horoscopes, and parental attitude of university students. In the study, it was found that the perfectionist and peacemaker personality type of men were higher than women. When the literature is examined, there are many studies that reveal that personality traits differ in terms of gender (De Bolle et al., 2015; Gökkaya, 2016; Yelpaze & Ceyhan, 2020; Zell, Krizan & Teeter, 2015). As there are studies showing that the level of

perfectionism of men is higher than women (Gnilka & Novakovic, 2017), there are also studies showing that some dimensions of perfectionism differ according to gender and some dimensions do not (Alim, 2018). For example, five factor personality traits do not differ according to gender (Eraslan, 2015). First of all, the source of the difference in the research findings may be related to the measurement tools used and personality classifications. While many studies use the five-factor personality structure, a nine-factor tool that makes more detailed measurements is used in this study. It would be appropriate to explain the differentiation of personality traits in terms of gender in the context of gender roles. Most prominent features of perfectionist personality type are planned, goal-oriented and idealism. Male students can also be expected to have developed a perfectionist personality as they feel obliged to start a profession and be successful as a part of the task imposed by society.

In terms of peacemaker personality, studies in the literature indicate that female students have higher communication skills (Erigüç, Şener, & Eriş, 2013), their aggression levels are lower (Hasta, 2013), and they use the mediating conflict resolution method more when they experience conflict (Tozkoparan, 2013). These findings indicate that the peacemaker personality will be higher in women. When evaluated in the context of gender, as stated in research of Cho et al., (2016) men are expected to be success-oriented and women to be relationship-oriented

In the research, it was found that some personality traits differ according to the departments of the students. Students at primary school teaching have higher achiever personality traits than students of English teaching. The challenger personality trait of students at counseling, primary school teaching and Science teaching was found to be higher than the English teacher candidates. In addition, science teaching students have higher Challenger personality than mathematics teaching students. When the literature is examined, it is determined that personality traits differ in terms of departments of the university. For example, individuals who are open to experience and extroverted freely choose their departments, while neurotic individuals make a compulsory choice (Arslan, Güripek, & İnce, 2017). On the other hand, in Eraslan's (2015) study, students' five-factor personality traits do not differ according to their departments. The common feature of achiever and challenger personality is competitiveness. While the achiever personality trait emphasizes the importance to status, the challenger trait emphasizes the influence other people. In this context, such a result may have come out because English teaching students behave more easily and are not competitive among them.

In the research, it was found that personality traits do not differ in terms of horoscopes. When the literature is examined, it is noteworthy that research findings differ from each other on this subject. It was found that people in the fire group are responsible, those in the water group are compatible individuals, and those in the air group are outgoing and open to experience (Uslu Divanoğlu, & Uslu, 2018). Although it

was found that personality traits did not differ significantly in terms of horoscopes, some personality traits of individuals in some horoscopes were found to be more pronounced. For example, the fact that those in Pisces and Libra are more peacemakers, those in Sagittarius are romantic and achiever, those in Virgo are perfectionists, and those in Aquarius are more questioning, which is consistent with the personality trait explanations of the horoscopes. This situation can be explained as planets may have a limited effect on personality.

Although some personality traits are more pronounced in some signs, there may be various explanations for the lack of meaningful difference. For example, it has been found that people who think that they have the characteristic of their own horoscope have a more positive attitude towards the horoscopes, and that the horoscopes are effective on the behavior of those who have a positive attitude (Erdoğan & Tüfekçi, 2017). When these findings are considered together with Fromm's (1991) concept of personality purchasing, the attitudes and knowledge of the participants in researches may have increased their tendency to act in accordance with their horoscopes. In this case, it may have caused the horoscopes to be interpreted as being effective on personality traits. The effect of astrology-horoscopes, which is stuck between a science branch and fortune-telling (Yıldız, 2014) on personality, seems to remain uncertain for a long time.

It was found that students with high perception of emotional warmth parental attitudes had higher Enneagram personality traits, including peacemaker, achiever, loyalist, challenger, helpful, adventurer and perfectionist. In addition, the loyalist personality trait of students who grew up with a overprotective parent attitude was found to be high. When the literature is examined, it is seen that there are different findings regarding the relationship between perceived parental attitude and personality traits. For example, in a study, the perfectionism level of participants with a perception of overprotective and authoritarian parental attitude was found to be high, while the perfectionism level of those with a democratic parental attitude perception was found to be low (Gökkaya, 2016). On the other hand, it is stated that there is no relationship between perceived parental attitude and emotional level, body image, environmental harmony, social and family relationships, coping, sexual attitudes, impulse control, and mental health (Dokuyan, 2016). Children who grow up with a democratic parental attitude have lower neuroticism and higher levels of extraversion and openness to experience than children who grow up with an inconsistent and protective parental attitude (Tatlılıoğlu, 2014). The findings of the current research are supported by the majority of the studies in the literature.

In an emotional warmth parent attitude, children are supported, invested in them, and expected from them to behave some way. Children who grow up in such an environment are also expected to develop a healthy personality. As a matter of fact, it is an expected result for them to have a peacemaker, helpful, achiever, challenger and adventurer

personality. Growing up with overprotective parental attitude can lead to being over-controlled and being deprived of developing life skills. This may lead to a sense of inadequacy and the desire to be alert and take control of everything, and the research findings found that it is related to the loyalist personality. However, it is an unexpected result that the rejecting parental attitude is not related to personality traits. As a matter of fact, it is expected that children who grow up with a rejecting parental attitude will not be able to develop a healthy personality because they cannot meet the need for love. In this study, the rejection parental attitude (Mean: 1.47, sd: .49) was found to be lower than emotional warmth (Mean: 2.92, sd: .61) and overprotective (Mean: 2.38, sd: .55), thus there may be such a result. Since the study group is university students, it is thought that their parents' attitudes are mostly positive.

As a result, it was found that the perfectionist and peacemaker personality of male university students were higher than female students. This finding is contrary to both the literature and the expectations of the researchers. In order to reveal the reasons of this difference in a healthy way, the subject needs to be investigated in more depth methodology, such as qualitative studies. Achiever and challenger personality traits of English teaching students were found to be lower than other students. Although some personality traits of the students are seen to be more prominent for some horoscopes, it was found that there was no significant difference between them. Finally, while emotional warmth parental attitude perception was found to be associated with most of the students' personality, it was found that there was no significant relationship between rejecting parental attitude and personality traits. According to the results of this study, it can be said that emotional warmth parental attitude is the most determining factor in the personality traits of young adults, the effect of rejecting parental attitude is very limited and the effect of horoscopes can be ignored.

## 5. Conclusions

The following conclusions can be drawn from the findings of this study. It is not a healthy inference to explain personality traits through horoscopes. Emotional warmth among parental attitudes is seen as the most effective factor on the development of children. Considering the findings of the study, it is seen that parental attitudes are important in child personality. Therefore, parents should be trained about child caring.

This study has some strengths and limitations. One of its strengths is that the relationship between Enneagram personality traits and horoscopes that are not included in the literature has been studied. The limitation is that it has a relatively small sample and participants from a single university. In subsequent studies, these studies can be repeated with larger groups with different demographic characteristics.

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