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& CHAPMAN'S (1992) FIVE LOVE LANGUAGE MODEL**

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THE CONNECTION OF PERSONALITY & LOVE: THE ENNEAGRAM &
CHAPMAN'S (1992) FIVE LOVE LANGUAGE MODEL

By

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Submitted to the School of Honors Committee

in partial fulfillment

of the requirements for University Honors Scholars

Southeastern University

2020

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Abstract

While love and personality can be complex ideas of human intrigue, many have attempted to more easily understand these concepts through typologies. This study explains popular typologies the Enneagram and Chapman's (1992) Five Love Language model in detail, including discussion of its efficacy in self-discovery. The present study seeks to answer the following: To what extent are participants' love language and Enneagram type associated? Though several associations were flagged for moderate significance, the overall association between love language and Enneagram type was statistically insignificant ($p < .05$; $\chi^2 = 36.978$; $p = .25$). However, the most significant association found was between love language and college major. Recommendations for further research are provided.

KEY WORDS: Enneagram, love language, typology, love, personality

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Chapter One: Introduction

The Connection of Personality & Love

Humans are on an existential quest for self-discovery in a world that is experiencing an ever-growing identity crisis. A Google search for personality tests yields 165,000,000 results in 0.84 seconds. These results are full of ready-made quizzes and interesting websites to aid both the curious teenybopper and intellectual businessman in his or her own quest for self-discovery. This pursuit for self-discovery is evident in both popular culture and scientific discovery. Many theorists have dedicated their lives to studying the development of personality and the extent of its influence on one's life (Diller, 2018).

Another pursuit that has marked human existence since the most primitive times is the pursuit of love. The complex concept of love has been pondered upon by many philosophers and whimsical daydreamers but has just recently emerged in scientific inquiry (Heaven, Da Silva, Carey, & Holen, 2004). As scientists have sought to explain the complex concept of love, there have been attempts to conceptualize love in connection with personality types. This present research aims to contribute to the discussion of personality and love by exploring possible correlations between the two.

What is Personality?

Kernberg (2016) defines personality as the dynamic integration of an individual's conscious thought and behavior and unconscious experiences derived from both genetic predispositions and environmental influences. The development of personality occurs over the course of an individual's lifetime and is influenced by unmet or overindulged interpersonal needs (Chestnut, 2008). The development of personality can be further informed through various personality models and theories. Personality is usually understood through the perspective of

four major theories: psychoanalytic theory, trait theory, humanistic theory, and social cognition theory.

Psychoanalytic Personality Theory. This theory was primarily established by Sigmund Freud (1953/1905). It is characterized by an individual's motivation to fulfill unconscious and conscious wishes and desires. This theory focuses on the process by which individuals struggle to gratify instincts while existing in society through the mechanisms of the id (impulse energy), the superego (conscience/knowledge of morality), and the ego (moderator between id and superego). The development of personality is largely attributed to childhood experiences, particularly with parents. There is much scrutiny of Freud's (1953/1905) work as it can oversimplify the process of personality development and does not account for life experiences after childhood (Redekop, Luke, & Malone, 2017). However, it can be useful in further understanding personality.

Personality Trait Theory. Trait theories refer to those that assume people have stable patterns of behavior that differ from one another based on certain traits (Hampson & Edmonds, 2018). Traits are defined as "linguistic concepts that refer to individual variation in observed patterns of behavior and inferred patterns of thoughts and feelings" (Hampson, 1988). The most widely used trait theory is the Big Five that includes the five trait dimensions of extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience. The Enneagram model can be categorized as a trait theory as it focuses on internal personality traits with an emphasis on primary motivations, fears, and emotional drives.

Humanistic Personality Theory. Humanistic personality theories are the result largely of the contributions of Abraham Maslow (1943). He proposed that personality develops as a result of the progression through an individual's hierarchy of needs. This theory supposes that

individuals that are “stuck” at certain levels due to unmet needs will not progress with regards to personality. The hierarchy of needs is as follows: physiological needs (food, water, shelter, clothing, ect.), safety and security (health, employment, social stability, ect.), love and belonging (friendship, intimacy, family, sense of connection, ect.), self-esteem (confidence, achievement, respect of others, ect.), and self-actualization (morality, creativity, acceptance, ect.) (Maslow, 1943). This model presents as a ladder in which an individual must suffice one need in order to reach the next level. Maslow (1970) describes this process as such:

But what happens to a man’s desires when there is plenty of bread and when his belly is chronically filled? At once, other (and higher) needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still higher) needs emerge, and so on. (p. 38)

This theory can help one especially understand the motivational aspect of personality development as people are affected by the climbing of the ladder of needs.

Social Cognition Theory. The social cognition theory was developed by Albert Bandura in 1986 to discuss the motivation of human behavior and thought. According to this theory, personality development is the result of learning processes such as observational learning, reinforcements, social expectations, and behavioral capability. Central to this theory is the reciprocal determinism. This refers to the dynamic and reciprocal interaction between a person (individual with a set of learned experiences), environment (external social context), and behavior (responses to stimuli to achieve goals). The context of this process largely influences how one develops his/her personality. As an individual learns more from his environment and consequences of behavior, his personality is shaped by those learnings (Bandura, 1986). This theory can influence how one understands the motivation of certain personality types.

Personality Typologies. The development of personalities can be measured and categorized in many ways. A common tactic to organize personality type is through a typology. Typologies aim to classify information according to a general type and are particularly useful to provide researchers with concise language description and examples of phenomenon useful in analysis (Himmelman, 2016). This research focuses on the personality typology identified as the Enneagram. The Enneagram provides a comprehensive design of personality traits, categorized into nine types, that are exhibited in adults' patterns of thinking, feeling, and behavior as a result of childhood experience (Chestnut, 2008). It has been used for self-discovery in many fields including the workforce, personal use, and scientific inquiry.

What is Love?

Although love is a highly subjective experience, it has been a topic of psychological investigation throughout the years. Over the years, scientists have attempted to confine the ambiguous concept of love into more measurable constructs (Hestroni, 2012). This is accomplished with the following psychological theories of love: Rubin's (1970) measurement of romantic love, Lee's (1973) love style taxonomy, and Sternberg's (1984) Triangular Theory of Love.

Rubin's (1970) Love Scale. Zick Rubin established the first quantitative construction of love through a scale. He believed that love, being regarded as the "deepest and most meaningful sentiments," ought to be studied further (Rubin, 1970, p. 265). When he began his research on love, social psychologists of the time were virtually silent on the topic of love. No one had ever attempted to conceptualize love as differing from liking. With Rubin's 13-item scale, he was able to measure romantic love where three components of love are captured: affiliative and dependent

need, predisposition to help, and orientation of exclusiveness and absorption. This scale further allowed researchers to quantify and conceptualize the complex condition of love.

Lee's (1973) Love Style Taxonomy. John Lee developed a model that classifies love into six categories. His model assumes that individuals approach love relationships in different ways according to their love style. There are three primary love styles (*eros*, *ludos*, *storge*). The *eros* style is based on romance and emphasizes a strong physical and emotional attraction. The *ludos* style is based on conquest and emphasizes the pursuit of partners as a game. The *storge* style is based on friendship and emphasizes a slow growth based on commitment and shared interests rather than passion. There are also three other love styles that form based on the combination of two of the primary love styles. The *pragma* love style is a combination of the *ludos* and *storge* styles and is based on practicality. People with this style look for partners with whom they can share common goals and passions. The *mania* love style is a combination of the *eros* and *ludos* styles and is based on obsession. Lovers with this style tend to be very possessive and struggle with low self-esteem. Lastly, the *agape* love style is a combination of the *eros* and *storge* styles and is based on selflessness. Individuals with this style are willing to sacrifice anything for their partner and value unbreakable commitment (Lee, 1973). These love styles help one to further understand love as it differs within romantic relationships.

Sternberg's (1984) Triangular Theory of Love. Robert Sternberg developed a Triangular Theory of Love that has three components. The three components include intimacy, which refers to feelings of, connectedness and closeness, passion, which refers to drives of physical attraction and sexual experiences, and commitment, which refers to the intentional decision to love and maintain loving relationships (Sternberg, 1984). The magnitude of love that one experiences for another is determined by the absolute strength of the three components,

while the type of love that one experiences for another is determined by the relative strength of each component. This theory provides a comprehensive perspective of love that includes explanation of both strength and style of love.

Love and Personality

Both complex topics of human interest, love and personality captivate the audience of mankind. The interest in self-discovery of personality and love has fueled this research as motivation to explore a commonality between the two. Research suggests that certain personality attributes are critical in the formation and maintenance of intimate relationships (Matisse, 2019). However, there has been limited research conducted on the associations of personality and love. One study explored the associations between love style and characteristics identified through the Big-Five personality model measuring Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Engel, Olson, and Patrick (2002) found that Conscientiousness significantly predicted levels of intimacy and commitment, indicating a connection between certain personality traits and relationship qualities. Furthermore, various researchers have found an association between personality traits and other dimensions of relationship quality (Bradbury & Fincham, 1988; Barelds, 2005; Davila, Karney, Hall, & Bradbury, 2003; Heaven, Smith, Prabhakar, Abraham, & Mete, 2006; Watson, Hubbard, & Wiese, 2000). However, this research aims to add to this discussion as there is a significant gap in research pertaining to the connection of personality and love.

The Present Study

As the implications of love and personality have been addressed, this study seeks to identify the connection of love and personality through the use of the popular typologies of the Enneagram and Chapman's (1992) Five Love Language model. Personality is being

operationally defined through the use of the Truity Enneagram personality test, while love is being operationally defined through the use of the Love Language Profile for Couples, provided to participants that are in a relationship or the Love Language Profile for Singles provided for participants that are not in a relationship. This research seeks to answer the following questions:

Q1. To what extent are participants' love language and Enneagram type associated?

Q2. To what extent are participants' college major and Enneagram type associated?

Q3. To what extent are participants' college major and love language associated?

Based on previous research, I have formalized several hypotheses of potential correlations. I anticipate individuals with an Enneagram type Two to most likely prefer the love language of Acts of Service due to a common value of serving others. Additionally, I anticipate Enneagram type Threes and Eights will most likely prefer Words of Affirmation because of their value in the affirmation of authority figures. These anticipations will be explored along with others to determine commonalities between Enneagram type and love language preference.

Chapter Two: Literature Review

The Enneagram

Laced with mysterious origins, the Enneagram has emerged as a popular personality typology in recent years. It is thought to have originated and evolved from ancient spiritual traditions in Afghanistan and passed through the generations by oral tradition (Matise, 2007). However, David Burke found through his extensive research that the Enneagram was established as a Christian tradition by those living in the Nile Delta between the 3rd and 8th centuries (Stevens, 2010). However, despite its spiritual beginnings, it presents as a psychological personality tool in modern society (Matise, 2007).

The Enneagram was first introduced to the Western world by Greek Armenian, George Gurdjieff, in 1912 to various groups in St. Petersburg (Stevens, 2010). In the 1970s, it reemerged and increased in popularity as academicians began to teach it through public writing and speaking engagements (Matise, 2007). Since then, it has continued to grow in popularity making its way into college campuses, church leadership discussion, personality conferences, and many other platforms.

As a personality trait theory, the Enneagram presents a nine-fold diagram with nine points that represent unique personality types. Each type contains certain patterns of thought, affect, and behavior that are synthesized to create an individual's true self (Chestnut, 2008). Each type is marked with a specific "primary motivation" that often manifests as a primary fear as a result of genetic predispositions and environmental experiences (Matise, 2019). Individuals with shared Enneagram type will often exhibit similar key behaviors or thought processes; however, the major link to Enneagram type is one's primary motivation.

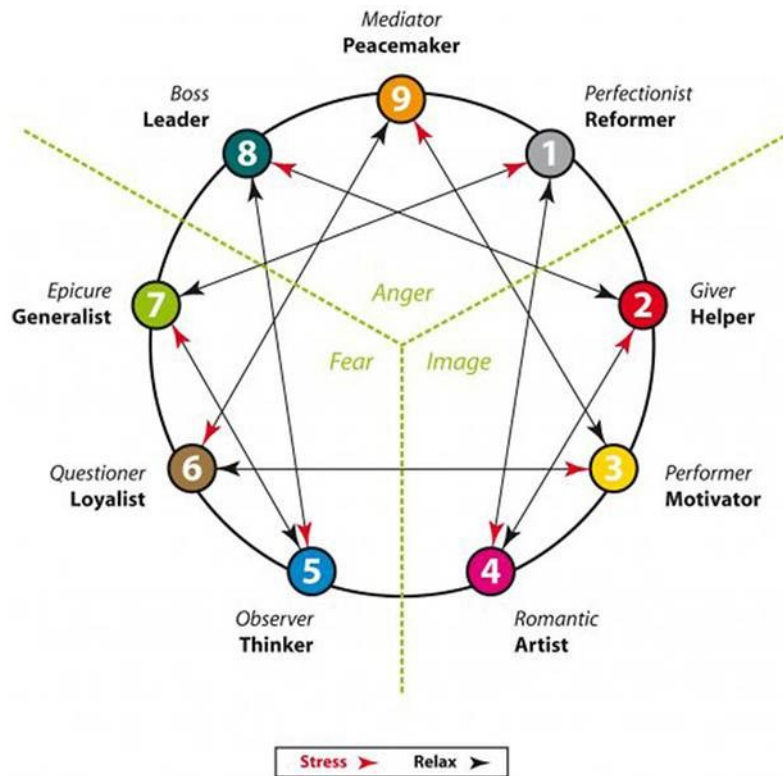


Figure 1: Diagram of the nine-point typology: The Enneagram. Retrieved from The Enneagram Singapore. (2019).

The Enneagram is designed in a way that identifies an individual's primary type but also displays the dynamic relationship with characteristics of the other types. The concept of integration and disintegration (displayed as relax and stress on Figure 1) is introduced in Enneagram literature. An individual in a state of security or relaxation, is considered to be moving in his or her direction of integration indicating psychological health, while an individual in a state of stress is considered to be moving in his or her direction of disintegration. When one is moving in her direction of integration she is able to integrate strengths of corresponding types with her own type. When one is moving in her direction of disintegration a fixation appears that corresponds with unhealthy behaviors of a corresponding type (Matise, 2019). Each individual is

impacted by this dynamic relationship with her corresponding type of integration (relaxation) or disintegration (stress).

Each type is also influenced by its wings, those types that neighbor one's primary type on the Enneagram's circular diagram (Tapp & Engebretson, 2010). Each type will also identify with one of the neighboring types from which they gain greater insight into their personality.

Furthermore, the Enneagram also provides a continuum of development for each type ranging from extreme dysfunction to high levels of health and integration. The insight that the Enneagram provides makes it an "open ended and fluid" tool and an excellent avenue for personal self-discovery (Tapp & Engebretson, 2010).

Nine Enneagram Types

Type One: The Perfectionist. At the core of a type One's existence is the desire to be right and good. Thus, type Ones' major fear is being bad or morally unsound. They tend to abide by the rules, ensure top quality work, and often have difficulties delegating (Sutton, Allinson, & Williams, 2013). Type Ones live by the mantra that, "The world is an imperfect place; I work towards improvement" (Palmer, 1995, p. 14). This specific perspective is sustained by attention on imperfections and a lack of attention on uncertainties (Arthur & Allen, 2010). Type Ones are highly dedicated people that value high morality.

Type Two: The Helper. Type Twos' core desire is love and affection. They are motivated largely by their fear of their unworthiness of the love of others. They are "enthusiastic encouragers" that lead by example (Sutton, Allinson, & Williams, 2013). They live by the mantra that, "People depend on my help; I am needed" (Palmer, 1995, p. 22). This creates a fixation on the need to provide for others which sometimes results in a lack of attention for one's own needs (Arthur & Allen, 2010). Overall, type Twos are generally kind, giving individuals.

Type Three: The Achiever. Type Threes often believe that their sense of worthiness is based upon their performance. They are natural leaders that thrive in the limelight. They have an excellent ability to adapt to any situation and are very goal-oriented (Sutton, Allinson, & Williams, 2013). Type Threes live by the mantra that, “The world values a champion; avoid failure at all costs” (Palmer, 1995, p. 31). Thus, they overemphasize success, often busying themselves in their many ambitions.

Type Four: The Individualist. The core values of Type Fours are authenticity and individuality. They have a major fear of a loss of identity and issues with abandonment. In the workplace, type Fours are bold leaders that like to leave their distinct mark on an organization (Sutton, Allinson, & Williams, 2013). However, they struggle with the feelings that, “Something is missing; others have it; I have been abandoned” (Palmer, 1995, p. 47). They often overemphasize their feelings and are highly artistic individuals.

Type Five: The Observer. At the heart of a type Five is to be competent and proficient, often seeking understanding about life. They fear the lack of knowledge or to be found lacking in general. They are often controlled by information and sometimes neglect the relational aspect of life (Sutton, Allinson, & Williams, 2013). They live by the mantra that, “The world is invasive; I need privacy to think and refuel my energies” (Palmer, 1995, p. 47). Research fuels the mind of a type Five and makes them intelligent, analytical thinkers.

Type Six: The Loyalist. Type Sixes desire security, certainty, and stability. The avenue through which they commonly seek this is through doubt and fear. Their primary fear is insecurity or the consequences of not measuring up. Type Sixes love to fight the odds and are very protective of those closest to them (Sutton, Allinson, & Williams, 2013). They live by the mantra that, “The world is a threatening place; question authority” (Palmer, 1995, p. 55). As a

result, they focus highly on potential hazards and belittle authority figures (Arthur & Allen, 2010). Type Sixes are extremely loyal and seek security in everything they do.

Type Seven: The Enthusiast. Type Sevens main motivation is for happiness and satisfaction. They often fear the pain of the ordinary and the feeling of being trapped. However, they may get trapped in focusing too much on positivity to the point of denial. Type Sevens are the visionaries that can enthusiastically empower others, despite being extremely distracted at times (Sutton, Allinson, & Williams, 2013). They believe that, “The world is full of opportunity and options; I look forward to the future” (Palmer, 1995, p. 63). This creates an illusion of a perfect reality while denying certain limitations (Arthur & Allen, 2010).

Type Eight: The Challenger. Type Eights have an intense desire to protect themselves from the dysfunction of the world. They value control and fear that they may be harmed or taken advantage of by something out of their control. Intimacy tends to be challenging for type Eights as their competitive nature tends to get in the way (Sutton, Allinson, & Williams, 2013). They identify with the statement that, “The world is an unjust place; I defend the innocent” (Palmer, 1995, p. 71). This worldview causes them to be revolutionary world changers; however, their overemphasis of power can cause them to lose sight of their impact on others (Arthur & Allen, 2010).

Type Nine: The Peacemaker. A type Nines main motivation in life is peace and harmony, and this is often accomplished through conformity. They fear a loss of connection or disruption of inner harmony. They are often reliable, diligent workers that share success with others (Sutton, Allinson, & Williams, 2013). They live by the mantra that, “My efforts won’t matter; don’t make waves; keep the peace” (Palmer, 1995, p. 79). This “go with the flow”

attitude tends to cause type Nines to focus more on the agendas of others and deny their own needs (Arthur & Allen, 2010).

Three Enneagram Triads

The nine-point Enneagram diagram can be separated into three triads based on psychological orientation. These triads include the Heart triad (types Two, Three, and Four) which denotes an orientation relating to feelings, the Head triad (types Five, Six, and Seven) which denotes an orientation relating to thought processes, and the Body triad (type Eight, Nine, and One) which denotes an orientation relating to gut instincts (Tapp & Engebretson, 2010).

The Heart Triad. The types included in the heart triad struggle with overwhelming feelings and the need for relationships (Chestnut, 2008). Individuals within this triad may make decisions primarily based upon their feelings or relationships with others. As children, they may have experienced a lack of emotional support making them feel unlovable which results in certain responses evident in adulthood. For type Threes, this may manifest in a need to perform to receive love. For type Twos, they may tend to the needs of others to feel needed themselves. For type Fours, they feel the need to be special and unique to earn love (Chestnut, 2008). All these responses have a pattern as they are linked to decisions regarding the heart.

The Head Triad. The head triad is characterized by issues with fear and the pursuit of safety. These individuals often seek approval and involvement from people of authority in order to calm this fear (Chestnut, 2008). Oftentimes, individuals in the head triad have developed a lack of trust and live according to this insecurity. They make decisions based on facts and experiential information that can be processed within one's mind. This often makes them intellectual, yet analytical individuals.

The Body Triad. The body triad is marked with a way of experiencing the world largely through one's physical senses. The struggle between separation and connection often emerges for these types (Chestnut, 2008). For type Ones, the deficiency of stability causes them to develop a need for structure and standards. For type Nines, they are actually the most disconnected from their bodies which causes them to merge with others and often withdraw if they experience too much merger. For type Eights, they often will display a tough exterior as a way to mask a fear of insecurity developed throughout their childhood (Chestnut, 2009). These individuals are linked by their connection to the gut reactions and unity with their bodies.

The Enneagram in Therapy

Many researchers have found that the Enneagram can be an effective tool of self-discovery in therapy. The Enneagram provides many positive insights to the client such as patterns, meaningful categories, predictability of behavior, and general self-revelation (Matise, 2019). Through the help of a counselor, the client can establish compassion and respect for their own personality and how it differs from those in their life. This increased compassion for others can aid in better strategies of conflict resolution (Tapp & Engebretson, 2010). One study found that counselors that used the Enneagram reported that their use of this tool facilitated "rapport building, by understanding the client better and sooner" (Cohen, 2007). This highlights the benefits for not only the client but also the client-therapist relationship. Additionally, therapists found that using the Enneagram helped them reflect on their own biases and aided in countertransference issues (Matise, 2019). Lastly, the Enneagram also provides a common language between therapist and client to discuss matters of personality and motivation to aid in the therapeutic process (Riso & Hudson, 1996).

The Enneagram & Attachment

As the Enneagram is tested in scientific research, it is often compared to existing theories. Interestingly, as Arthur & Allen (2010) note, “Ainsworth’s description of attachment is striking because it could serve perfectly well as a generic description of Enneagram type” (p. 7). Ainsworth’s attachment theory presents levels of attachment with regards to security and avoidance. This theory can be connected with the Enneagram as Arthur and Allen (2010) explain a key link. The Enneagram is conceptualized as the development of a fixation of attention as a result of experiences in early childhood attempting to process intense emotions. Likewise, attachment theory highlights the ways in which a child manipulates attention to process emotion in an attachment relationship. This link between attachment and the Enneagram can bring further clarity to the Enneagram and provides potential patterns amongst Enneagram type and attachment style.

Enneagram Strengths & Weakness

Given the extensive information on personality that the Enneagram provides, there are many strengths of the Enneagram. Chestnut (2008) explains:

Any combination of ideas, any kind of insight, can be represented in terms of the Enneagram. It has universal relevance... It acts as both an organizer and a filter... it is made up from a fusion of several interlocking parts. (p. 22)

This presents the Enneagram’s expansive reach as an insightful tool of self-discovery. Discovering oneself is important as humans that are self-aware are more culturally competent and kinder individuals. Furthermore, the Enneagram’s efficacy reaches into the workplace as the Enneagram has been used in assistance of career choice and identifying potential challenges in certain careers. For example, type Sevens and type Fours are generally very open to change and

can process organizational change more effectively than type Ones and type Nines who tend to prefer more traditional proceedings (Sutton, Allinson, & Williams, 2013). The Enneagram can also help people constructively manage their own thoughts and behavior in relation to others perceptions, which allows for people to more effectively work with others, especially in conflicts (Tapp & Engebretson, 2010). This information is valuable to employers when evaluating risk factors of organizational change on their team and further improving their efficacy.

Despite the Enneagram's popularity, it does possess some limitations. Due to its mysterious and spiritual origins, it has just recently emerged in scientific inquiry. Thus, the empirical evidence supporting its efficacy and validity is lacking. However, Fitzsimons and Killen (2013) suggest that science and insight from other disciplines such as sociology, psychology, and neurobiology can support the Enneagram and enrich one's understanding of it. Furthermore, research has found that the Enneagram has good test-retest validity as one's Enneagram type "remains stable over time, with an average stability of 85%" (Daniels, Saracino, Fraley, Christian, & Pardo, 2018, p. 231). This stability and concurrent validity with existing disciplines provides support for the Enneagram's efficacy. Furthermore, while there is a population that is very knowledgeable about the Enneagram, due to its confusing jargon it lacks accessibility to "outsiders" (Fitzsimons & Killen, 2013). Also, while research regarding the use of the Enneagram in the areas of psychotherapy and organizational development is quickly expanding, this expansion is not evident in psychological research creating a gap in these disciplines (Daniels, Saracino, Fraley, Christian, & Pardo, 2018). For these reasons, there is a need for greater integration of the science community to strengthen the Enneagram's credibility and facilitate a greater understanding between both communities (Fitzsimons & Killen, 2013).

Chapman's Five Love Language Model

#1 New York Times bestseller, Dr. Gary Chapman, developed a model that presents five styles of giving and receiving love in his book, *The 5 Love Languages*, that lasted 50 weeks on the Publishers Weekly best-sellers list (Egbert & Polk, 2006). This model is based on years of working as a marriage counselor and hearing common themes among his clients. Clients would say things such as, "I feel like he doesn't love me" or "I don't know what else to do." These insights lead him to develop five categories resulting in the five love languages identified as Words of Affirmation, Acts of Service, Gifts, Quality Time, and Physical Touch. The popularity of this model has quickly expanded as his book has sold over 9 million copies in English and has been translated into 49 other languages (Bunt & Hazelwood, 2017). Chapman has touched millions of couples' lives through his books, videos, marriage conferences, and his national radio program (Egbert & Polk, 2006).

Five Love Language Types

Words of Affirmation. The love language of Words of Affirmation includes the preference to receive and give love primarily through one's words. This may include compliments, positive affirmation, or simple acknowledgement. Saying, "I love you" is a requirement for these people to feel loved. Individuals with this preference place extreme value in how and what their partners speak to them.

Acts of Service. The love language of Acts of Service includes the preference to receive and give love through behavior and helping their partner. They live by the motto that, "actions speak louder than words." This may include actions such as filling one's partner's car with gas or doing the dishes. These individuals truly feel their partner's love when such actions are completed.

Gifts. The love language of Gifts includes the preference to receive and give love through gift giving and receiving. Gifts convey to individuals with this preference that their partner has invested thought, effort, and expense into showing their love and appreciation. Gifts do not have to always be expensive but must always demonstrate some sort of thoughtfulness to be appreciated by the individual. These people often will spend months formulating their Christmas lists and thinking of things to buy or make for their loved ones.

Quality Time. The love language of Quality Time includes the preference to receive and give love through intentional time with others. This is accomplished when both partners are able to give their undivided attention to each other. Individuals with this preference may like to go on walks or drive aimlessly with their partner because it provides uninterrupted time to simply be together. This is very valuable for individuals with a Quality Time love language preference.

Physical Touch. The love language of Physical Touch includes the preference to receive and give love through intimate physical contact. While this is an important component of most intimate relationships, individuals with this preference have an enhanced desire for physical affection. They may particularly enjoy holding hands, long embraces, and kissing. These individuals feel most loved when their partners engage in some sort of physical contact.

Implication of Couple Love Language Interaction

Being that the Chapman's (1992) Five Love Language model is a tool primarily for couples, there are interesting implications of couple love language interaction. At the beginning stages of a relationship, known as the coupling stage, partners are learning to negotiate expectations, goals, and values for their relationship now that they are now a couple instead of two single people (Bland & McQueen, 2018). During this stage is an excellent time to discuss each other's love language to effectively communicate one's expectations in receiving love.

Oftentimes, individuals will not have the same love language, making it a challenge at times to communicate love between each other. This is evident in one study that found that 74% of participants reported a different love language than their partner (Polk and Egbert, 2013). For this reason, it is important to attempt to merge with one's partner's love language for relational satisfaction; however, Chapman (1992) notes that "partners do not "lose their identity when they take on the other's [love language] but rather enter into each other's lives in a deep and intimate way" (p. 138). In fact, this act is often seen as a greater expression of love when one is able to "speak" his partner's love language. Thus, it is found that couples that are better able to self-regulate behaviors of practicing their partner's love language often experience greater couple satisfaction, highlighting the importance of exploring one's partner's love language.

Love Languages & Relational Satisfaction

Chapman's (1992) Five Love Language model seems to be associated with the concept of relational maintenance, which is certain behaviors intended to "preserve desired relational features." Research has found that these behaviors are linked to equality, commitment, satisfaction, and love in a relationship (Egbert & Polk, 2006). Through further research regarding the validity of Chapman's (1992) Five Love Language model, researchers found that knowledge of a partner's love language alone does not produce greater relational satisfaction. Knowledge coupled with specific interventions of practice seem to be effective. Thus, these findings highlight a conditional efficacy of Chapman's (1992) model as it is dependent on each partner's commitment to practice the other's love language (Bunt & Hazelwood, 2017). Furthermore, previous research has found that it may take up to a year for significant changes in behavior in a relationship to induce any perceivable increase in relational satisfaction (Weigel & Ballard-

Reisch, 2008). Thus, couples must continue to work to “speak” their partner's love language even when results are not perceived.

Love Language & Relational Maintenance

Because of perceived similarities, researchers were prompted to explore commonalities between Canary and Stafford's (1992) relational maintenance typology identifying five categories (assurances, social networks, openness, positivity, and shared tasks). Assurances refer to those actions that provide partners with information and use words to convey affect. Social networks involve maintaining mutual friendships and being involved in the other partner's family. Openness refers to a willingness to discuss feelings. Positivity refers to actions aimed to encourage the other and build one's partner's self-esteem. Lastly, shared tasks refer to engagement in shared responsibilities and upholding one's own responsibilities (Egbert & Polk, 2006) This is an established typology used across multiple disciplines which is why researchers were curious if it could bring further insight to Chapman's (1992) Five Love Language model.

This research found that many relational maintenance categories highly correlated with certain love languages. The data revealed a relationship between the following relational maintenance categories and love language preferences: shared tasks with Quality Time, social networks with Gifts, assurances and shared tasks with Physical Touch, and shared tasks and social networks with Acts of Service (Egbert & Polk, 2006). These results point to a conclusion that the love languages “can be considered the vehicle whereby people deliver to the recipient the relational maintenance items” (Egbert & Polk, 2006, p. 24). Another interesting point to consider is the relationship between relational maintenance and relational satisfaction. Polk (2013) claims that this relationship may be dependent on both the quantity and quality of behaviors. This connects with Chapman's (1992) view that the love languages are only useful if

couples are committed to practicing each other's love language frequently and effectively. As a conclusion, research suggests that effectively "speaking" one's partner's love language is a relational maintenance behavior that increases relational satisfaction (Bunt & Hazelwood, 2017).

Love Language Demographics

One study explored specific demographic information regarding love language preference. The study reported several interesting findings. Chapman (2015) speculated that, "anecdotal evidence suggests that more men have Physical Touch and Words of Affirmation as their love language and more women have Quality Time and Gifts." Bland & McQueen (2018) found that for men, the most common primary love language was Acts of Service. For both men and women, Gifts appeared least frequently, denoting a lower preference for this love language. Also, Words of Affirmation and Quality Time appeared the most gender-neutral as they were reported equally amongst men and women. Also, this study found that only 26% of the couples had a matching love language preference, further highlighting the importance of the usage of relational maintenance techniques through the knowledge of love language.

Chapman's (1992) Five Love Language Model Strengths & Weaknesses

While the Five Love Language model has not been extensively researched, Chapman presents several key strengths that he has found in his personal research as a counselor. It is suggested that couples that effectively "speak" the love language of their partner achieve greater relational satisfaction (Chapman, 1992). Thus, if one partner prefers to receive love in the form of Acts of Service, the other partner should work to give love in this way. This practice has been seen to increase communication between couples and "stimulates an ongoing process of personal growth in which partners develop under actualized qualities within themselves and integrate those into their existing personality" (Bland & McQueen, 2018, p. 104). The pursuit for

relationship satisfaction between a couple is largely impacted by their ability to express love as their partner would like to receive it (Bunt & Hazelwood, 2017). This efficacy in relational satisfaction is the greatest strength of Chapman's (1992) model. However, while some research testing the validity of Chapman's (1992) theory has been conducted, there is a significant lack of empirical evidence supporting it. The usage of his theory has exploded in popular culture in recent years; however, the scientific implications regarding it have not been thoroughly explored. Thus, there is a significant need for further research of Chapman's (1992) Five Love Language model.

Love and personality unite humanity as concepts that everyone must reckon with at some point in their lives. Typologies such as the Enneagram and Chapman's Five Love Language model give humanity tools for self-discovery and human connection. These tools have entered into the world of scientific inquiry briefly. This study aims to explore the Enneagram and Chapman's (1992) Five Love Language model and further the discussion of love and personality in order to discover a possible link between the two.

Chapter Three: Methodology

This chapter will outline the research design and methodology used to explore correlations between Love Language preference and Enneagram type, as well as any correlations between college major and Love Language preference and Enneagram type amongst undergraduate students at a private, Christian university. In order to do so, quantitative methods were used. These quantitative methods allow for the ability to test the hypotheses outlined in the prior chapter and for a greater pursuit of objectivity through quantifying the defined variables into usable statistics.

Participants

The targeted population for this study was undergraduate students, aged 18 and older, at a private, Christian university. Participants for this study were recruited with the use of a recruitment email sent by college professors to students in their programs and residence directors to students in their residence halls. A copy of the initial participant recruitment email is included in the appendices.

Consent was achieved by a question confirming that the participant was 18 years of age and voluntarily consenting to participate in the study. It was communicated, through the initial consent information form, that there is no penalty for refusal to participate, and each participant was free to withdraw his/her consent and participation at any time. A copy of the consent information form is included in the appendices.

Availability sampling was used for this study as the survey was sent to students on the mailing list of certain professors and resident directors. This type of sampling was pursued for reasons of feasibility in the data collection. Also, it allowed for the collection of basic data and trends regarding this study without the complications of using a randomized sample.

Furthermore, this study contains a response sampling as not every student to which the survey was sent chose to be a participant. While this may be the easiest and most inexpensive way to conduct a study, it did not allow for researcher control over the make-up of study participants and may contain a response bias.

Procedures

Surveys were provided indicating fixed multiple choice answers for demographics, Enneagram type, and Love Language preference. The survey was administered online with no time restrictions. It was open to survey participants for a total of 6 weeks. It involved the completion of three sections. The first section consisted of four multiple choice questions aimed to address demographics where participants were asked to report things such as age, race, gender, and the college in which they are enrolled.

In the following section, participants were instructed to follow a link to Truity.com where a free, 105-item Enneagram personality test could be taken to determine one's primary Enneagram type. The Truity version of the Enneagram test was found to be both reliable and valid through various statistical analyses including measures of test-retest correlation, Cronbach's alpha test of reliability, and factor analysis. Participants were to rate their agreement with various statements on a point-based scale for each item. This specific personality test has been taken 1,589,000 times in the past month (Truity, August 2020). Participants were then asked to report the Enneagram type indicated as their Primary Enneagram type. If the participants had previously identified their Enneagram type through other means, they were not required to retake the test. However, every participant was given the opportunity to take the Truity Enneagram personality test.

The third section required participants to take the Chapman (1992) Five Love Language quiz provided with a link to 5LoveLanguages.com. This quiz aims to analyze one's emotional communication preference. Participants were to take either the couples or singles quiz depending on their current relationship status. Each quiz consisted of 30 paired statements in which participants were to choose which statement best defines what is most meaningful to them in their relationships with others. Participants then reported their primary and secondary love language preference as indicated by the Love Language quiz. The entire survey took between 10-30 minutes to complete. A copy of the survey form is included in the appendices.

Data was analyzed using the Statistical Package for the Social Sciences Version 26 (SPSS-26). Online surveys and statistical programs were used to guard against human error and ensure precise statistical analysis was conducted. Each variable was defined and entered as a nominal, numeric variable with specified values. Preliminary descriptive statistics were tabulated for each variable and displayed in tables and graphs. In order to explore associations between various variables, the Chi Square (χ^2) Test of Association statistical technique was used. The associations measured will be considered statistically significant if the p-value is less than .05. The results will be addressed in the following chapter.

Chapter Four: Results

Descriptive Data

This study was composed of a total of 255 participants. Respondents were 15.3% ($n=39$) males and 84.7% ($n=216$) females. This study had a high proportion of females compared to the population from which it was selected, with the sampling population being 60% ($n=1441$) females and 40% ($n=957$) males. The majority of the participants in this study were in the age range of 18-20 years old (74.9%, $n=191$). Whereas the second largest age range was 21-24 years old (23.5%, $n=60$). The remaining participants ($n=4$) ranged from 25-40 years old. This composition of ages is similar to the sampling frame which has a mean age of 21 years old. White students were the majority (72.5%, $n=185$) of the respondents in this study; whereas 27.5% ($n=70$) of the respondents were students of minority racial groups including Hispanic, African American, Asian, and Alaskan Native individuals. This study did not yield as much diversity as the population from which it was selected as the sampling frame consisted of only 58% ($n=1390$) White students.

College Major

As all participants were students at Southeastern University, respondents reported their college major. The largest colleges represented were the College of Behavioral & Social Sciences (26.3%, $n=67$) and the Barnett College of Ministry & Theology (24.7%, $n=63$). College of Arts & Media students represented 11% ($n=28$) of the sampling. College of Education students ($n=35$) consisted of 13.7% of the sampling. 11% ($n=28$) of students reported being in the College of Natural & Health Science. The Jannetides College of Business & Entrepreneurial Leadership consisted of the smallest group with 27 students (10.6%), besides a small group of students (2.7%, $n=7$) reporting Undecided/Prefer not to say. In order to explore how the

observed values of college major distribution differs from the expected value, a Chi-Square (χ^2) Goodness of Fit test was conducted. The variance from expected values was found to be statistically significant ($\chi^2=75.65$; $p=.00$).

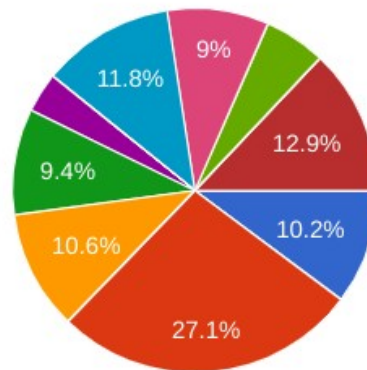
Enneagram Type

As Table 1 indicates, the most common Enneagram type in this sampling was Type Two at 27.1% ($n=69$) of participants. There was a fairly even spread between Enneagram Types One, Three, and Four at 10.2% ($n=26$), 10.6% ($n=27$), and 9.4% ($n=24$) of participants respectively. The least common Enneagram Type was found to be Type Five at 3.5% ($n=9$) of participants. In order to explore how the observed value of Enneagram type distribution differs from the expected value, a Chi-Square Goodness of Fit test was used. The variance from expected values was found to be statistically significant (χ^2).

Table 1. Rate of Enneagram Type

<i>Enneagram Type</i>	<i>Frequency</i>	<i>Percent</i>
One	26	10.2
Two	69	27.1
Three	27	10.6
Four	24	9.4
Five	9	3.5
Six	3	11.8
Seven	23	9.0
Eight	14	5.5
Nine	33	12.9

Figure 1. Enneagram Type



Total	255	100.0

- One: The Reformer
- Two: The Helper
- Three: The Achiever
- Four: The Individualist
- Five: The Investigator
- Six: The Loyalist
- Seven: The Enthusiast
- Eight: The Challenger
- Nine: The Peacemaker

Love Language Preference

Love Language preference was assessed through Chapman’s (1992) Five Love Language quiz. Participants reported both their primary and secondary love language, and results were combined to total 510 responses. The results indicated that Quality Time was most common overall with 38.6% ($n=197$) of responses. Gifts was by far the least common love language with 3.7% ($n=19$) of responses. In order to explore how the observed values of Love Language distribution differs from the expected value, a Chi-Square (χ^2) Goodness of Fit test was used. The variance from expected values was found to be statistically significant ($\chi^2=169.8 ; p=.00$).

Table 2: Love Language Preference

<i>Love Language</i>	<i>Frequency</i>	<i>Percent</i>
Acts of Service	72	14.1%
Words of Affirmation	113	22.2%
Gifts	19	3.7%
Quality Time	197	38.6%

Physical Touch	109	21.4%
Total	510	100.0

Association Analyses

Enneagram & Love Language

In order to explore to what extent Enneagram type is associated with study participant Primary or Secondary Love Language preferences, the Chi Square (χ^2) Test of Association statistical technique was used. The association between these variable was found to be statistically insignificant ($\chi^2=36.978$; $p=.25$) with a concomitant low degree of effect ($V=.135$). However, the following associations were flagged based on a 10% or more difference from the expected percentages within the Primary or Secondary Love Language preferences.

- *Enneagram Two and Gifts* (Enneagram percentage of total 27.1%; Enneagram percentage within Love Language 10.5%)
- *Enneagram Six and Gifts* (Enneagram percentage of total 11.8%; Enneagram percentage within Love Language 0%)
- *Enneagram Seven and Gifts* (Enneagram percentage of total 9.0%; Enneagram percentage within Love Language 31.6%)

The following association was flagged based on 8% or more difference from the expected percentage within the Primary or Secondary Love Language preferences.

- Enneagram One and Acts of Service (Enneagram percentage of total 10.2%; Enneagram percentage within Love Language 18.6%)

While these variances from expected percentages did not exert enough influence to achieve statistical significance, for the purposes of this preliminary research these findings were considered relevant.

Enneagram & College Major

In order to explore to what extent Enneagram type is associated with participants' college major, the Chi Square (χ^2) Test of Association statistical technique was used. The association between these variables was found to be statistically insignificant ($\chi^2=57.33$; $p=.168$) with a concomitant low degree of effect ($V=.194$). However, the following associations were flagged based on a 10% or more difference from the expected percentage within the College major.

- Enneagram Two & College of Behavioral & Social Sciences (Enneagram percentage of total 27.1%; Enneagram percentage within College 37.3%)
- Enneagram Three & College of Business & Entrepreneurial Leadership (Enneagram percentage of total 10.6%; Enneagram percentage within College 22.2%)
- Enneagram Nine & Undecided (Enneagram percentage of total 12.9%; Enneagram percentage within College 28.6%)

The following associations were flagged based on an 8% or more difference from the expected percentage within the College major.

- *Enneagram One & College of Education* (Enneagram percentage of total 10.2%; Enneagram percentage within College 19.4%)
- *Enneagram Two & College of Ministry & Theology* (Enneagram percentage of total 27.1%; Enneagram percentage within College 17.5%)
- *Enneagram Three & College of Behavioral & Social Sciences* (Enneagram percentage of total 10.6%; Enneagram percentage within College 1.5%)

- *Enneagram Seven & College of Business & Entrepreneurial Leadership* (Enneagram percentage of total 9.0%; Enneagram percentage within College 18.5%)
- *Enneagram Nine & College of Natural & Health Sciences* (Enneagram percentage of total 12.9%; Enneagram percentage within College 21.4%)

While these variances from expected percentages did not exert enough influence to achieve statistical significance, for the purposes of this preliminary research these findings were considered relevant.

Love Language & College Major

In order to explore to what extent Love Language preferences and College major are associated the Chi Square (χ^2) Test of Association statistical technique was used. The association between these variables was found to be statistically insignificant ($\chi^2=20.96$; $p=.64$) with a concomitant low degree of effect ($V=.101$). No associations were flagged for their difference from the expected percentage within College major.

Chapter Five: Discussion

As the purpose of this study is to explore a possible connection between personality and love language preferences through the common typologies the Enneagram and Chapman's (1992) Five Love Language model, the results of this study are interesting, yet statistically inconclusive. However, while this study was not able to reach statistical significance for the overall research questions outlined in chapter one, there were several associations found that are relevant for the purposes of this exploratory study.

Enneagram & Love Language

The first research question posed was "to what extent are participants' love language and Enneagram type associated?" Enneagram Two and Gifts were found to have a negative association, meaning participants with an Enneagram Two personality type were less likely to report Gifts as their primary or secondary love language. This aligns with research regarding Enneagram Twos as they often struggle with the belief that love must be earned by helping others (Arthur & Allen, 2010). Receiving gifts as an Enneagram Two may make them feel indebted to the gift giver. Furthermore, desiring to receive gifts can be stigmatized as greedy or materialistic. Enneagram Twos, being in the Heart triad, are very oriented towards feelings and self-image (Tapp & Engebretson, 2010). This may explain why Enneagram Twos rarely reported the love language of Gifts. On the other hand, Enneagram Sevens were found to greatly associate with the love language Gifts. Enneagram Sevens are less connected with the heart, and in an effort to avoid pain, seek positive and pleasant experiences without concern for negative possibilities making it possibly easier and more pleasant to receive gifts (Palmer, 1995; Arthur & Allen, 2010). Enneagram One and Acts of Service also were associated. This aligns with research regarding Enneagram Ones being concerned with order, quality, and responsibility

(Sutton, Allinson, & Williams, 2013). These values align with giving love through Acts of Service such as doing the dishes or cleaning one's car. While the association amongst Enneagram types and Love Language preferences overall was statistically insignificant, the discussed associations are interesting for the purposes of this exploratory research.

Enneagram & College Major

The second research question posed was “to what extent are participants’ college major and Enneagram type associated?” The associations between Enneagram and College Major were found to be much stronger and wider than the associations between Enneagram and Love Language, while still not achieving statistical significance. Enneagram Two associated with the College of Behavioral and Social Sciences. This makes sense as the College of Behavioral & Social Sciences is composed of students studying to enter into helping professions. Enneagram Twos have been nicknamed the Helpers, motivated by the belief that, “People depend on my help; I am needed” (Palmer, 1995, p. 22). Enneagram Twos, also moderately associated with the College of Ministry & Theology. This may be for similar reasons being that many individuals in the College of Ministry & Theology desire to serve others through a commitment to ministry.

Enneagram Three personality types associated with students in the College of Business & Entrepreneurial Leadership. Being that Enneagram Threes are driven by success and leadership this aligns with majors within the College of Business & Entrepreneurial Leadership (Sutton, Allinson, & Williams, 2013). Enneagram Threes often inhabit places of leadership in business and thus, would pursue degrees in this college. Enneagram Threes also negatively associated with the College of Behavioral & Social Sciences. This may be that while Enneagram Threes are located in the Heart triad, they are most disconnected to their feelings (Chestnut, 2008). They are highly motivated by praise and advancement. Many careers within the College of Behavioral &

Social Sciences may seem thankless or intimidating as it can be difficult for them to truly *feel* with humanity, resulting in a lower percentage of Enneagram Threes reporting being in the College of Behavioral & Social Sciences (Riso, 2019).

Interestingly, Enneagram Nines associated with the choice “Undecided” for college major. This aligns with research indicating that Enneagram Nines are undecided as a whole. Being at the top of the Enneagram symbol, Enneagram Nines inhabit many traits of each of the nine types. They have “the strength of Eights, the sense of fun and adventure of Sevens, the dutifulness of Sixes, the intellectualism of Fives, the creativity of Fours, the attractiveness of Threes, the generosity of Twos, and the idealism of Ones. However, what they generally do not have is a sense of really inhabiting themselves—a strong sense of their own identity” (Riso, 2019). They are highly adaptable, but in an effort to make peace in the universe, will often abandon their own identity leaving them undecided on what they truly want. This may have contributed to the high percentage of Enneagram Nines having not yet chosen a major. Enneagram Nines, also associated with the College of Natural & Health Sciences. This finding may be attributed to Enneagram Nine's strong anchoring to the physical world and to their bodies (Riso, 2019). As they are deeply connected to the inner workings of their bodies and deeply aware of its connection to others, this may spark interest in careers that focus on healing and making right bodily systems. This interest may have resulted in a moderate association between Enneagram Nines and the College of Natural & Health Sciences.

Enneagram Ones associated with the College of Education. Enneagram Ones may find educating the next generation as a perfect way to fulfil their mission to make the world a better place. Driven by principles and values, they strive for improvement in humanity (Palmer, 1995).

Teaching may be an excellent avenue for Enneagram Ones to accomplish this desire, pointing to a possible reason for the association between Enneagram Ones and the College of Education.

Enneagram Sevens were found to associate with the College of Business & Entrepreneurial Leadership. This may be attributed to Enneagram Sevens' high energy, practicality, and passion for exciting experiences (Palmer, 1995). A successful business consultant that identifies as an Enneagram Seven says, "I am highly, highly productive. At the office, I am joyful and my mind is running at its best. I might create several marketing campaigns for a client, work on the outline for an upcoming seminar, talk out a difficult problem with a client on the telephone, close two deals, make a project list, dictate a few letters and look up to see that it's 9:30 a.m. and my assistant is coming in to start our work for the day" (Riso, 2019). Enneagram Sevens' seemingly endless energy and talents allow them to rise in any business venture or leadership opportunity making the College of Business and Entrepreneurial Leadership an attractive college for Enneagram Sevens.

Love Language & College Major

The third research question posed was "to what extent are participants' college major and love language associated?" There were no significant associations flagged between love language preferences and college major. From this, it may be concluded that one's style of expressing and receiving love does not affect one's choice of college major and vice versa.

Overall, these associations suggest that there may be some connections between personality types and love language preferences; however, the most widespread finding was the connection between Enneagram types and college majors. These associations suppose that personality may be a contributing factor in selecting one's college major. Despite this study's failure to reach statistical significance, several relevant and interesting associations were found.

Chapter Six: Conclusion

This study aimed to add to the ever-growing discussion of love and personality. An analysis of both the Enneagram and Chapman's (1992) Five Love Language model was provided in order to provide a basis for the current study. Love and personality are complex, often confusing concepts for humanity. This study attempted to provide some clarity on these topics while exploring possible connections between the two. While statistically significant associations were not found for a number of reasons, the moderate associations flagged provide interesting insight into these topics. The hypotheses outlined in this study were the following:

Q1. To what extent are participants' love language and Enneagram type associated?

Q2. To what extent are participants' college major and Enneagram type associated?

Q3. To what extent are participants' college major and love language associated?

The greatest link found in this study was interestingly the association between personality and one's choice of college major. This link may be further explored in future studies to aid in students' choices of college major as it aligns with their personality. The strengths of this study include its detailed analysis of the Enneagram and love language as methods of measuring personality and love and its attempt to pioneer discussion of love and personality through these popular typologies. This study has truly laid a foundation for further research on these topics.

Limitations

This study has extensively surveyed a possible connection between love and personality. While the findings of this study are interesting and relevant, they must be seen in light of some limitations. The sampling method used in this study was availability sampling. While this is the most convenient method, it may have produced a population that is not representative of the general population. However, this type of sampling did yield a generous amount of participants

in comparison to other student thesis surveys. The generalizability of this study was impacted by all participants being students at a private, Christian university. In order to increase generalizability, future studies may choose to survey individuals from several different universities. Furthermore, this study is built upon limited prior research regarding the Enneagram and Chapman's (1992) Five Love Language model. The Enneagram has been more thoroughly researched than the Five Love Language model, but there are no current studies that attempt to connect these two popular typologies. This makes this current study exploratory in nature which can be a strength as future studies may build upon it. Also, this study relies heavily on self-report. Participants were asked to report their Enneagram type and primary love language. The quizzes to determine one's Enneagram type and love language were provided; however, participants were instructed that if they have previously identified their Enneagram type or love language, they were not required to retake the quiz. This may have impacted the responses. Most importantly, the associations discussed did not provide a great enough influence to the impact overall statistical significance of association between variables. Thus, the associations found may be attributed to chance. However, overall this study provides a good base for further research to be conducted.

Future Research

This study pioneered the exploration of a connection between Enneagram type and love language preference. Thus, there is a need to further investigate both the Enneagram and Love Language model separately and in connection to one another. This current study did not enter into studying the benefits of identifying one's personality type or love language. Using the Relationship Assessment Scale (RAS), one may explore how understanding and personal reflection of one's Enneagram type and/or love language may correlate with higher relationship

satisfaction (Dicke & Hendrick, 1998). Also, further studies may be conducted on the comparison of the Enneagram to more established and empirically studied personality typologies such as the Big Five five-factor model, as well as the comparison of the Five Love Language model to John Lee's (1973) more established love typology. There are many opportunities in which to advance the current research.

The pursuit of understanding of love and personality continues to be of importance in modern society. The purpose of this study was to provide discussion of love and personality through the relevant cultural tools of the Enneagram and Chapman's (1992) Five Love Language model. While a significant link between love style and personality type was not achieved, this study provides valuable insights into both typologies separately and how they relate to one's chosen college major. There is great opportunity for further exploration of these topics. The complex questions of love and personality continue to intrigue the minds of philosophers, scientists, and teenagers alike. With dedication to advance humanity's understanding of these concepts, we may gain wisdom as to how they may impact our relationships. Relationships are the most important construct of our society. We need a generation of critical thinkers that would be dedicated to improving the way in which we relate to one another through the complex concepts of personality and love.

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Appendix A

Subject Line: The Connection of Personality & Love: The Enneagram & Chapman's (1992) Five Love Language Model

Hello! Are you interested in learning more about yourself?

I am conducting research regarding the connection of the Enneagram and Dr. Gary Chapman's Five Love Language model. For this study, I need individuals to participate by sharing their Enneagram type and Love Language preference.

If you would like to participate please click this link. It will only take 10-30 minutes to complete. If you have already taken the time to identify your Enneagram type you will not be required to retake the quiz.

All participants will be put into a drawing to win a \$20 gift card!!

Thank you for your participation!

Olivia Kliner, okliner@gmail.com & Scott Gaffney, swgaffney@seu.edu

Appendix B



Discover Yourself!!

*The Enneagram &
Love Language*

ALL PARTICIPANTS WILL BE ENTERED
TO WIN A \$20 GIFT CARD!

Visit this link to participate!

<https://forms.gle/1bfJUKqPUBWaVkb6>

Appendix C

**PARTICIPANT INFORMATION
SOUTHEASTERN UNIVERSITY****The Connection of Personality and Love: The Enneagram and Chapman's Five Love Language Model**

Investigator(s): Scott Gaffney, LCSW, Southeastern University; Olivia Kliner

Purpose: The purpose of the research study is to explore commonalities between Enneagram type and love language preference. You must be 18 years or older to participate.

What to Expect: This research study is administered online. Participation in this research will involve completion of three sections. The first section will ask for demographic information (age, gender, race/ethnicity, and major), the second section will ask you to take an Enneagram quiz and report your type, the third section will ask you to take a love language quiz and report your love languages. You will be expected to complete the questionnaire once you begin. It should take you about 20 minutes to complete.

Risks: There are no risks associated with this project which are expected to be greater than those ordinarily encountered in daily life.

Benefits: There are no direct benefits to you. However, you may gain a better understanding of your Enneagram type or love language preferences.

Compensation: You will not receive any direct compensation for your participation. However, participants will be entered into a drawing for a \$20 gift card.

Your Rights and Confidentiality: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time.

Confidentiality: The records of this study will be kept private. Any written and/or published results will discuss group findings and will not include information that will identify you. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Data will be destroyed five years after the study has been completed.

Contacts: You may contact any of the researchers at the following addresses, should you desire to discuss your participation in the study and/or request information about the results of the study: Scott Gaffney, swgaffney@seu.edu; Olivia Kliner, okliner@seu.edu

If you have questions about your rights as a research volunteer, you may contact the IRB Office IRB@seu.edu

By clicking **NEXT**, you are indicating that you freely and voluntarily and agree to participate in this study and you also acknowledge that you are at least 18 years of age.

It is recommended that you print a copy of this consent page for your records before you begin the study by clicking below.

Appendix D

The Enneagram & Love Language

Investigator(s): Scott Gaffney, LCSW, Southeastern University; Olivia Kliner

Purpose: The purpose of the research study is explore correlations between Enneagram type and love language preference. You must be 18 years or older to participate.

What to Expect: This research study is administered online. Participation in this research will involve completion of three section. The first section will ask for demographic information (age, gender, race/ethnicity, and major), the second section will ask you to take an Enneagram quiz and report your type, the third section will ask you to take a love language quiz and report your love languages. It should take you about 10-30 minutes to complete.

Risks: There are no risks associated with this project which are expected to be greater than those ordinarily encountered in daily life.

Benefits: There are no direct benefits to you. However, you may gain a better understanding of your Enneagram type or love language preferences.

Compensation: You will not receive any direct compensation for your participation. However, participants will be entered into a drawing for a \$20 gift card.

Your Rights and Confidentiality: Your participation in this research is voluntary. There is no penalty for refusal to participate, and you are free to withdraw your consent and participation in this project at any time.

Confidentiality: The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify you. Research records will be stored on a password protected computer in a locked office and only researchers and individuals responsible for research oversight will have access to the records. Data will be destroyed five years after the study has been completed.

Contacts: You may contact any of the researchers at the following addresses, should you desire to discuss your participation in the study and/or request information about the results of the study:

Scott Gaffney, swgaffney@seu.edu

If you have questions about your rights as a research volunteer, you may contact the IRB Office IRB@seu.edu

By clicking NEXT, you are indicating that you freely and voluntarily agree to participate in this study, and you also acknowledge that you are at least 18 years of age.

It is recommended that you print a copy of this consent page for your records before you begin the study.

* Required

1. Email address *

Please click NEXT if you agree to the consent information and are at least 18 years of age.

Demographics

2. Please select your AGE:

Mark only one oval.

- 18-20
- 21-24
- 25-30
- 31-40
- 41-50
- 51-60
- 61 & older
- Prefer not to say

3. Please select your GENDER:

Mark only one oval.

- Male
- Female
- Prefer not to say

4. Please select your RACE/ETHNICITY:

Mark only one oval.

- White
- Hispanic, Latino, or Spanish
- Black or African American
- Asian or Asian American
- Alaskan Native
- Middle Eastern
- Other Pacific Islander
- Prefer not to say
- Other: _____

5. In what college are you enrolled?

Mark only one oval.

- College of Arts & Media
- College of Behavioral & Social Sciences
- College of Business & Entrepreneurial Leadership
- College of Education
- College of Ministry & Theology
- College of Natural & Health Sciences
- Undecided
- Prefer not to say

The
Enneagram

If you have already definitively identified your Enneagram type, please select your primary Enneagram type below.

If not, please visit the following link to take a short questionnaire.
<https://www.truity.com/test/enneagram-personality-test>

Once you have finished this test, return back to this survey and select your primary Enneagram type below. Your primary Enneagram type will be the one with the highest percentage match.

6. Enneagram Type

Mark only one oval.

- One: The Reformer
- Two: The Helper
- Three: The Achiever
- Four: The Individualist
- Five: The Investigator
- Six: The Loyalist
- Seven: The Enthusiast
- Eight: The Challenger
- Nine: The Peacemaker

Love
Language

Please visit this link to take a short questionnaire.
<https://www.5lovelanguages.com/quizzes/>

Please either take the couples quiz if you are in a relationship currently or the singles quiz if you are not in a relationship.

Once you have finished this test, return back to this survey and select your primary and secondary love language below.

7. Did you take the couples or singles quiz?

Mark only one oval.

- Couples
- Singles

8. Primary Love Language

Mark only one oval.

- Acts of Service
- Words of Affirmation
- Gifts
- Quality Time
- Physical Touch

9. Secondary Love Language

Mark only one oval.

- Acts of Service
- Words of Affirmation
- Gifts
- Quality Time
- Physical Touch

Thank you for your participation!

All participants will be entered into a drawing to receive a \$20 gift card.

Again, if you have questions about your rights as a research volunteer, you may contact the IRB Office
IRB@seu.edu

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