

# Utilizing Personality Assessments to Identify Personal and Professional Development Needs for Freshman Students Within the College of Agriculture and Environmental Sciences at Tarleton State University

Brice Boyd - Dr. J. Chris Haynes - Dr. Rudy Tarpley – Dr. David Frazier



## Introduction

A commission formed under the Reagan administration identified needed areas of improvement for the entire education system.

The need for educational improvement still exists.

Students in agricultural education need access to quality education, including the university level.

The primary goal of post-secondary education is to help students grow both personally and professionally.

Personality assessments, by definition, identify areas for both personal and professional growth.

This study utilized the Enneagram system of personality in conjunction with a unit of instruction on personality styles to assist students in First Year Seminar (FYS) courses to identify areas for development while attending Tarleton State University.

## Theoretical & Conceptual Framework

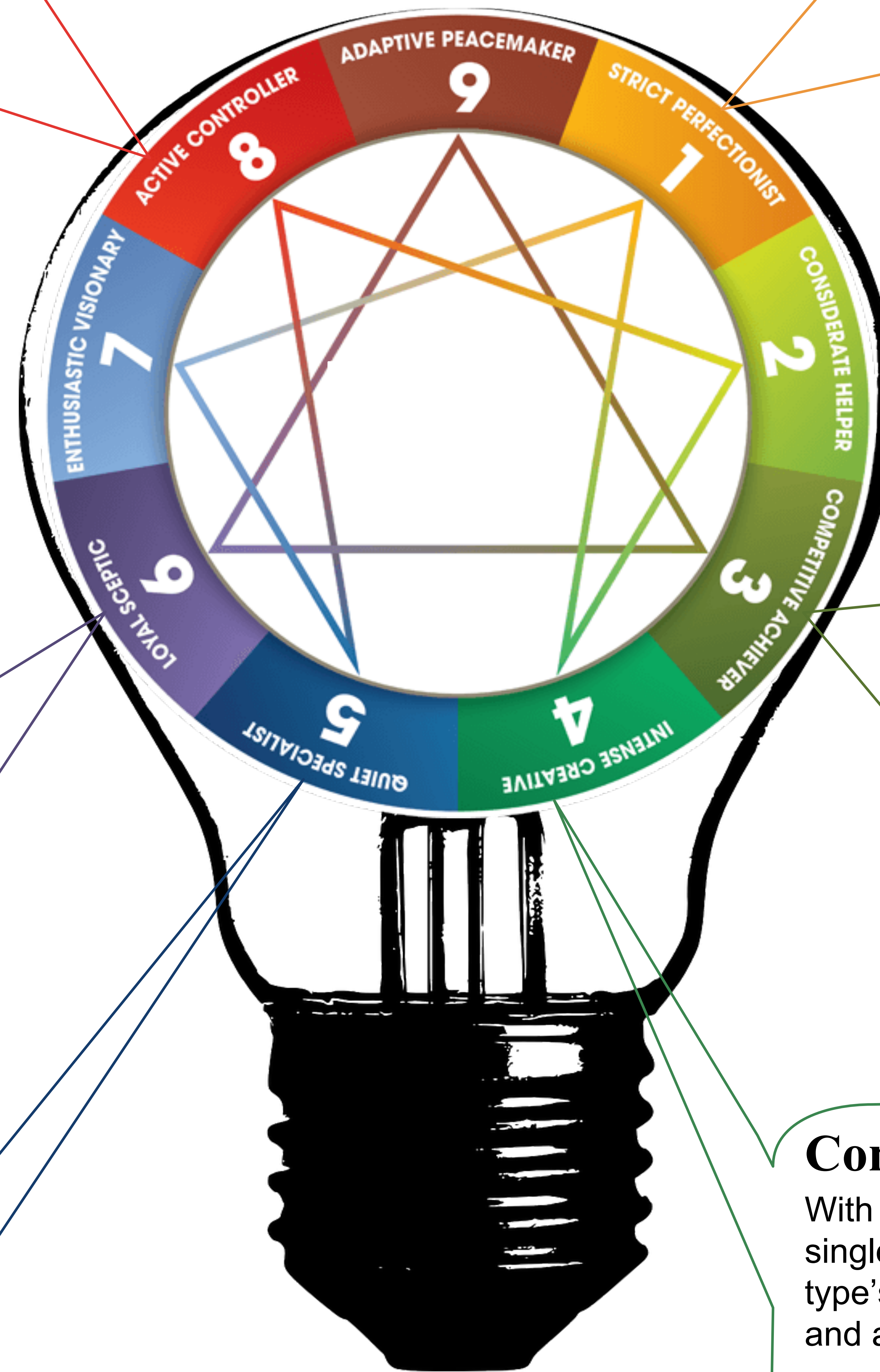
Human Capital Theory establishes that skills, traits, and education levels can raise an individual's value towards a specific job or career field (Flair, 2019).

The Enneagram personality assessment framework is a nine-type system that predicts behavior and characteristics based on psychological fears and motivations (Matise, 2007).

## Research Objectives

Describe the personality traits of students enrolled in the FYS course at Tarleton State University.

Describe the relationships that exist between the different degree areas represented in this course.



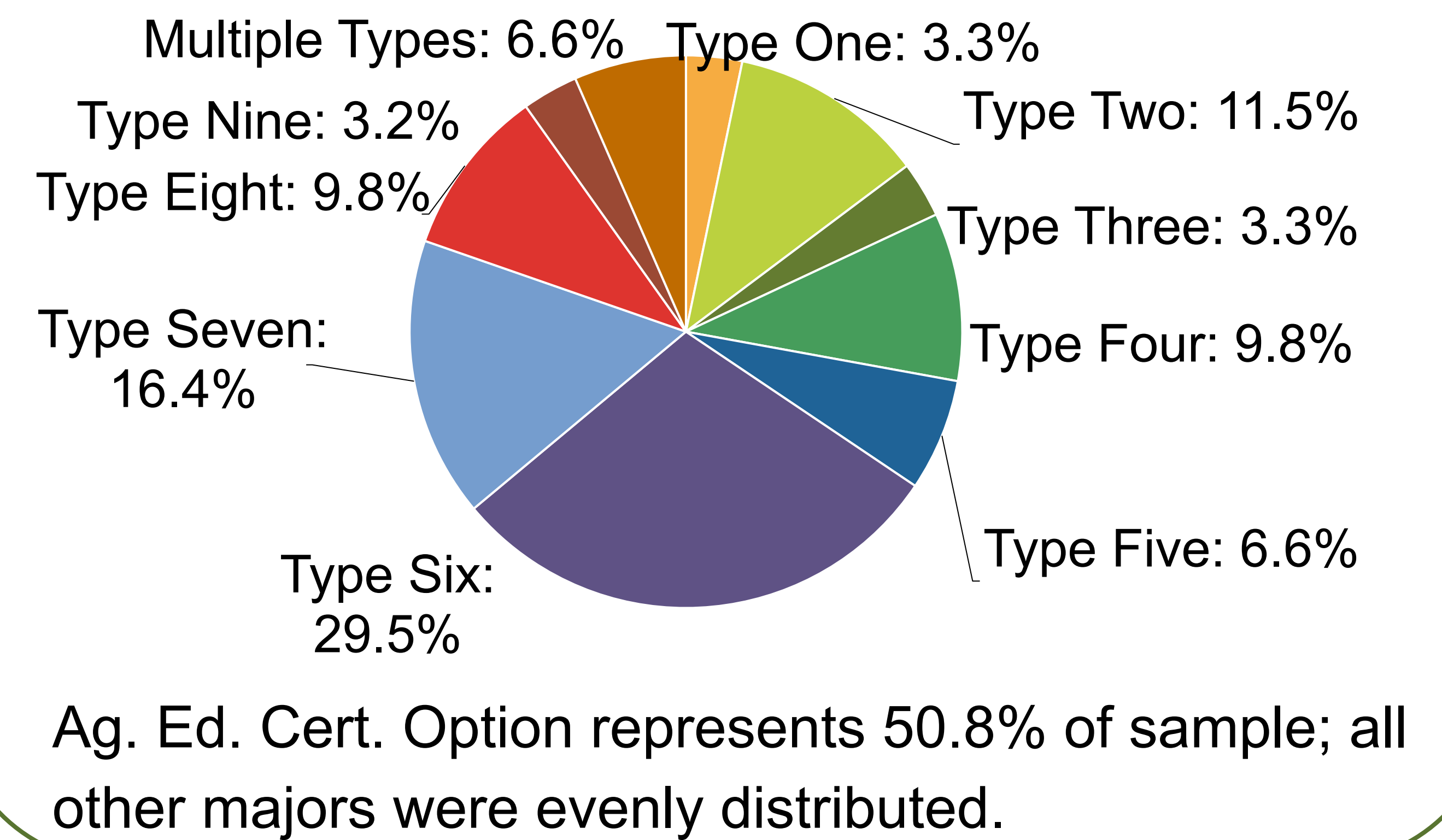
## Methodology

This survey research focused on a census of students who were currently enrolled in the FYS course (N=61) within the college of agriculture.

The survey consisted of nine segments that each contained 15 Likert scale questions with "1" representing "strongly disagree" and "5" representing "strongly agree."

Each segment number corresponded to the Enneagram type of the same number. Each segment's responses were added together for a total score on each segment. The segment with the highest score corresponded to that student's Enneagram type.

## Results & Findings



## Conclusions & Recommendations

With such a large portion of this sample being represented by a single assessment type, consideration should be taken into that type's predominant characteristics: committed, security oriented, and anxious.

These characteristics may also be shown as these students are in their first year of post-secondary education.

In order to better generalize to the population, this study should be replicated in different departments, colleges, and universities.

References - See Abstract.