

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

ENNEAGRAM AND PARENTING AS ANTECEDENT ON ACHIVEMENT GOALS AND SELF-REGULATED LEARNING

Sze Wing Wong, Man-Tak Leung
Hong Kong Shue Yan University

Abstract

To explore the mediating effects of academic achievement goal and social achievement goal between both enneagram and parenting style with learning strategies, an empirical study was conducted using cross-sectional self-constructed survey. 214 Hong Kong college students were employed in convenient sampling. Path analyses and structural equation modeling were used. Results showed that both enneagram types (thinking, feeling and doing) and parenting style (permissive, authoritarian, authoritative) significantly predicted academic goal and social achievement goal while both goals subsequently predicted the use of self-regulated learning strategies. Four structural equation modelling were correspondingly established.

The results showed that parenting style positively predicted academic goal (mastery, performance approach, performance avoidant) and social achievement goals (development, demonstration approach, demonstration avoidant) that positively predicted SRL. While enneagram as the antecedents to predict SRL, feeling triad together with thinking triad positively predicted the social achievement goals, and hence subsequently positively predicted SRL. Alternatively, feeling triad can only predict SRL with academic achievement as the only mediator.

Positive parenting style (permissive and authoritative) are beneficial in both academic and social achievement goal which influence learning strategies (memory, self-appraisals, responsibility and organization), while academic achievement goal is a stronger effective predictor than social achievement goal in affecting SRL. On the other hand, for enneagram triads are highly correlated with social achievement goals than academic goals.

Keyword Enneagram, Parenting style, Academic achievement goals, Social Achievement goals, Self-regulated Learning, Learning strategies

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

Introduction

In educational field, goal orientation is a central idea to students' learning, however, at the same time, personality (enneagram) and parenting style may give certain effect on the learning. Social achievement goal only recently has its surge of mainstream popularity motivated researchers to acknowledge its educational value. Educationists are interested in how individual regulate their own learning, in regard to examine self-regulated learning, it has be linked with many factors.

Students can through social achievement motivation to attain learning in the way that with social support. There is, at present, little comparative research evidence to support this claim. Besides, it is surprising to see that there is few studies have been done on the relation of personality and self-regulated learning. It would appear that the study of personality, especially for using Enneagram, might pose a fruitful and important issue in understanding self-regulated learning. The present research is to investigate the relationship of Enneagram, parenting style, academic and social goal orientation and learning strategies.

Literature review

Enneagram

Enneagram is a continuum of nine personality traits and they can be divided into three triads which are related to self-image (feeling triad), thought processes (thinking triad), and instinctual traits (doing/ moving triad) (Matise, 2007). Reformer, Challenger and Peacemaker are referred as doing triad and they regarded the sense of being as focus (Levine, 1999). Helper, Achiever and Individualist are referred as feeling triad and they are heart centered. They regarded feeling and emotions as important experience to feel the connection with people and love (Riso, 1996). While thinking triad is composed of Investigator, Loyalist and Challenger and they are head-center type person. They are good at thinking, logic, memory and also planning. They have creativity and good

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

analyze skills and they can get satisfaction from their thinking and tend to react to the world by thinking (Levine, 1999).

Reformer

Reformer is a type that people not only like to criticize themselves but also others because they set high standard and they are serious and responsible towards work and behaviors, therefore they will feel inferior if they cannot finish their work in perfect and without any mistakes (Chan, 1998).

Helper

People of this trait are usually optimistic, helpful and active; they tend to satisfy their own needs by interpersonal relationship as they seldom show their desires and needs to others and help others for help. Helpers are sensitive to people's need and feelings. They give others an image of supporter and care giver (Levine, 1999).

Achiever

It represents active and power, they show incentive. They are competitive and they like challenge in order to seek for status and praises, thus they are never tired of chasing success as they believe there is nothing impossible (Bland, 2010).

Individualist

This type of personality trait are tend to artistic and expressive, but they are moody that easily affected by emotion and irrational feelings, they tend to show that they are unique and they search their own identity by imagination (Matise, 2007)

Investigator

They seek self-sufficiency and they are analytic and thoughtful to experience life, they place observation higher than participation (Chan, 1998). Investigator needs security and time for thinking and experiencing. They show passion on knowledge and information (Bland, 2010).

Loyalist

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

They are trustworthy for friends and teams and they believe that they are responsible and concern for security, however they may procrastinate if they are fear of wrong choices and they are well prepared for the unpredictable threats while some of them are protective and afraid of authority (Suzuki, 1999).

Enthusiast

This type is also named as adventurer and thus they are active, outgoing, energetic and with lots of ideas (Riso, 1996). They are not limited by control and hate boredom as they admire pleasure and tend to seek new experience.

Challenger

The personality of challenger is direct and strong; they are assertive and sometimes show destructive behaviors (Chan, 1998). They are oriented to trust and justice and they are always ready for confrontation and so they are seen as leaders, people feel protective under their care (Riso, 1996).

Peacemaker

Peacemaker avoids confrontation and they seek harmony. They are steady, easy going and friendly. It is regarded as mediator as well, so they care every sides' feeling on every issue. They know others' need and desire clearly, but they seldom put attention on their own needs (Levine, 1999).

Parenting style

According to Erden and Uredi (2008), parenting style is a term that to capture normal variation in controlling and socializing their children of parents' attempts. Parenting style is composed of two elements: responsiveness and demandingness (Maccoby & martin, 1983). Defined by Baumrind in 1991, the responsiveness refers to "parental warmth and supportiveness as the extent to which parents intentionally foster individually, self-regulation and self-assertion by being attuned, supportive and acquiescent to children's special needs and demands'. The term "demandingness" signifies as "supervision, disciplinary efforts and willingness to confront the child who disobeys as well as expectations and claims that force the children to become integrated into the family whole" (Erden & Uredi, 2008). Four types of parenting style are categorized according to demandingness and

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

responsiveness: authoritarian, authoritative, permissive and neglectful (Maccoby & Martin, 1983).

Permissive parents also known as indulgent are more responsive than demanding. They are lenient and untraditional to children, so they do not look for mature behaviors rather they allow considerable self-regulation and avoid confrontation (Erden & Uredi, 2008). In terms of authoritative parents, they are considered to be both demanding and responsive which affirms children's present qualities, but also sets standards for future conduct (Baumrind, 1991; Erden & Uredi, 2008). It is regarded as a kind of directive and supportive parenting. Neglectful parents are related to low responsiveness and demandingness which do not put focus on children as they do not give values to interacting with their children, instead they structure family life around their own interest and needs (Merha, 2003).

Authoritarian parents are highly demanding and directing, but without responsiveness in the way that they are restrictive and persistent in regulating rules without any consideration on children's desire and opinions. They used to adopt harsh and punitive attitude on children and therefore low warmth and involvement are given. This kind of parents does not encourage independent behavior and restrict children's autonomy (Mersha, 2003; Baumrind, 1991).

Goal orientation Theory

Previous research on achievement goals stressed the importance of cognitive bases of behavior while the later research provided a new window in viewing it as the integration of cognitive and affective composition of goal-oriented behavior (Ames, 1992). Goal theory is always link with motivation as the role of goals is important to motivation. Goal is defined as the direction of effort towards the end (Was, 2006). Goal orientation theory can also name as Achievement Goal Theory and it has been received attention on how goal orientation impact on students' performance. It refers to a person has distinctive orientation towards different kinds of goals. In another view of achievement goal is concerns with the purposes of achievement behavior. It can be viewed as an integration of beliefs and attribution which affect the production of behavior intention (Ames, 1992). In theoretical approach, the goal in academic setting is categorized into mastery and performance orientation.

Academic Achievement Goal

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

In academic achievement goal, two components are classified into the composition of academic achievement; they are mastery goal and performance goal. In conceptualization of performance goal, some motivation theories put in into two distinctions: approach and avoidance (Ames, 1992). The former one, is focus on “learning the material and mastering the task” while the latter one is concerned with ability demonstration and performance based on others’ achievement (Was, 2007).

Mastery Goal Orientation

Suggested by Lau and Lee (2008), students with mastery goal focus on the intrinsic value and the interest on learning, put it differently, they are eager to achieve the task based on their self-determined standards and show incentive in learning apart from confidence (Pintrich, 1999). Mastery goal motivates individual in the way that developing skills to understand on their own work and thus work on improvement according to self-referenced standards, it can be further explained in the way that mastery goal encourages a motivational patterns which helps promote long term and high quality involvement in learning(Ames, 1992).

Performance Goal Orientation

For the sake of simplicity, performance goal emphasis on individual’s ability and sense of self-worth (Covington, 1984; Dweck, 1986; Nicholls, 1984; Ames, 1992). At the same time, it also depends on the competence on the individual when comparing to others. Students with strong performance are more competent and avoidant to incompetent when compared with others (Was, 2006). According to Dweck (1986), he stressed that people with high performance goal are adaptive to frustration and defensive when facing failure and attributing success to more external factors, like task difficulty and luck. Performance goal is consisted of performance approach and performance avoidance.

Performance approach oriented students regarded themselves as equipping with good deal of ability and they are willing to demonstrate their ability. As stated by Was (2006), performance goal orientation is conceptualized as an individual who seek chances to demonstrate the ability in comparison with others and to show success and enhance self-esteem.

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

Performance avoidance is opposite to performance approach in terms of motivation. It is grounded in individual's view on lacking ability and so tends to avoid demonstrating achievement in front of public. If one interprets himself as lacking ability, it may result in lower self-worth based on his competence. It is likely for low self worth students to adopt failure-avoiding strategies, such as procrastination, weak efforts (Was, 2006).

Social Achievement goal

The research of Elliot (2005) provides a framework on Social achievement goals. It is viewed as “a function of stable individual differences as well as sensitive to features of the social context” (Ryan & Shim, 2007). Several researchers viewed social achievement goals equals to academic motivation achievement into social domain (Mouratidis & Sideridis, 2009). In the study of Urdan and Maehr (1995), they examined social goals in the aspect of achievement goal and identified social goals as social related purpose in achieving in the domain of academic (Mouratidis & Sideridis, 2009). Ryan and Shim (2007) suggested that competence is a key component in the motivation aspect while people perceive it differently in social domain from academic and physical domain as it is proven to act significantly in explaining process and outcomes in academic. Social competence can be defined as “social skillfulness and social abilities that promote general peer acceptance and the formation of friendships” (Harter, 1982; Rubin, Coplan, Nelson, Cheah, & Lagace-Seguin, 1999; Ryan & Shim, 2007). Three social achievement goals have been proposed, by Ryan and Shim (2005), that such approach is similar with achievement goal theory. Both of them are consisted of two main goals: mastery and performance (approach and avoidance). According to Talepasand (2010), social mastery goal is related to development of competence in relationship while Ryan and Shim put social approach goals into demonstrating gain in positive judgment and social competence from social significant others. The social demonstration avoidance goal is known “a focus on demonstrating that one does not lack social competence”. Put it differently, it means preventing doing something which induce negative judgments from others and indicate social undesirability (Ryan & Shim, 2007).

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

Self-regulated learning

The papers in Zimmerman (1989) provided a theoretical model on self-regulated learning. In terms of self-regulated, specific strategies to achieve academic goals on the basis of self-efficacy is involved in students learning. Self-regulated learning is consisted of three important elements, which are self-regulated learning strategies, self-efficacy perceptions of performance skill and commitment academic goals. Self-regulated learning strategies are action and processes directed at acquiring information or skill that involve agency, purpose, and instrumentality perception by learners. The strategies included seeking information, self-consequating and organizing and transforming information (Zimmerman, 1989). As proposed by Bandura (1986), a more specialized definition of self-efficacy might read as follows 'perceptions about one's capabilities to organize and implement actions necessary to attain designated performance of skill for specific tasks'. The term, academic goals, can be referred to grades, social esteem or postgraduation employment opportunities and they can be varied in terms of nature and time of attainment (Zimmerman, 1989).

Relationships between variables

Parenting style and personality

Some journals have been devoted to relationships between parenting style and personality by using the model of Big Five Factors. Unsurprisingly, there is no empirical support to point out the direct relation between enneagram models and parenting style. It is believed that enneagram model is more complex, but it is still a prolific topic to educationalists and social psychologist. Given that certain type of parenting or home environment or attachment style may prone an effect of the growth of personality (Chan, 1998). Reformer's personality is built as they are grown under high expectation environment, parents and teachers may set high standards and demand, so that they would develop a self-monitoring system to avoid being errors to meet the requirements (Chan, 1998). It is believed that reformer is correlated with high demandingness parenting style. For helper, they are related to warmth

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

and low demandingness parenting, spoiled by parents with love and they have the self-awareness of attracting the emotions, they do not lack of love and care and so they have a tendency to take care of others. To establish the achiever's personality, praises and achievement is a favorable condition. As they are usually recognized by parents on their achievement, they will put attention on achievement in order to gain more recognition and care from parents. They thinking having achievement is a way to win the attention and care. Thus, achiever is most likely to link with permissive parenting.

Individualists regard themselves as superior and have a sense of difficult to be understood in regarding negative experience of parents, therefore they think they have experience pain and loneliness. While for in the childhood of investigator, they are bored and unsatisfied with restrictive parenting and did not seek enough care from the parents, and it results in getting rid of emotion and relationship. Loyalist is found they are judges as they were treated unfairly by parents in their childhood so they tend to judge their parents and observe the situation so as to anticipate the treat. This type is not linked with either one of the parenting style. Peacemaker is probably to be related to neglectful parenting, as they always being neglected by others or parents and it contribute to the personality that away from own desires and try to ignore self.

Parenting style and goal orientation

There has been some literature doing the relationship between parenting style and goal orientation. Long time ago, some findings has indicated that the authoritative parenting is linked with mastery goal orientation, whereas authoritative and permissive parenting are associated with performance goal (River, 2003). Regarding permissive parenting style, Lamborn, Mounts, Steinberg, & Dornbusch (1991) found that this parenting is related to behaviors of performance goal in the example of poor self reliance and work orientation. Other research found the similar result that in line with Lamborn et al., Baumrind and his colleagues (1967) discovered that permissive parenting is related to low tolerance for frustration and low persistence when facing difficulty (River, 2003). In the research of Gonzalez, Greenwood, and Wen Hsu (2001) found the correlation between authoritarian and performance goal and there are some concern in examining the relationship that is students whose

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

father exhibited authoritarian parenting, has a greater risk to develop performance goal. Also, the relationship is stronger when it is applied to girls than boys. For authoritative parenting, numbers of researcher found that students with authoritative parenting style are likely to experience pleasure on work which is a part if mastery goal (River, 2003).

Personality and goal orientation

Few researches were devoted to personality and goal orientation, especially on social achievement goal. Given that only Big Five model is found to be linked with goals, there is no any empirical support to support the enneagram model with goals. However, there is a research devoted to the similar of enneagram and Big Five model, it revealed that enneagram types are corresponding to big five factor model (Bland, 2010). Therefore, it is believed that enneagram model can also predict goals.

The explanation on Big Five model to goal can be explained by Klein & Lee (2006), for Conscientious, it is suggested that people with high conscientious tend to have high expectation on self and they are hardworking and self-disciplined to achieve and commit goals in terms of mastery goal. Besides, they are motivated to overcome the difficult task instead of avoidance. Thus, it is assumed that it is correlated to performance goal as well (Klein & Lee, 2006). On the other hand, it is proved that conscientiousness and openness are related to learning goal orientation based on the previous explanation. Regarding to individuals high in openness are likely to hold positive view to learn new things and prone to engage in learning experience (Klein & Lee, 2006).

Personality and Self-regulated learning

Little literature has been published on the relationship on personality and self-regulated learning, especially on the enneagram model. Researchers have focus primarily on Big Five model and self-regulation instead on applying it learning. Although no empirical evidence is yet available to confirm the relation, it can still proposed that there are correlation between the two. As Hoyle (2003), among different dimensions of personality, conscientiousness is the one which is relevant to self-

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

regulation. It is stated that people who score high in conscientiousness are disciplined and planful and orderly while in the opposite, for low conscientious individuals, they tend to procrastinate and easily distracted. Under the domain of self-regulation, competence, dutifulness, self-discipline, orderliness and also cautiousness are characteristic of self-regulation. For impulsive person, that is a characteristic of neuroticism, they tend to have lower self-control. Besides, they are reported that showing a behavioral liability and they seldom demonstrate forethought and planning, In terms of self-regulation, impulsive individuals are likely to be emotionally unstable and easily distracted. In both behavior and emotion expression, they are rigidly organized and not willing to do tasks when is productive (Hoyle, 2003).

Parenting style and self-regulated Learning

In Carrol and Roche (2004), they explored relationship between self-regulation process and parenting behavior in the way that parental efficacy influences school related behavior (Erden & Uredi, 2008). Numbers of researches have shown that parenting style shows relevant importance on the self regulated learning as the those research proved some of the academic learning and achievement elements is affected by parenting style, for example achievement strategies (Aunola, Stattin & Nurmi, 2000; Erden & Uredi, 2008), goal orientation (Gonzalez, Holbein & Quilter, 2002; Erden & Uredi, 2008). Strage (1998) revealed some findings in parenting style and self regulated Learning is that students with authoritative parents will have a clear goals either in personal and career, they can feel control and confidence in own ability to manage time and master materials. In contrast, students whose parents are authoritarian will tend to lack of skills in setting attainable goals and monitoring and maintaining their progress toward the goal (Merha, 2003).

Goal orientation and Self-regulated Learning

Goal orientation plays a role in self-regulated learning. In terms of self-regulated learning, goal orientation can fit into it as it is assumed that students would set goals to achieve in self-regulation on learning, performance and behavior (Pintrich, 1999). As Pintrich proposed, if students

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

adopt one of the orientations, and the setting goals will be correlated to the use of self-regulatory strategies. Consistent results has been found that mastery goals in goal orientation are strongly positively related to the use of cognitive strategies, which implies that goal orientation is strongly related to self-regulated learning (Pintrich, 1999). It is suggested by Schunk (2005) that some research has been worked on help seeking behavior that it act as importantly on self-regulation strategies and help seeking is varied depended on students' social and motivation factors. Ryan, Pintrinch and Midgley studies in 2001 revealed that students who are socially incompetence may avoid seeking help as fear of negative consequence. Ryan (2001) also found out social goal orientation relates to self-regulation strategies in regard to students who hold a mastery goal orientation is likely to seek help from others than person who hold performance goal. That is performance goal individuals are concerned of others' negative evaluation. In terms of goal orientation, Pintrich (2003) social variable can influence motivation and self-regulated learning.

Hypotheses

Given the theoretical positions taken for the study and the status of the field as briefly reviewed above, the study aimed to provide an answer to the following hypotheses:

H1: The enneagram (reformer, helper, achiever, individualist, investigator, loyalist, enthusiast, challenger, peacemaker) can predict social achievement goal (social development, social performance approach, social performance avoidant), and social achievement goal would predict the use of learning strategies (memory, set goal, self appraisals, seek help, environment, responsibility, organization).

H2: The enneagram (reformer, helper, achiever, individualist, investigator, loyalist, enthusiast, challenger, peacemaker) can predict academic achievement goal (mastery, performance approach, performance avoidant), and academic achievement goal would predict the use of learning strategies (memory, set goal, self appraisals, seek help, environment, responsibility, organization).

H3: The parenting style (permissive, authoritative, authoritarian) would predict social achievement

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

goal (social development, social performance approach, social performance avoidant), and social achievement goal would predict the use of learning strategies (memory, set goal, self appraisals, seek help, environment, responsibility, organization).

H4: The parenting style (permissive, authoritative, authoritarian) would predict academic achievement goal (mastery, performance approach, performance avoidant), and academic achievement goal would predict the use of learning strategies (memory, set goal, self appraisals, seek help, environment, responsibility, organization).

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

Methods

Participants

A convenient sample of two hundred and fourteen students with 89 males and 125 females (Age: $M=20.69$, $SD=1.577$) from different Universities of Year one to Year four full time students aged around 18 to 25 participated. International and mainland students were not recruited in the present research.

Parental Authority Questionnaires (PAQ)

Parenting style was measured by Buri's (1991) 30 items self-report questionnaire and it is rated in a 5 point scale (1-5) from strongly agree to strongly disagree (Buri, 2006). The PAQ is designed to measure parental authority, or disciplinary practices, from the point of view of the child (of any age) in three subscales: permissive, authoritative and authoritarian (Buri, 1991). Each statement is describing the situation during years of growing up at home.

Enneagram

Enneagram, which was adapted from Chan (1998) 45-item inventory that describes a person with certain personality in dichotomous answer (A or B) which corresponds to different trait under the same situation. It aims to measure an individual on the nine personality traits. In this study, it is modified into likert scale in a 5 point scale from 1 (strongly disagree) to 5 (strongly agree) (Chan, 1998) by dividing the dichotomous answers into two corresponding questions. The nine traits measured in Enneagram are Reformer, Helper, Achiever, Individualist, Investigator, Loyalist, Enthusiast, Challenger, and Peacemaker.

Academic achievement goal orientation

Academic achievement goal orientation which designed by Was in 2006, this questionnaire is consisted of 28 items to capture three goal orientation in the aspect of mastery (13 items), performance approach (8 items), and performance avoidance (7 items). A 6-point Likert scale is adopted, responses choices ranged from 1 (very untrue) to 6 (very true) (Was, 2006).

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

Social achievement goals

Social achievement goals were measured by adopting Ryan & Shim's social achievement goal (2007). It is composed of twelve self report questions in three social goals: social development goals, social demonstration-approach goal and social demonstration-avoid goal and each aspect carries four questions (Ryan & Shim, 2007).

Self-regulated Academic Learning Scale (SALS)

Learning strategies were measured by using SALS which proposed by Magno (2008), it is designed based on seven aspects on self-regulated learning in memory, goal setting, self-appraisal, seek assistance, environment restructuring, learning responsibility, and organization. It is composed of 54 items in 4 likert point scales from 1 (strongly disagree) to 4 (strongly agree). Each subscales carries different numbers of items.

Results

Descriptive Statistics and Correlational Analysis

The descriptive statistic on mean, SD and correlation for the 25 variables of the five instruments are shown in Table 1.

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1. Reformer	--																									
2. Helper	.23**	--																								
3. Achiever	.61**	.32**	--																							
4. Individualist	.28**	.07	.26**	--																						
5. Investigator	.43**	.03	.50**	.46**	--																					
6. Loyalist	.38**	.21**	.39**	.25**	.25**	--																				
7. Enthusiast	.33**	.33**	.42**	.28**	.31**	.15*	--																			
8. Challenger	.56**	.06	.63**	.42**	.29**	.30**	.45**	--																		
9. Peacemaker	.06	.48**	.06	.07	.15*	.30**	.08	-.13	--																	
10. Social development	.36**	.45**	.31**	.05	.15*	.21**	.43**	.28**	.16*	--																
11. Social demonstration	.21**	.35**	.16*	.01	.05	.15*	.31**	.13	.25**	.64**	--															
12. social avoidant	.15*	.08	.05	.00	-.32	.21**	.02	-.04	.26**	.27**	.41**	--														
13. Mastery	.38**	.27**	.37**	.19**	.42**	.18*	.31**	.31**	.09	.41**	.20**	-.01	--													
14. Performance	.11	.09	.20**	.10	.07	.08	.05	.12	.06	.14*	.34**	.25**	.11	--												
15. Avoidant	.06	-.05	.09	.08	.09	.11	-.11	.07	-.03	.00	.18*	.28**	-.07	.61**	--											
16. Permissive	.22**	-.04	.17*	.29**	.31**	.14*	.17*	.30**	.04	.04	.04	0.15	-.31	.56**	.07	--										
17. Authoritative	.23**	.06	.18**	.02	.02	.18**	0.11	.12	.00	.12	.07	-.09	.08	.00	.01	.56**	--									
18. Authoritarian	.03	.01	.04	-.03	.12	.09	.00	.07	.13	.11	.27**	.29**	.01	.32**	.29**	-.31	-.03	--								
19. Memory	.33**	.28**	.42**	-.07	.19**	.23**	.23**	.24**	.07	.31**	.23**	.11	-.02	.14*	.04	.33**	.20**	.23**	--							
20. setting goal	.22**	.15*	.25**	-.04	.16*	.23**	-.09	.12	-.01	.20**	.09	-.01	.02	.10	.03	.20**	.07	.14**	.45**	--						
21. self evaluation	.29**	.22**	.15*	.25**	-.04	.16*	.23**	-.01	.12	-.01	.20**	.09	-.01	.02	.10	.03	.2**	.07	.14*	.45**	--					
22. seek assistance	.12	.29**	.16*	.34**	-.04	.25**	.24**	.16*	.32**	.06	.29**	.16*	.02	.09	.05	.5**	.40**	.07	.06	.50**	.39**	--				
23. environment	.21**	.16*	.25**	-.03	.04	.22**	.06	.15*	.03	.12	.03	.06	-.06	.15	-.05	.21**	.13	.15*	.44**	.37**	.42**	.48**	--			
24. Learning responsibility	.24**	.17*	.36**	-.13	.19**	.24**	.04	.18*	.05	.22**	.13	.10	.02	.04	.01	.28**	.20**	.23**	.50**	.48**	.45**	.46**	.53**	--		
25. Organization	.19**	.20**	.27**	-.07	.19**	.17*	0.1	.15*	.11	.20**	.15*	.13	.04	.08	.01	.31**	.14*	.22**	.59**	.49**	.56**	.56**	.59**	.59**	--	
M	3.44	3.71	3.36	3.18	3.11	3.43	3.32	2.94	3.55	3.69	3.54	3.56	4.17	3.74	3.29	3.03	3.22	3.02	2.74	2.61	2.67	2.98	2.87	2.84	2.84	
SD	.48	.46	.41	.45	.41	.35	.48	.52	.42	.52	.63	.60	.5	.66	.74	.5	.6	.63	.4	.68	.42	.47	.6	.62	.49	

ENNEAGRAM AND PARENTING AS ANTECEDENT ON LEARNING MOTIVATION AND SELF-REGULATED LEARNING

Reliability Analysis

In pilot test, reliability analysis with Cronbach's alpha was conducted for the scales of four questionnaires. All Questionnaire indicated satisfactory reliabilities, $\alpha > .60$. Five questionnaires have been computed and the reliability of the five instruments and the subscales was shown in Table 3. For Enneagram scale, Cronbach's alpha a= .88 (full scale), .65 (reformer), .74 (helper), .61 (achiever), .65 (individualist), .55 (investigator), .40 (loyalist), .67 (enthusiast), .76 (challenger) and .60 (peacemaker).

For social achievement goal scale, Cronbach's alpha a= .79 (full scale), .59 (social development goal), .68 (demonstration approach), .63 (demonstration avoid).

For parental style questionnaire (PAQ), the full scale of Cronbach's alpha (a) is .72, .72(permissive), .83 (authoritarian), .85 (authoritative).

For academic achievement goal scale, the Cronbach's alpha a= .80, .82 (mastery), .71 (approach), .69 (avoidant).

For academic self-regulated learning scale, the Cronbach's alpha a= .93 (full scale), .71(memory), .85 (set goal), .83 (self appraisal), .76 (seek help), .76 (environment), .80 (responsibility), .76 (organization).

Scales	α
Enneagram	.89
Reformer	.66
Helper	.74
Achiever	.61
Individualist	.65
Investigator	.55
Loyalist	.40
Enthusiast	.67
Challenger	.76
Peacemaker	.60
Social Achievement Goal	.79
Social development	.59
Social demonstration-approach	.68
Social demonstration-avoid	.63
Parental Authority Questionnaire	.72
Permissive	.72
Authoritarian	.83
Authoritative	.85
Academic Achievement Goal	.80
Mastery	.82
Approach	.71
Avoidant	.69
Self-Regulated Learning Inventory	.93
Memory	.71
Goal setting	.85
Self-evaluation	.83
Seek assistance	.76
Environment	.76
Learning responsibility	.80
Organization	.76

Table 3

Reliability Cronbach's Alphas for the five instruments in the main study [Error! Not a valid link.](#)

Confirmatory Factor Analysis

Based on the result in explanatory factor analysis, some items of each instrument are parceled except social achievement goal and some items were deleted to make a fitter model.

First, for Enneagram, there are three separate models. The result of doing triad of Enneagram is shown in Table 3. The chi-square value of the data is $\chi^2(51)=120.04$, RMSEA= .081, GFI= .91 and CFI= .92. The result of feeling triad of Enneagram is shown in Table 4. The chi-square value of the data is $\chi^2(51)=135.07$, RMSEA= .090, GFI= .90, CFI= .89. The result of thinking triad of Enneagram is shown in Table 5. The chi-square value of the data is $\chi^2(41)=99.91$, RMSEA= .084, GFI= .92, CFI= .88.

Second, for social achievement goal scale, the result of CFA is shown in Table 4. The chi-square value of the data is $\chi^2(51)=95.04$, RMSEA= .073, GFI= .91 and CFI= .95.

Third, for parent style questionnaire (PAQ), the chi-square value of the data is $\chi^2(87)=217.23$, RMSEA= .096, GFI= .85 and CFI= .93 and the result is shown in Table 5.

Fourth, for academic achievement goal scale's result is shown in Table 6. The chi-square value of the data is $\chi^2(32)=150.7$, RMSEA= .14, GFI= .87 and CFI= .85

For academic self-regulated learning scale, the chi-square value of the data is $\chi^2(142)=287.91$, RMSEA= .069, GFI= .88 and CFI= .90.

Path Analysis

Based on the hypotheses of the present study, the path analyses are computed into two separate models that personality and parenting style as the antecedent of social achievement goal and academic achievement goal to self-regulated learning. The two paths are: (1) enneagram, social achievement goal, academic achievement goal and self-regulated learning, (2) parenting style, social achievement goal, academic achievement goal and self-regulated learning

(1) *Personality, Social achievement goal, Academic achievement goal and Self-regulated learning*

The path model of relationship between enneagram (reformer, helper, achiever, individualist, investigator, loyalist, enthusiast, challenger and peacemaker), social achievement goal (social development, social demonstration approach and social demonstration avoid), academic achievement goal (mastery, approach and avoidant) and learning strategies (memory, goal setting, self-appraisal, seek assistance, learning responsibility, environment and organization) is shown in Figure 10, 11 and 12.

For the result, it is indicated that enneagram is correlated with social achievement goal and academic achievement goal respectively. Specifically, enneagram is a predictor to both academic and social goal. For social achievement goal, social development can be predicted by reformer ($\beta = .33$, $p < .001$), helper ($\beta = .37$, $p < .001$), loyalist ($\beta = .19$, $p < .01$) and enthusiast ($\beta = .41$, $p < .001$). Social demonstration is predicted by reformer ($\beta = .22$, $p < .05$), helper ($\beta = .34$, $p < .001$), enthusiast ($\beta = .32$, $p < .001$) and peacemaker ($\beta = .22$, $p < .01$). For social avoidant goal can be predictor by reformer ($\beta = .34$, $p < .001$), loyalist ($\beta = .16$, $p < .05$), challenger ($\beta = -.24$, $p < .01$) and peacemaker ($\beta = .16$, $p < .05$).

For the relationship between enneagram and academic achievement goal, mastery goal can be

predicted by various enneagram types, including

helper ($\beta = .15, p < .05$), achiever ($\beta = .29, p < .001$), investigator ($\beta = .36, p < .001$), enthusiast ($\beta = .19, p < .01$), and peacemaker ($\beta = .34, p < .001$). Performance approach goal can also be predicted by achiever ($\beta = .16, p < .05$). However, enthusiast is negatively linked with performance avoidant goal ($\beta = .19, p < .01$).

For the relationship between social goals and learning strategies, the result show that social development goal is the strongest predictor to learning, including memory ($\beta = .29, p < .001$), goal setting ($\beta = .24, p < .01$), self-evaluation ($\beta = .33, p < .001$), seek help ($\beta = .35, p < .001$) and learning responsibility ($\beta = .23, p < .01$).

While between academic goal and learning, mastery is the strongest predictor to learning, all learning strategies can be significantly predicted, including memory ($\beta = .34, p < .001$), goal setting ($\beta = .21, p < .01$), self-evaluation ($\beta = .43, p < .001$), seek help ($\beta = .28, p < .001$), environment ($\beta = .22, p < .01$), learning responsibility ($\beta = .24, p < .01$) and organization ($\beta = .28, p < .001$). Also, performance avoidant goal is a significant predictor to learning, including memory ($\beta = .22, p < .01$), goal setting ($\beta = .20, p < .05$), environment ($\beta = .17, p < .05$), learning responsibility ($\beta = .24, p < .01$) and organization ($\beta = .28, p < .001$).

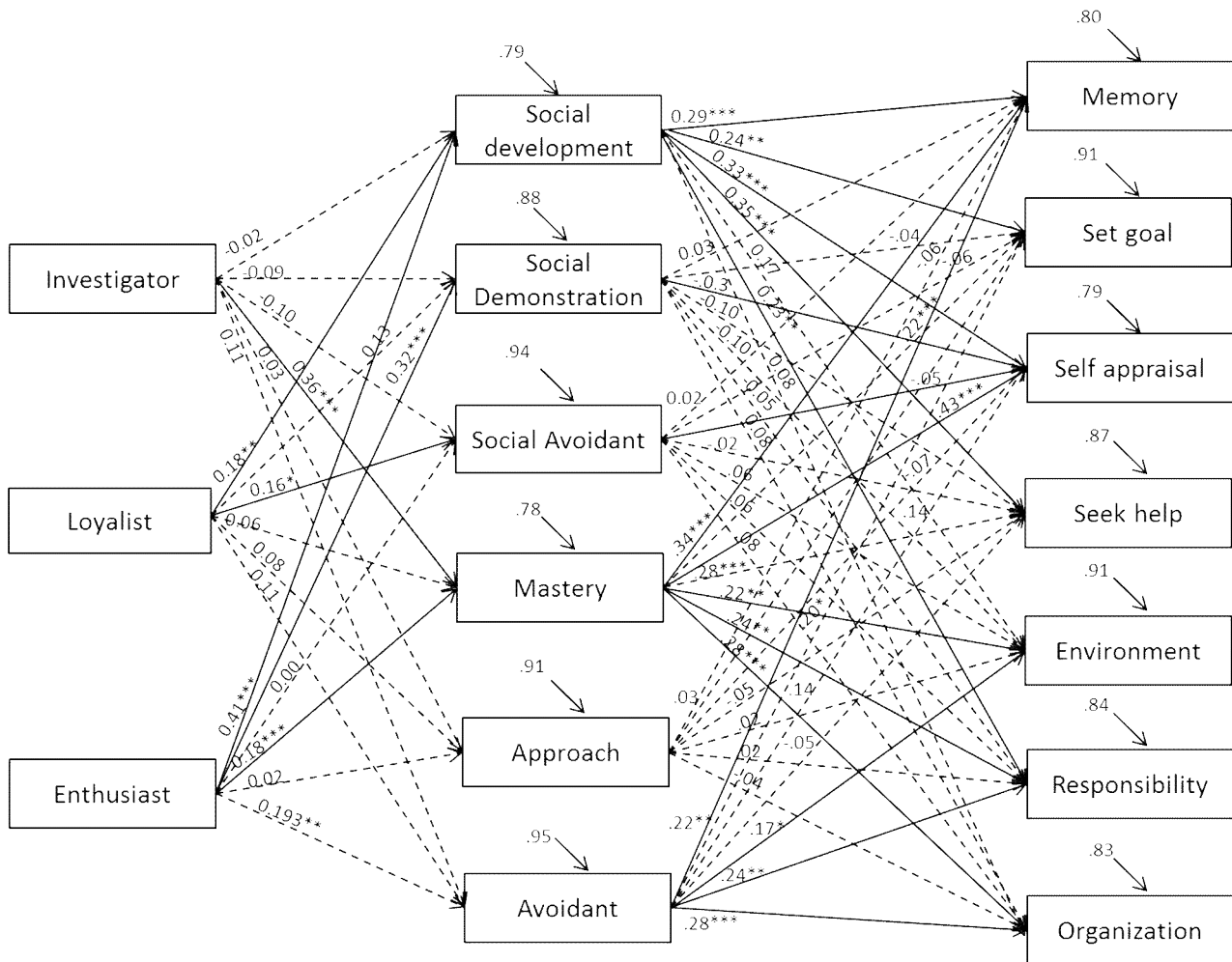


Figure 10. The path model of the relationship between enneagram (thinking triad), social achievement goals, academic achievement goals, learning strategies.

Note: *p < .05, **p < .01, *** p < .001

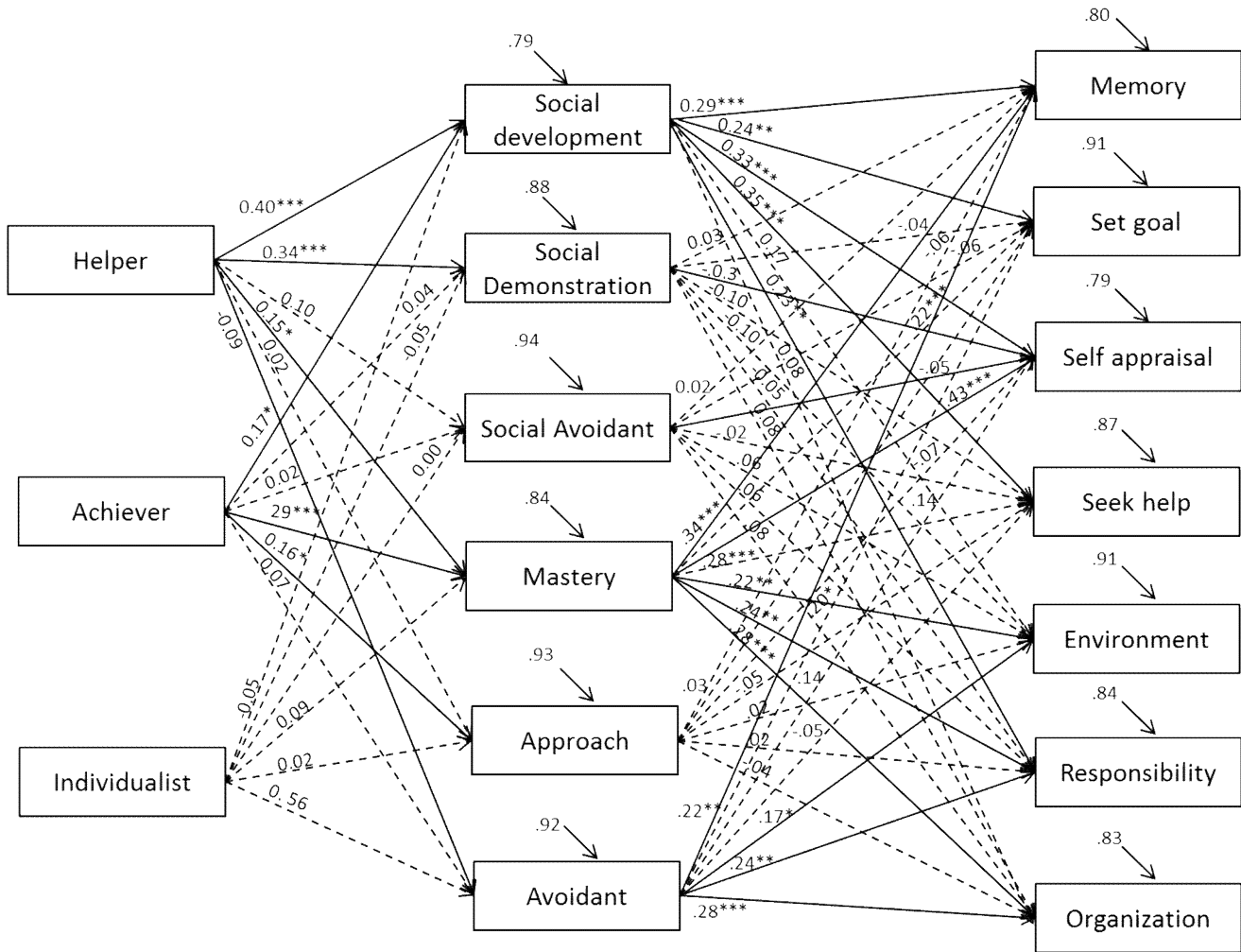


Figure 11. The path model of the relationship between enneagram (feeling triad), social achievement goals, academic achievement goals, learning strategies.

Note: *p < .05, **p < .01, *** p < .001

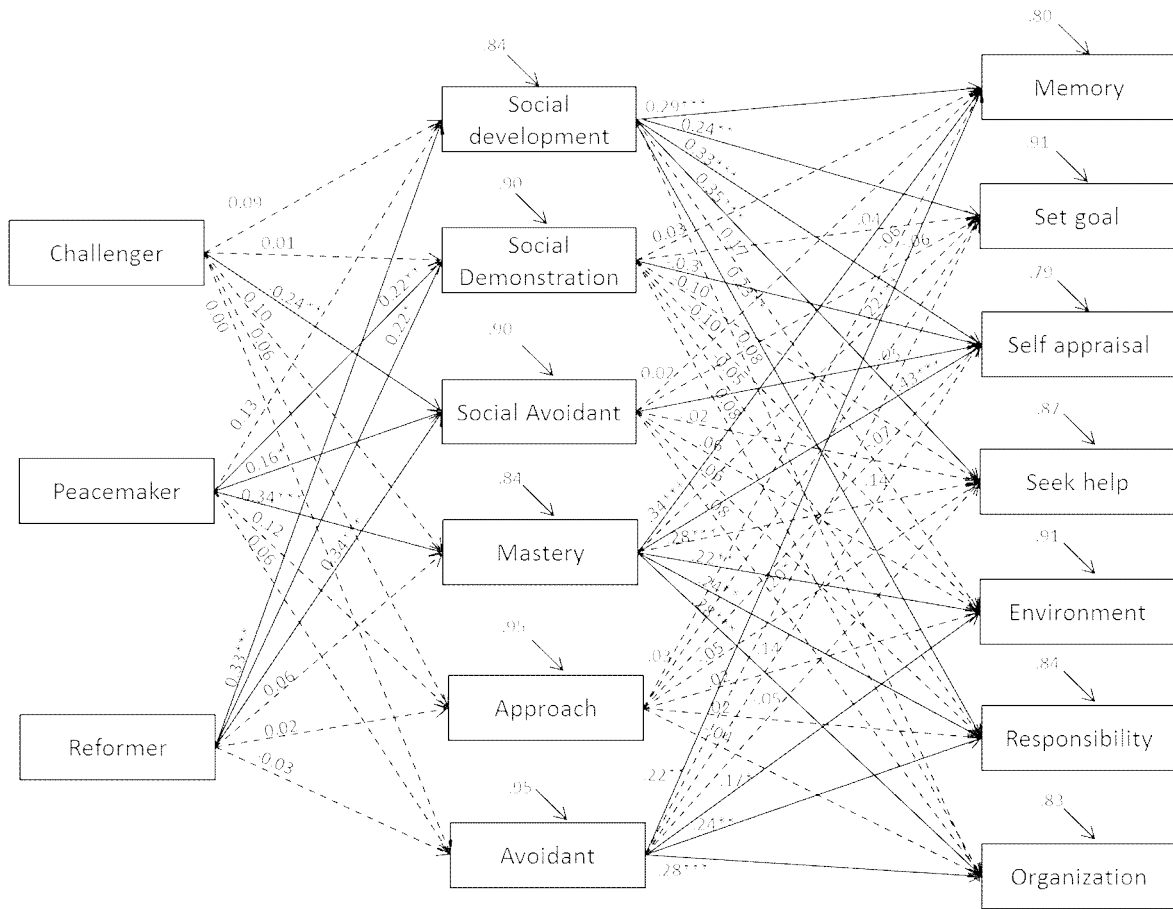


Figure 12. The path model of the relationship between enneagram (doing triad), social achievement goals, academic achievement goals, learning strategies.

Note: *p < .05, **p < .01, *** p < .001

(2) Parenting style, Social achievement goal, Academic achievement goal and Self-regulated learning

The path model of relationship between parenting style (permissive, authoritarian and authoritative), social achievement goal (social development, social demonstration approach and social demonstration avoid), academic achievement goal (mastery, approach and avoidant) and self-regulated learning (memory, set goal, self-appraisal, seek help, responsibility, environment and organization) is shown in Figure 13.

For the result, it indicated that parenting style is correlated with social goals and academic goals respectively. To be specific, authoritarian is the most significant predictor of five achievement goals, including social development ($\beta = .17, p < .001$), social demonstration approach ($\beta = .33, p < .001$), social demonstration avoidant ($\beta = .28, p < .001$), performance approach ($\beta = .36, p < .001$) and performance avoidant ($\beta = .36, p < .001$). Permissive is a significant predictor to performance avoidant goal ($\beta = .20, p < .05$) and authoritative is a significant predictor to social development ($\beta = .17, p < .05$). However, there is no significant relationship between permissive and social achievement goal (development, approach, avoidant) and also between three parenting styles (permissive, authoritarian, and authoritative) and mastery goal.

For the relationship between the goals and learning, it has stated in the previous enneagram model.

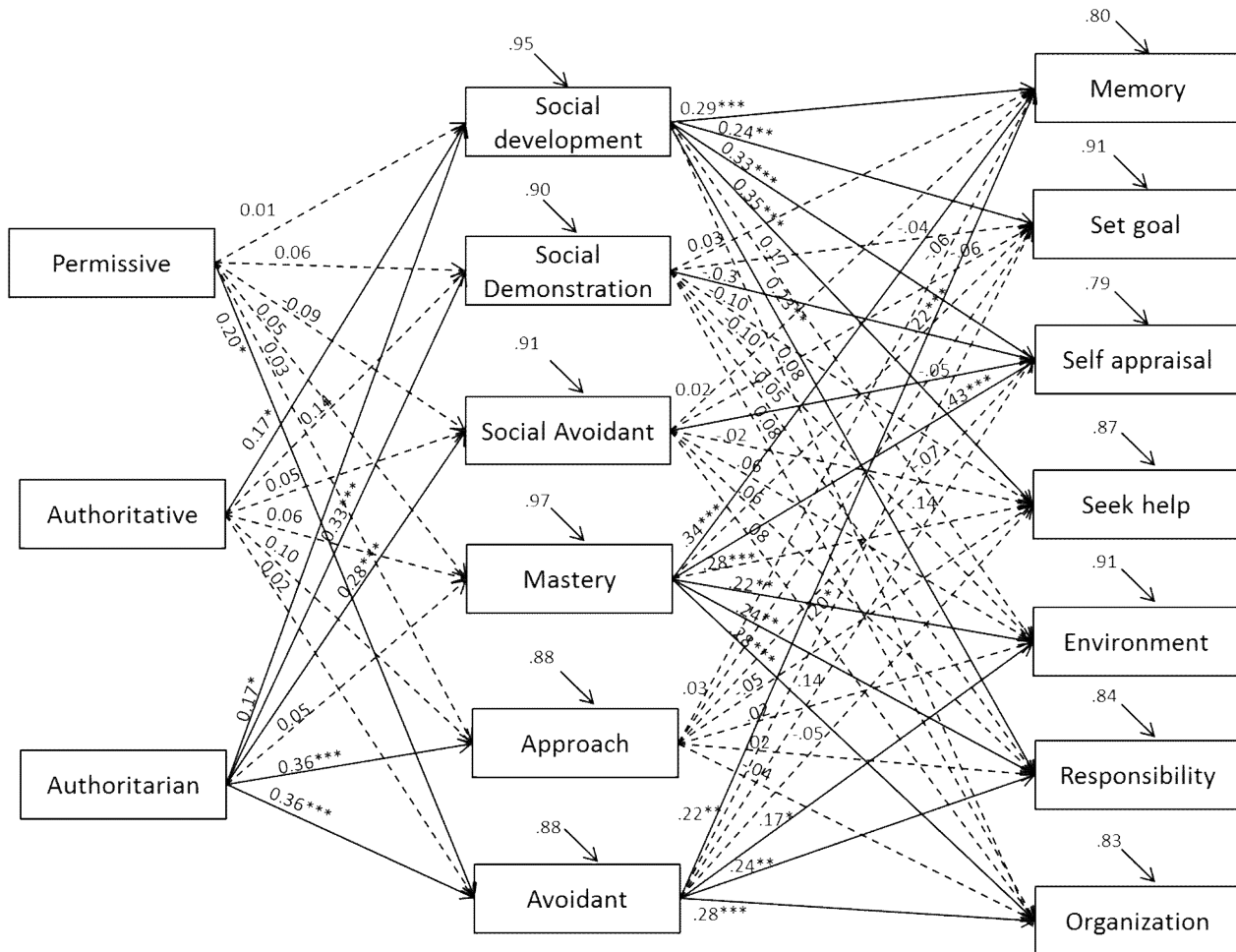


Figure 13. The path model of the relationship between parenting style, social achievement goals, academic achievement goals, learning strategies.

Note: *p < .05, **p < .01, *** p < .001

Structural Equation Modeling

Based on the literature review, hypotheses and results of the path analysis, the SEM was computed separately for the antecedent of personality and parenting style to the effect of social and academic goal to self-regulated learning. There are four significant structural models: (1) thinking trait, social achievement goal, and self-regulated learning, (2) feeling triad, academic achievement goal, learning (3) parenting style, social achievement goal, academic achievement goal and self-regulated learning (4) feeling triad, social achievement goal, and learning

(1) Thinking Trait, Social Achievement Goal, Self-regulated Learning

The structure model of the relation between thinking trait (investigator, loyalist, enthusiast), social achievement goal (social development goal, social demonstration –approach goal, social demonstration-avoidant goal) and learning (memory, set goal, self-appraisal, seek help, environment, responsibility and organization) was shown in Figure 12. The model implied that thinking trait is a positive and significant antecedent to social achievement goal ($\beta = .66$, $p < .001$) and social achievement goal is a positive predictor of self-regulated learning ($\beta = .34$, $p < .01$). In this model, the chi-square value and fit indices of the data is $\chi^2(63) = 153.12$, RMSEA = .084, GFI = .90, CFI = .94. Therefore, it showed that social achievement goal is a significant positive mediator between thinking traits and learning.

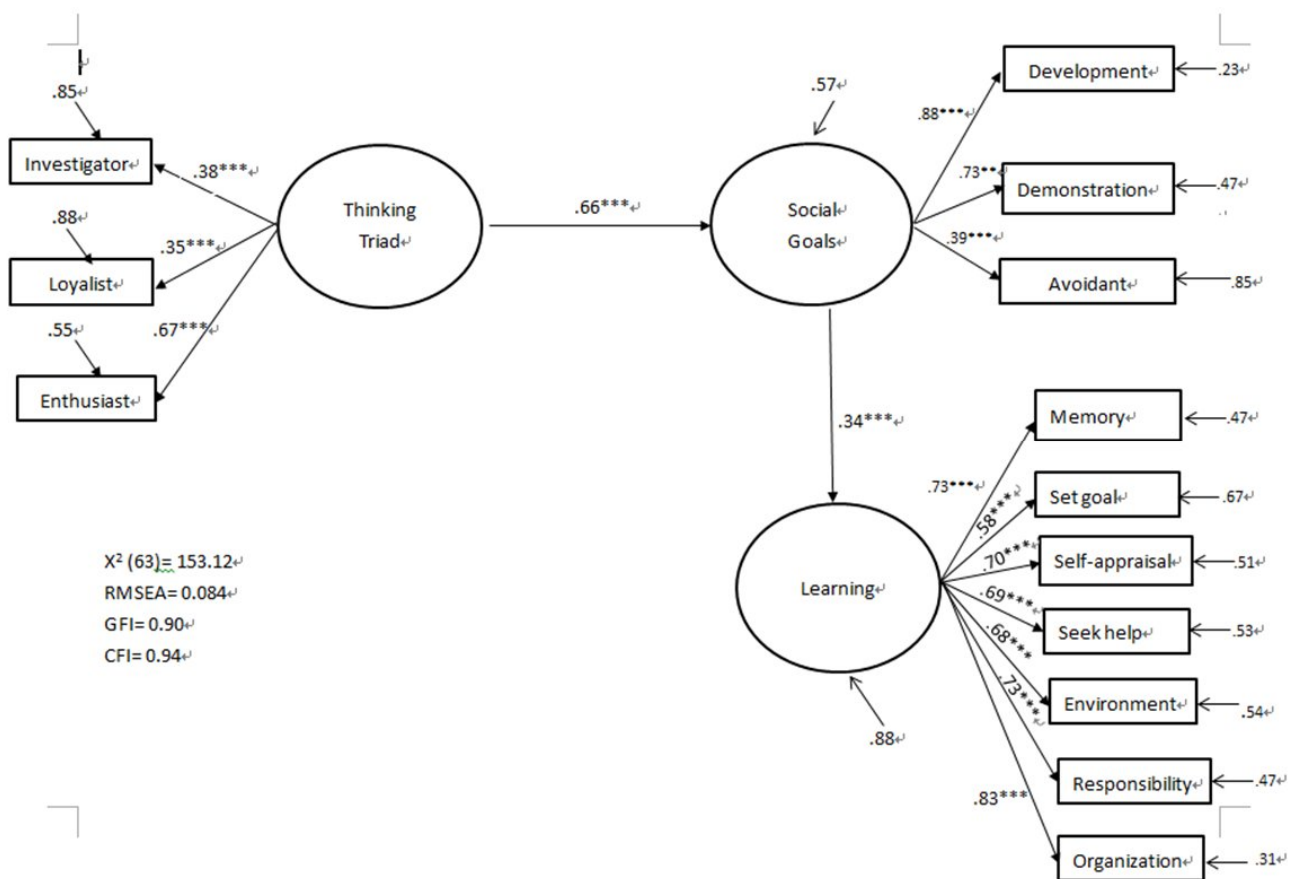


Figure 12. The structural model of the interrelationships between thinking triad, social goals and learning strategies.

Note: RMSEA= Root Mean Square Error of Approximation; GFI= Goodness of Fit Index; CFI= Comparative Fit Index.

*p< .05, **p< .01, p< .001

(2) Feeling traits, Academic Achievement Goal, Self-regulated Learning

The structure model of the relation between feeling triad (helper, achiever, individualist), academic achievement goal (mastery, approach) and learning (memory, set goal, self-appraisal, seek help, environment, responsibility, organization) was shown in Figure 13. The model implied that feeling triad is a positive and significant antecedent to academic achievement goal ($\beta = .81, p < .001$) and academic achievement goal is a positive predictor of self-regulated learning ($\beta = .64, p < .001$). In this model, the chi-square value and fit indices of the data is $\chi^2(52) = 107.84$, RMSEA = .092, GFI = .92, CFI = .96. Therefore, it showed that academic achievement goal is a significant positive mediator between thinking traits and learning.

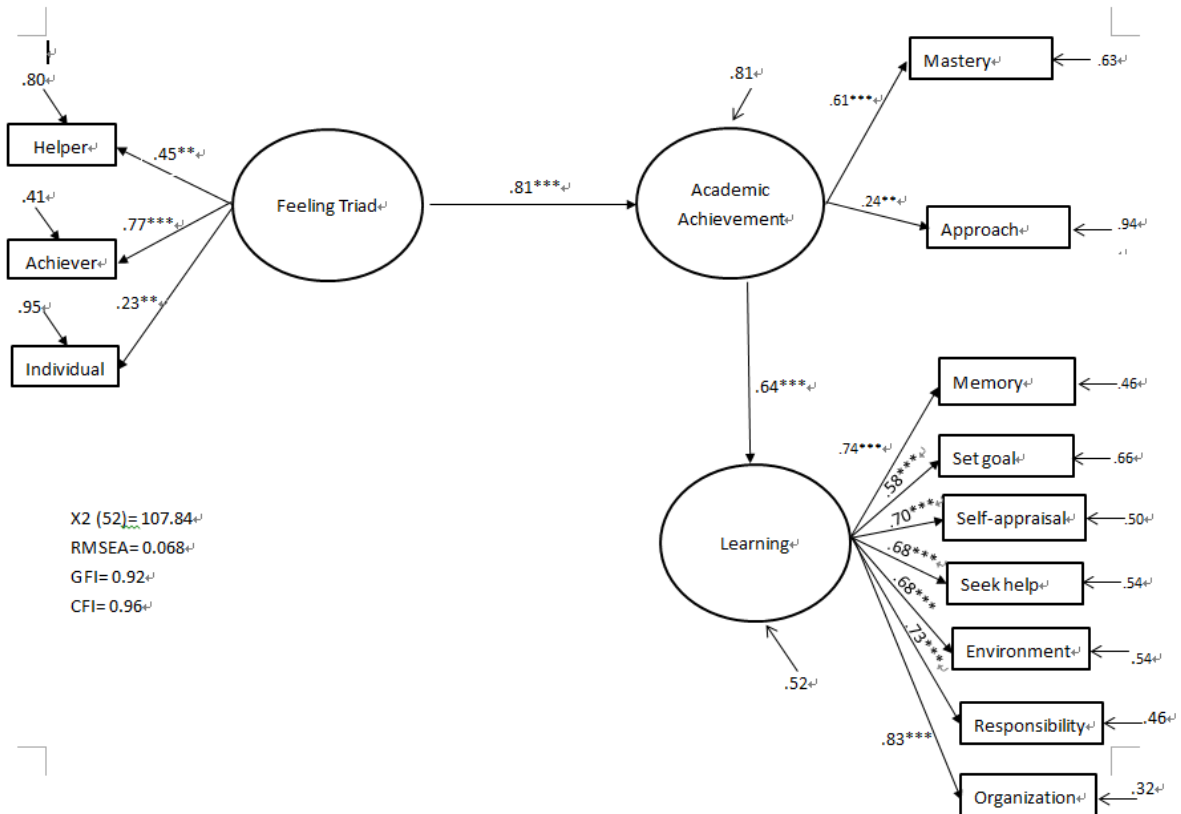


Figure 13. The structural model of the interrelationships between feeling triad, academic goals and learning strategies.

Note: RMSEA= Root Mean Square Error of Approximation; GFI= Goodness of Fit Index; CFI= Comparative Fit Index.

*p < .05, **p < .01, p < .001

(3) Parenting Styles, Social Achievement Goal, Academic Achievement Goal and Self-regulated Learning

The structure model of the relation between parenting styles (permissive, authoritative), social achievement goal (social development goal, social demonstration –approach goal, social demonstration-avoidant goal), academic achievement goal (mastery, approach, avoidant) and learning (memory, self-appraisal, responsibility and organization) was shown in Figure 14. The model implied that parenting style is a positive and significant antecedent to academic achievement goal ($\beta = .76$, $p < .001$) and social achievement goal ($\beta = .66$, $p < .001$) and academic achievement goal is a positive predictor of self-regulated learning ($\beta = .66$, $p < .001$) and social achievement goal ($\beta = .24$, $p < .01$). However, this model was established less-favorably, the chi-square value and fit indices of the data is $\chi^2(40) = 193.29$, RMSEA = .14, GFI = .85, CFI = .88. Therefore, it showed that social achievement goal and academic achievement goal are significant positive mediators between parenting styles and learning.

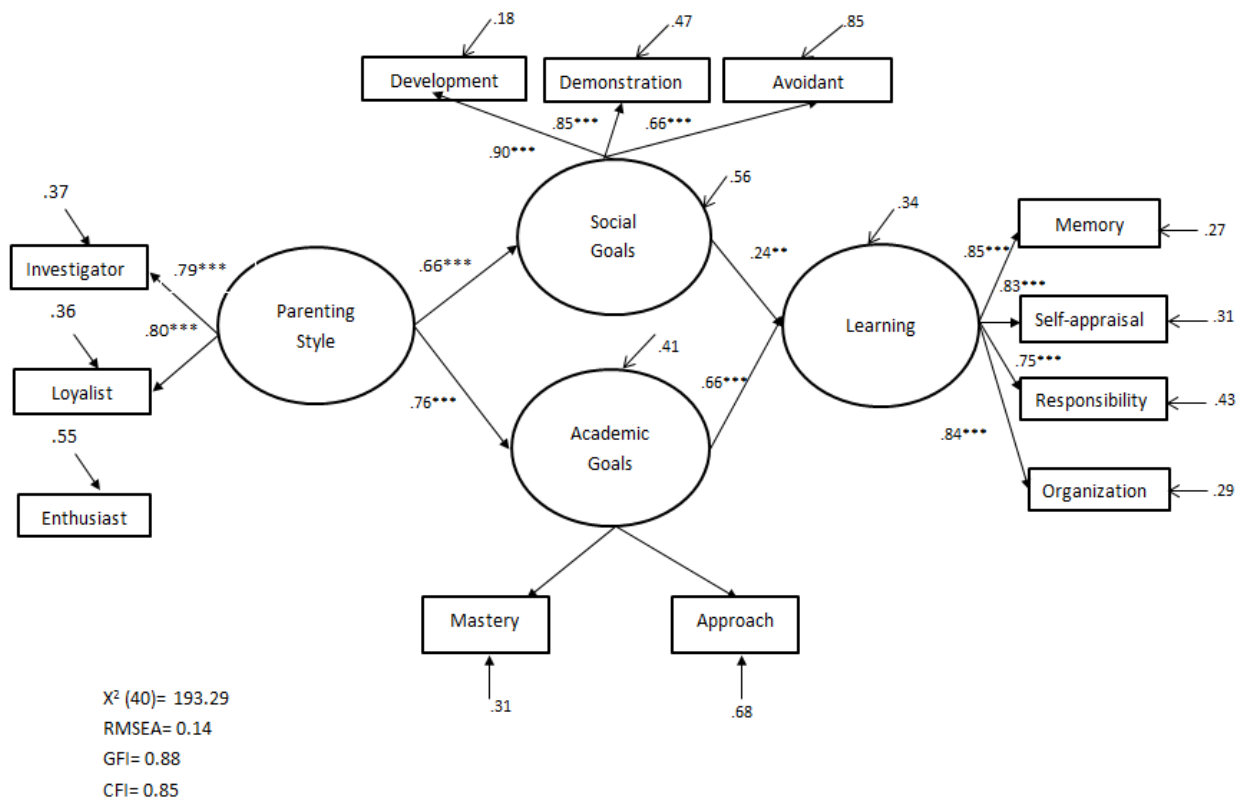


Figure 14. The structural model of the interrelationships between parenting style, social goals, academic goals and learning strategies.

Note: RMSEA= Root Mean Square Error of Approximation; GFI= Goodness of Fit Index; CFI= Comparative Fit Index.

*p< .05, **p< .01, p< .001

(4) Feeling triad, Social Achievement Goal, Self-regulated learning

The structure model of the relation between feeling triad (helper, achiever), social achievement goal (development, demonstration, avoidant) and learning (memory, set goal, self-appraisal, seek help, environment, responsibility, organization) was shown in Figure 15. The model implied that feeling triad is a positive and significant antecedent to social achievement goal ($\beta = .71$, $p < .001$) and social achievement goal is a positive predictor of self-regulated learning ($\beta = .37$, $p < .001$). In this model, the chi-square value and fit indices of the data is $\chi^2(52) = 119.41$, RMSEA = .080, GFI = .91, CFI = .96. Therefore, it showed that social achievement goal is a significant positive mediator between feeling traits and learning.

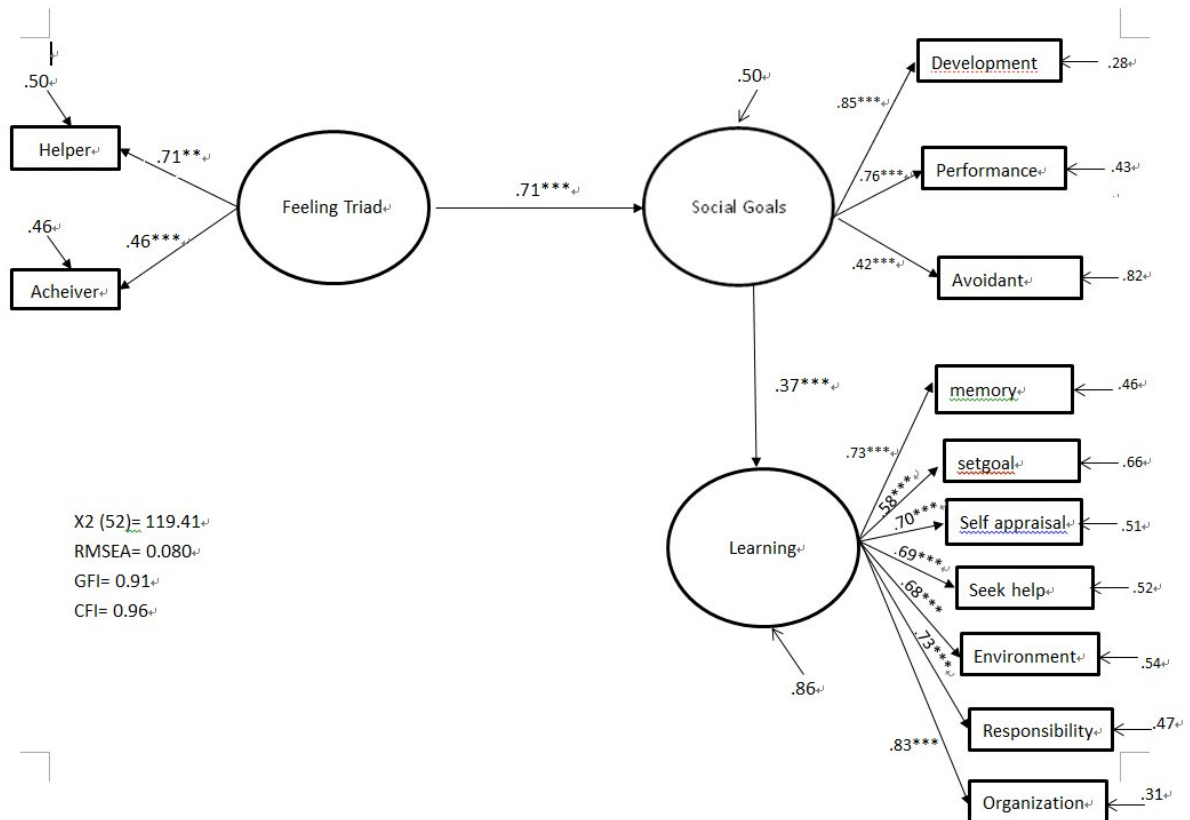


Figure 15. The structural model of the interrelationships between feeling triad, social goals and learning strategies.

Note: RMSEA= Root Mean Square Error of Approximation; GFI= Goodness of Fit Index; CFI= Comparative Fit Index.

*p < .05, **p < .01, p < .001

Discussion

SEM model

Mediating effects of Social Achievement Goal

The structural models showed social goal is a significant positive mediator of personality traits and parenting style to learning. However, except doing traits, it was a mediator of feeling and thinking to learning. To further discuss the relationships, they are divided into three models: (1) thinking triad, social achievement goal, and learning (2) parenting style, social goal, and learning (3) feeling triad, social achievement goal, and learning

For model one, the result showed that social goals can predict the thinking triad (investigator, loyalist, and enthusiast) to all learning strategies.

The relationship between thinking triad and social achievement is positively correlated, the thinking triad involves investigator, loyalist and enthusiast and it is a type of mental triad, they show initiative to work through mental process and they are inner directed people. They spend time on planning, analyzing, rather than on social issue (Chan, 1998). As stated the characteristics of thinking triad, it is seemed that there is no relationship between the types and the social achievement goal. However, investigator is linked with social demonstration avoidant goal, investigator is independent, they enjoy thinking away alone and so they keep distance from social, but connect with people by exchanging ideas and thoughts (Suzuki, 1999). Investigators regard their social detachment as privacy and respect (Bland, 2010). These characteristics show that they are most likely having social avoidant goal.

While for loyalist and enthusiast, they are believed to link with social development and performance approach goal. Loyalist are trustworthy that willing to sacrifice to help others

and bear responsibility. Although they do not concern about the success and reputation, loyalist are eager to take care of others under circumstances (Levine, 1999). Enthusiasts usually carry different tasks at the same time in order to refrain from flaw and incompetence, while they also like to seek for excitement and learning new knowledge. Enthusiast always take part in competition and to compare with others, the purpose is to show others that their ability but not for authority. Therefore, it showed that loyalist and enthusiast are correlated with social development and this is in line with the results in path analysis.

For the relationship between social achievement goal and learning, students who are enthusiast with development goal tend to show peers or others their ability of learning, they will engage in active learning by using memory, organization and responsibility strategies to enhance better learning (Levine, 1999). In contrast, investigator would rather achieve efficient learning by setting goal, self-appraisal, environment and organization.

For model two, it has shown that social goal is a positive and significant mediator to parenting style to learning. People who have high social achievement goals aim to seek significant social development and performance to seek social acceptance (Ryan & Shim, 2007). As for the permissive and authoritative parenting style, they are more open and in low demandingness, so they are eager to attain self-regulated behavior as they are not restricted by their parents. They do not have pressure from parents and in return they can learn and self-motivated to take part in learning their interest. It is also found that social performance avoidant is linked with self-regulated learning in the way that they tend to avoid negative judgments and so they have to show their ability and engage in particular learning strategies to learn automatically (Ryan & Shim, 2012).

For model three, the relationship between feeling triad, social goals and learning, it can be divided into two parts to illustrate and explain. To examine the relationship between feeling triad and social goals, the characteristic of feeling triad and social goals should be discussed. First, feeling triad

is composed of helper, achiever and individualist, however, in the SEM modeling, individualist is not included in the model. For helper, their satisfaction comes from helping others that they regard interpersonal relationship is the most important thing in their life. They are good at to perform so as to win others' appreciation. Usually, if they get fulfilment from social aspect, they will be enriched with energy on working (Suzuki, 1999). Their real purpose of giving a hand is to gain good reputation from friends. Sensitive to others' and this motivate them to work and learn, they put others in their first priority, helpers are initially seek for approval by devoting time to interpersonal issue so they work hard in self-reassurance as a result they are no doubt with high social development and performance and approach goal (Bland, 2010). Achiever take account of efficiency, they have talent of showing their critical thinking and also have a strong attitude towards learning. From their point of view, the most important is achievement; therefore they strive for success for recognition and center of attention (Chan, 1998). Performers can manage their work by creating favorable environment, setting goal and to achieve goals. Achiever acts like a performer and they seek for attention to be a success role model. Basically, they are self-motivated and goal oriented so as to win the support from peers and they look for recognition, it is in line with social performance goal and social development goal (Bland, 2010). With high social achievement goal, helpers and achiever are motivated to engage in learning under their self-regulation to achieve good result in learning. Achievers treat themselves as role models and look for approval, from that these implied that students who are in feeling triad may have the social achievement goal to satisfy the need of mastery and performance (Suzuki, 1999).

The results implied that social goal was a positive predictor to learning strategies. With certain social goals, students are motivated to adopt learning strategies in which to self-regulated learning other than seeking help from others (Ryan, 2001). In the social context, students who wants to show their performance to peers, they would like to learn self regulatedly so as to achieve better achievement in learning and get good results (Pintrich, 2003).

Mediating effects of Academic Achievement Goal

The structural models showed academic goal is a significant positive mediator between personality traits and parenting style. For enneagram, it was a mediator of thinking and learning while for parenting style, it was a mediator between permissive, authoritative and learning. To further discuss the relationships, they are divided into two different parts: (1) feeling, achievement goal, learning (2) parenting style, academic goal, and learning

For the first path, the result indicated that mastery and performance approach goal can act as a mediator between feeling triad (helper, achiever, individualist) to learning. It is surprising to see feeling triad have high motivation on academic, while helper and achiever are highly correlated to academic achievement than individualist. As stated before, helper and achiever are concern about others' impression and therefore they are in the triad of feeling while it does not mean that they do not value the importance of achievement. In contract, attain achievement and gain success may pose positive image and can draw others' attention (Chan, 1998). Hence, students of helpers and achiever have academic goal in order to achieve better result in exam. For individualist, they want to be a unique person and so they always look for their superiority over others. They take pride in their own achievement but devalue the comparison between themselves and others. They value to be liked and efforts to be appreciated and this type may link with mastery goals and avoidant goal instead of performance.

For the second path, it has been shown that parenting style is related to academic achievement goal and researchers had found that students who are under authoritative will have clearer goals not only on their studies and learning but also on every matter, such as life planning and also future career path, therefore it is no surprising to see they will have higher mastery goal that in line with having control on their learning and they are more willing and tend to learn self regulatedly (Erden & Uredi, 2008). The mastery and performance approach goals are positive mediators of authoritative parenting to learning, it is supported by previous research that authoritative parenting gives support and autonomy to students, and students will have higher mastery and performance goal on academic aspect

and therefore they are confident to manage and mastery their work without any help from other medium (Carrol & Roche, 2004). Students from authoritative home tend to engage in exploratory behaviors, including searching for knowledge, are more curious and it is also linked with intrinsic motivation (River, 2003), so the mastery goal can predict authoritative parenting are supportive and build a foundation to self-regulated learning (Strage, 1998).

For students who are equipped with performance goals are fear of negative evaluation from others, so if there are chances to show that they have the ability, they would rather improve the sense of self-worth by demonstrating their ability and prove their importance and thus enhancing their self-esteem (Was, 2006). For students who are under permissive parenting style, they are encouraged to demonstrate self-regulation as parents are not strict to them and they have high degree of freedom. However, they are somehow lack of self-reliance and cannot persist in learning, they are always linked with extrinsic motivation, and as a result it can explain that performance goal is a kind of extrinsic motivation that motivates students with permissive parenting to perceive as successful learner other than the desire to learn or willing to contribute (Pintrich, 1999).

In the SEM modeling, it showed that parenting style can build a model to prove the hypothesis, however in the path analysis, the results showing none of the parenting style is devoted to link with mastery. The possible reason may be due to the error of the instruments that it is over .95 in the path from three parenting styles to mastery.

The mediating effect of Social achievement goal and Academic Achievement goal

Based on the result of parenting model, it indicated both social and academic goals are the mediator to learning. Specifically, it is found that the effect of academic goal outweighs the social achievement goal to be the strongest mediator to learning. As there is scarce research and journals has found out the direct relationship between social achievement goals. However, there is a pool of empirical evidence showing achievement goal, especially mastery and performance approach goals are

highly correlated with parenting style and thus affect learning. Social achievement goal aims at promoting motivation on social aspect in which to foster social development or performance in front of social significant others and thus the focus is not focus on learning (Ryan & Shim, 2012). It is anticipated that individuals who have social goals are concern on others' comments and evaluation and thus encourage them to build success in various aspects, not only on learning, but also on work, and interest. Therefore, it is an explanation of why academic achievement goal is a stronger predictor of parenting to learning.

Conclusion

In the study, the results are proved that social achievement goal and academic achievement goal are the mediators of enneagram and parenting style to learning. It gives a view that goals are examined in both individual and interpersonal level in which they affect learning. When comparing two-achievement goal, the results showed that social achievement goal is a better mediator between the variables based on SEM modeling. But specifically, it indicated that the mediating effect of academic achievement goal outweighs social achievement goal in parenting style to learning. However, it is failed to prove that all enneagram traits or sub-triad can predict academic achievement goal and social achievement goal at the same time.

References

- Aluja, A., Garcia, O. & Rossier, J. (2004). Comparison of the NEO-FFI, the NEO-FFI-R and an alternative short version of the NEO-PI-R (NEO-60) in Swiss and Spanish samples. *Personality and Individual Differences*, 38 (2005), 591-604.
- Ames, C. (1992). Classrooms: Goals, structures, and student motivation. *Journal Of Educational Psychology*, 84(3), 261-271.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*.

Englewood Cliffs, NJ: Prentice-Hall.

Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monograph*, 4,1–103

Baumrind, D. (1991) The influence of parenting style on adolescent competence and sustain use. *Journal of Early Adolescence*, 11, 56-95.

Bland, A. M. (2010). The Enneagram: A Review of the Empirical and Transformational Literature. *Journal of Humanistic Counseling, Education & Development*, 49(1), 16-31.

Bono, I. E. & Judge, T. A. (2004). Personality and Transformational and Transactional Leadership: A Meta-Analysis. *Journal of Applied Psychology*, 89 (5), 901-910.

Buri, J.R. (1991). Parental Authority Questionnaire, *Journal of Personality and Social Assessment*, 57, 110-119.

Carroll, A. & Roche, L. (2004). Parenting and adolescent self-regulation. *Journal of Adolescence*, 27 (6), 663-676.

Cattell, R. B. (1943). The description of personality: Basic traits resolved

Chan, D. W. (2008). Goal orientations and achievement among Chinese gifted students in Hong Kong. *High Ability Studies*, 19 (1), 7-51.
classroom:Who and why? *Educational Psychology Review*, 13, 93–114.

Costa, P. T., & McCrae, R. R. (1992). Revised NEO Personality Inventory and NEO Five-Factor Inventory. Odessa, FL: Psychological Assessment Resource

- Darnon, C., Butera, F., & Harackiewicz, J. M. (2007). Achievement goals in social interactions: Learning with mastery vs. performance goals. *Motivation and Emotion*, 31(1), 61-70.
- Darnon, C., Dompnier, B., & Marijn Poortvliet, P. P. (2012). Achievement goals in educational contexts: A social psychology perspective. *Social And Personality Psychology Compass*, 6(10), 760-771.
- Depue, R. A., & Collins, P. F. (1999). Neurobiology of the structure of personality: Dopamine, facilitation of incentive motivation, and extraversion. *Behavioral and Brain Sciences*, 22 (3), 491-569.
- Dweck, C. S. (1986). Motivational processes affecting learning. *American Psychologist*, 41(10), 1040-1048.
- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256-273.
- Elliot, A.J. (2005). A conceptual history of the achievement goal construct. In A.J. Elliot, & C.S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 52–72). New York: Guilford.
- Erden, M. & Uredi, I. (2008). The Effect of Perceived Parenting Styles on Self-Regulated Learning Strategies and Motivational Beliefs.. *International Journal about Parents in Education*, 2 (1), 25-34.
- Eysenck H. J. and Eysenck S. B. G. (1975) *Manual of the Eysenck Personality Questionnaire*. Hodder & Stoughton, London.

- Fayombo, G. (2010). The Relationship between Personality Traits and Psychological Resilience among the Caribbean Adolescents. *International Journal of Psychological Studies*, 2 (2), 105-116.
- Goldberg, L. R. (1993). The structure of phenotypic personality traits. *American Psychologist*, 48(1), 26-34.
- Gonzalez, A., Greenwood, G. & WenHsu, J. (2001). Undergraduate students' goal orientations and their relationship to perceived parenting styles. *College Student Journal*, 35 (2), 182-193.
- Graziano, W. G., & Eisenberg, N. (1997). Agreeableness: A dimension of personality.
- Heppner, P. P., Cook, S. W., Wright, D. M., & Johnson, W. C. (1995). Progress in resolving problems: A problem-focused style of coping. *Journal of Counseling Psychology*, 42, 279-293.
- Hoyle, R. H. (2009). *Handbook of Personality and Self-Regulation*. : John Wiley & Sons.
- Hoyle, R.H. (1995) (ed.). *Structural equation modeling: concept, issues and application*. Newbury Park, CA: Sage. In R. Hogan, J. A. Johnson, & S. R. Briggs (Eds.), *Handbook of personality psychology* (pp. 795–824). San Diego, CA: Academic Press. into clusters. *Journal of Abnormal and Social Psychology*, 38, 476- 506.
- John, O. P., & Srivastava, S. (1999). The Big-Five trait taxonomy: History, measurement, and theoretical perspectives. In L. A. Pervin & O. P. John (Eds.), *Handbook of personality: Theory and research* (Vol. 2, pp. 102–138). New York: Guilford Press.

- Klein, H. J. & Lee, S. (2006). The Effects of Personality on Learning: The Mediating Role of Goal Setting. *Journal of Applied Psychology*, 19 (1), 43-66.
- Koole, S. L. (2001). On the Social Nature of Personality: Effects of Extraversion, Agreeableness, and Feedback About Collective Resource Use on Cooperation in a Resource Dilemma. *Personality and Social Psychology*, 27 (3), 289-301.
- Lamborn, S.D., Mounts, N.S., Steinberg, L., & Dornbusch, S.M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent and neglectful families. *Child Development*, 62 (5), 1049-1066.
- Lau, K., & Lee, J. K. (2008). Validation of a Chinese achievement goal orientation questionnaire. *British Journal Of Educational Psychology*, 78(2), 331-353.
- Lee, F. K., Sheldon, K. M. & Turban, D. B. (2003). Personality and the Goal-Striving Process: The Influence of Achievement Goal Patterns, Goal Level, and Mental Focus on Performance and Enjoyment. *Journal of Applied Psychology*, 88 (2), 256-265.
- Levine, J. (1999). *The enneagram intelligences : understanding personality for effective teaching and learning / Janet Levine*. Westport, Conn.: Bergin & Garvey, 1999
- Lootens, C. M. (2010). An Examination of the Relationships Among Personality Traits, Perceived Parenting Styles, and Narcissism
- Maccoby, E. E. & Martin, J. A. (1983) Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Series Ed.) and E. M. Hetherington (Vol. Ed.), *Handbook of child psychology: Vo.4. Socialization, personality, and social developmet* (4th ed., pp.1-101) Newyork: Wiley.

Maddahi, M. E., Javidi, N. & Samazadeh, M. (2012). The study of relationship between parenting styles and personality dimensions in sample of college students. *Indian Journal of Science and Technology*, 5 (9), 3332-3336.

Magno, C. (2010). Assessing academic self-regulated learning among Filipino college students: The factor structure and item fit. *The International Journal of Educational and Psychological Assessment*, 5, 61-76.

Matise, M. (2007). The enneagram: An innovative approach. *Journal Of Professional Counseling: Practice, Theory, & Research*, 35(1), 38-58.

McCrae, R. R. (1994). Openness to Experience: Expanding the boundaries of Factor V. *European Journal of Personality*, 8, 251-272.

McCrae, R. R. (1996). Social consequences of experiential openness. *Psychological Bulletin*, 120, 323-337.

McCrae, R. R., & Costa, P. T. (1986). Validation of the Five-factor-model across instruments and observers. *Journal of Personality and Social Psychology*, 52, 81-90.

McCrae, R. R., & Costa, P. T., Jr. (1996). Toward a new generation of personality theories: Theoretical contexts for the Five-Factor Model. In J. S. Wiggins (Ed.), *The Five-Factor Model of personality: Theoretical perspectives* (pp. 51-87). New York: Guilford Press.

McCrae, R. R., & John, O. P. (1992). An introduction to the five-factor model and its applications. *Journal Of Personality*, 60(2), 175-215.

Mejía, S. T., & Hooker, K. (2013). Social regulatory processes in later life: A web-based

- microlongitudinal study. *Psychology And Aging*, 28(3), 864-874.
- Merha, T. E., & (2003). The relationship between parenting style and self-regulated learning: the case of six selected primary schools in laelay machew woreda, .
- Mezei, G. (2008). Motivation and self-regulated learning: a case study of a pre-intermediate and an upper-intermediate adult student. *Journal of Educational Psychology*, 2 , 79-104.
- Mouratidis, A. A., & Sideridis, G. D. (2009). On social achievement goals: Their relations with peer acceptance, classroom belongingness, and perceptions of loneliness. *Journal Of Experimental Education*, 77(3), 285-307.
- Patrick, H., Ryan, A. M., & Pintrich, P. R. (1999). The differential impact of extrinsic and mastery goal orientations on males' and females' self-regulated learning. *Learning And Individual Differences*, 11(2), 153-171.
- Pintrich, P. R. (1999). The role of motivation in promoting and sustaining self-regulated learning. *Journal of Educational Research*, 31 459-470.
- Pintrich, P. R., & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82(1), 33- 40.
- Riso, D. R. (1996). *Personality Types: Using the Enneagram for Self-Discovery*. : Houghton Mifflin Harcourt.
- River, J. E. (2008). The relationship between parenting style and academic achievement and the mediating influences of motivation, goal-orientation and academic self-efficacy the

case of six selected primary schools in laelay machew woreda., .

Ryan, A. M. & Shim, S. S. (2007). Social Achievement Goals: The Nature and Consequences of Different Orientations Toward Social Competence. *Personality and Social Psychology Bulletin*, 32 1246-1263.

Ryan, A. M. (2006). Social Achievement Goals: The Nature and Consequences of Different Orientations Toward Social Competence. *Personality and Social Psychology*, 32, 1246-1263.

Ryan, A. M., & Shim, S. (2008). An exploration of young adolescents' social achievement goals and social adjustment in middle school. *Journal Of Educational Psychology*, 100(3), 672-687.

Ryan, A.M., Pintrich, P. R., & Midgley, C. (2001). Avoiding seeking help in the

Schunk, D. H. (2005). Self-Regulated Learning: The Educational Legacy of Paul R. Pintrich. *Educational Psychologist*, 40 (2), 85-94.

Schweinle, A., & Helming, L. M. (2011). Success and motivation among college students. *Social Psychology Of Education*, 14(4), 529-546.

Shim, S., & Ryan, A. M. (2012). What do students want socially when they arrive at college? Implications of social achievement goals for social behaviors and adjustment during the first semester of college. *Motivation And Emotion*, 36(4), 504-515.

study. *Psychological Monographs*, 47 (1, Whole No. 211).

Talepasand, S. E., Alijani, F. & Bigdeli, I. (2010). Social Achievement Goal Theory in

- Education: A Validity and Reliability Study. *Journal of Technology & Education*, 4 (4), 275-285.
- Urduan, T. C., & Maehr, M. L. (1995). Beyond a two-goal theory of motivation and achievement: A case for social goals. *Review of Educational Research*, 65, 213–243.
- Urduan, T. C. & Maehr, M. L. (1995). Beyond a Two Goal Theory of Motivation and Achievement: A case for social goals. *Educational Research*, 65 (3), 213-243.
- VanderStoep, S. W., Pintrich, P. R., & Fagerlin, A. (1996). Disciplinary differences in self-regulated learning in college students. *Contemporary Educational Psychology*, 21(4), 345-362. doi:10.1006/ceps.1996.0026
- Was, C. & (2006). Academic Achievement Goal Orientation: Taking Another Look . *Research in Educational Psychology*, 32 1246-1263.
- Waugh, R. F. (2003). Measuring Self-Regualted Learning For University Students Using A Rasch Model., 3-36.
- Wolters, C. A (1998). Self-Regulated Learning and College Students' Regulation of Motivation. *Journal of Educational Psychology*, 90 (2), 224-235.
- Wolters, C. A (2003). Regulation of Motivation: Evaluating an Underemphasized Aspect of Self-Regulated Learning. *Journal of Educational Psychology*, 38 (4), 189-205.
- Zimmerman, B. J. (2000). Attainment of self-regulation: A social cognitive perspective. In M. Boekaerts, P. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation, research, and applications* (pp. 13–39). Orlando, FL: Academic Press.

文獻參考

陳家輝 (1998) 。如何提高你的A.Q. 、C.Q. 、E.Q. 和I.Q.:

性格形態學的實際應用。明窗出版社

鈴木秀子(1999) 。主宰成功關鍵的九種性格(人際篇) 。上旗文化