

**Enhancing Self-Awareness, Positive Emotions and Personal Effectiveness:
A Mixed Method Study of Growth-oriented Outcomes in Higher Education**

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Positive education increases students' well-being, personal effectiveness, and positive emotions and subsequently prepares them with skills (e.g., leadership) to enhance their careers. The present study explores students' experiences in engaging in the positive education programme in an institution of higher learning. The Self-empowerment and Social Responsibility course was compulsory for year one undergraduate students. A total of 350 students completed pre- and post-intervention measures of happiness and life satisfaction. Eleven students participated in a semi-structured interview. Interviews were transcribed, and the content was analysed, following which themes were extracted. Although the quantitative data showed no change, the interview results found that students described the course as unique and a positive step in helping their careers. The selected students perceived that the course increased students' self-awareness, developed their soft skills and positive emotions (e.g., happiness). Implementing a positive education programme in higher institutions provides students with the additional tool to be well-rounded graduates as they enter the job market.

Keywords: positive education, well-being, university, self-empowerment, social responsibility

In Malaysia, approximately 18% of its 31 million population are adolescents (Othman & Essau, 2017). Adolescence represents an important transition phase from childhood to adulthood that is associated with neurological, physical, emotional, and cognitive changes. It also represents a critical period in which important life skills and habits are developed. Adolescent growth is nowadays considered to extend up to 24 years of age and so university years represent an influential period of psychological development as young people make this transition (Sawyer, Azzopardi, Wickremarathne, & Patton, 2018).

The National Health and Morbidity Survey (NHMS) conducted in Malaysia in 2015

across a population sample of 4,309 children aged 5–15 years revealed a 15.3% prevalence in parental-reported emotional difficulties (95% confidence interval = 13.76, 16.96) and 31% prevalence in peer problems (95% confidence interval = 28.93, 33.16; Sahril, Ahmad, Idris, Sooryanarayan, & Abd Razak, 2021). These findings are concerning because if unaddressed during the critical period of adolescence, then these issues are likely to remain with those individuals throughout their adult life, negatively impacting on well-being and quality of life.

Positive Psychology offers an antidote to this situation by advocating the development of life skills and good habits. The conceptual framework for this study is

the Well-being Theory which posits that five domains (i.e. Positive emotions, Engagement, Relationships, Meaning and Achievement) work synergistically to promote individual flourishing (Forgeard, Jayawickreme, Kern, & Seligman, 2011).

Positive Education is a branch of Positive Psychology. It applies the theoretical concepts developed within Positive Psychology to proactively nurture student well-being through teaching and learning (Seligman & Adler, 2018; 2019). More specifically, enhancing students' strengths in positive emotion, engagement and meaning in life is expected to promote a growth mindset, facilitate improved learning, increase life satisfaction and counteract the risk of poor mental health, at the same time as improve traditional academic skills.

While there are numerous examples of positive education in schools (e.g. Geelong Grammar School in Australia, Seligman & Adler, 2019), positive education has had fewer inroads in the higher education setting. Furthermore, while various positive educational institutions are reasonably well established across the USA and Australia, elsewhere this much less the case particularly in Asia (King, Caleon, Tan & Ye, 2016). There is some work in this area emerging within Malaysia. For example, Salleh, Ayoub, Khairudin, Ibrahim and Khairudin (2017) implemented a 'GROW' (Goal-Reality-Options-Will) coaching model with a class of management accounting students. Results of this small-scale study suggested that the programme improved critical thinking skills and psychological well-being. Thinking skills are relevant to Positive Psychology because they are an important character strength associated with enhancing self-reflection and developing personal resilience (Reivich & Shatté, 2002). Critical thinking builds the capability to navigate upcoming challenges in life by enabling the individual to seek out evidence, evaluate potential causes, and deliberate the options for action.

We highlight a local example because it offers important lessons learned shared with the academic community by advocates of positive education. However, generally speaking, the literature tends to report case studies in which teaching is driven by passionate individuals, not by the institution as a whole.

Heriot-Watt University Malaysia has invested considerable institutional resources in developing and delivering a whole programme that is characterised by the intention to guide students towards mobilising purpose into impact and success, with a focus on fostering positive phenomena (including cognitions, emotions, traits and behaviours). A compulsory course for all year one undergraduate students has been designed to deliver these positive education practices to complement the high-quality academic experience of the University's career-focused and industry-relevant degrees. More specifically, after identifying their purpose, all year one students undertake experiential learning activities to help them develop the knowledge, skills, behaviours and attitudes that lead to academic excellence, personal effectiveness, resilience and well-being. Our institution is confident that flourishing in life is the product of these individual passions, resources and achievements.

Gap of the Study

The literature review presented here demonstrates that, at present, there is very limited research examining how an educational programme in higher education that purposefully seeks to nurture growth-oriented outcomes (including self-awareness, positive emotions and personal effectiveness) can improve students' well-being. There is also an incomplete understanding what are the critical success factors (and barriers) to an effective programme of this kind. The main aim of this mixed method study was therefore to

address these questions and gain novel and in-depth insights into how the course design and educator's style influenced students' perceptions of their own learning about and confidence in themselves and their abilities. We call this "perceived learning outcome" and it is defined as the self-reported knowledge, beliefs and feelings that a person has as a result of his/her learning experience (Bacon, 2016; Caspi & Blau, 2008). Past studies have used perceived learning outcome and are based on reflection and introspection as an indicator to evaluate the success of a learning management system (Piccoli, Ahmad & Ives, 2001), learning course (Eom & Ashill, 2016) or even teaching method (Ladyshevsky & Richard, 2013). We also gathered perspectives on how the course could be better tailored to students' needs in the future.

Significance of the Study

The present work represents a case study that seeks to ensure our graduates are equipped with the competence and confidence to flourish as happy, resilient and successful individuals. This study is significant from a practical perspective because it addresses the challenge of adequately preparing our youth to achieve positive mental health and to be competent in those personal effectiveness skills, knowledge, behaviours and attitudes required to be successful in an uncertain world. To meet these challenges, universities should offer educational programmes that not only promote academic excellence, but also students' well-being. Moreover, it is beholden to those universities to conduct rigorous research to evaluate the impact of those programmes. Not only will this create new knowledge about their effectiveness, but it will also identify opportunities for further pedagogical improvements.

Method

Course content and delivery

The 'Self-Empowerment and Social Responsibility' course has been carefully designed with expert input from educators and a practicing consultant in positive psychology. It embeds the general principles of positive psychology into the classroom by blending development in skills that promote thriving (e.g., self-awareness, intrinsic motivation, leadership; Benson & Scales, 2009), with an emphasis on developing personal effectiveness by mapping character strengths, virtues (Peterson & Seligman, 2004) and opportunities (Sprangel, Stavros & Cole, 2011), by discovering purpose and by creating a plan to mobilise that purpose into positive impact (Benson & Scales, 2009). In addition to conventional lecture-style presentations, signature elements of the course include the active development of a personal impact statement comprising three personalised statements 'I am a My purpose is I will', the completion of an impactful community project through team-working, and homework exercises that required self-reflective practice. To enhance positive emotions, there was a session dedicated to expressing gratitude to a friend or family member. To enhance employability, there was a session on how to build a personal profile on the professional networking website 'LinkedIn', and how to use it to attract potential employers.

In the academic year 2019/20, the course was led by two academic staff working within the Foundation programme. Their input was supplemented by invited guest lectures on some of the more specialist topics, and the personal impact statement workshops were anchored by three academic coaches.

Study design and participants

The full study used a mixed method design with a quantitative survey and a phenomenological interview methodology that focused on the study of the students' lived experience of the course. We used convenience sampling. Eligible participants were all of the year one students enrolled in the undergraduate programmes at Heriot-Watt University Malaysia in the academic year 2019/20 (n=570). Participants who had attended at least 80% of the course (n=350) were invited to take part in an interview at the end of the course in April 2020. A total of 14 participants gave verbal and written informed consent to be interviewed. The study was approved by the Social Sciences Ethics Committee Heriot-Watt University on September 2019 (ref: 2019-120).

Data collection and analysis

The quantitative survey included the Satisfaction With Life Scale (SWLS; Diener et al., 1985) and questions from the Subjective Happiness Scale (SHS, Lyubomirsky & Lepper, 1999). These were administered at the start and end of the course. At the end of the course, students also responded to a feedback survey. These were devised by the authors and informed by the course design.

A semi-structured interview asked a series of questions that were designed to probe how the perceived learning outcomes were achieved. The interview followed the approach of Interpretative Phenomenological Analysis which enables multiple participants who experience similar events to tell their stories without any distortions and then seeks to make sense of the 'lived experiences' of the research participants (Alase, 2017). Interviews were conducted individually in the English language by ZB, a health psychologist.

We employed a Framework Method to analyse the anonymised interview transcripts guided by a deductive approach.

The Framework Method is most commonly used for the thematic analysis of semi-structured interviews and it is appropriate for application to reasonably homogenous data covering similar topics (Gale, Heath, Cameron, Rashid & Redwood, 2013).

Four categories were pre-defined according to the aim of the interview and the focus of the semi-structured questions asked by the interviewer. These were: (i) how the course content influenced the perceived learning outcomes, (ii) how the instructor style of delivery influenced students' learning, (iii) aspects of the programme that worked well, and (iv) aspects of the programme that could be improved. Within each category, relevant codes referring to substantive impressions were highlighted in the data. Our coding aimed to classify all of the data and so data coders also looked for any additional unexpected elements that emerged spontaneously from the conversation. Open coding was conducted on the first three transcripts to confirm that important aspects of the data were not missed by restricting the coding to the above framework. From this, emergent themes were: v) the effect of the perceived learning outcomes on students' happiness, positive emotions and sense of joy, (vi) the effect of the perceived learning outcomes on students' overall life satisfaction, and (vii) the anticipated longer-term personal impacts of the course.

Two coders (ZB and DH) worked independently, discussed any dissimilarities and charted the data coding into the framework matrix with all supporting quotations charted using Quirkos version 2.4.2 (Quirkos, Scotland). The output of the thematic analysis is available (Beevi & Hall, 2021). Data interpretation interrogated the theoretical concepts (either prior concepts or ones emerging from the data) and mapped connections between categories to explore relationships or causality.

Table 1

Scores on two psychological measures of well-being

Measure	Pre-intervention Mean (stdev)	Post-intervention Mean (stdev)	T statistic	p value
Subjective happiness	14.3 (3.3)	14.4 (3.2)	-0.447	0.655
Satisfaction with life	18.8 (4.6)	18.6 (4.5)	1.152	0.250

Subjective happiness scores range from 3 to 21. Satisfaction with life scores from 4 (low satisfaction) to 28 (high satisfaction).

Results

Impact on students' well-being

Quantitative survey data from the 350 respondents indicated that the course was generally found to be enjoyable (mean=2.84, stdev=0.60), and the educators were considered to care about individual learning (mean=2.93, stdev=0.53), from rating options of between 1 and 4. However, there was no detectable change in well-being as measured by the SHS and SWLS (Table 1). As this finding was unexpected, the qualitative data may shed light on why no

changes in well-being were observed over the relatively short-term duration of the course.

Interview participants

A total of 14 interviews were conducted, but data from three participants (students_02, _06 and _14) were later removed due to technical difficulties with the recording which meant that a fair transcription was not possible. The remaining 11 participants are shown in Table 2.

Table 2

Characteristics of the included participants for interview

Student#	Gender	Undergraduate programme
01	Male	Psychology
03	Male	Finance and Accounting
04	Male	Business
05	Male	Actuarial Science
07	Female	Business
08	Male	Actuarial Science
09	Female	Actuarial Science
10	Male	Data Science
11	Male	Actuarial Science
12	Female	Engineering
13	Female	Engineering

The first part of the qualitative results section presents the summary findings for each of the four pre-defined categories (linked to four of the semi-structured

questions) to understand any subtle impacts on student well-being.

How the course content influenced the perceived learning outcomes

Here, content refers specifically to the ‘Self-Empowerment and Social Responsibility’ course. Selected quotations are chosen from the interviews in order to illustrate some of the typical experiences regarding the various intended learning outcomes.

Developing self-awareness

Student_01: “... at the end of the day the modules and stuff, they really asked us to self-reflect and figure out what it is that we wanted to do. And it's a question that at this particular point in time, not many people think about. So yeah, I'd say yeah. It does help.”

Student_08: “It helped to develop some thinking skills and understand myself a bit better.”

Student_12: “... they introduced us to some concepts and some personality traits that I've never really think about before. So, I think that really helps me reflect how a person I am, in what way. [...] Cause before I joined the university and involved in the EmPOWER program, I was probably a bit lost in several ways. But during the EmPOWER program, they introduced us to some concepts and some personality traits that I've never really think about before. So, I think that really helps me reflect how a person I am, in what way.”

Developing emotional awareness

Student_12: “Because I am not really an expressive person, so this exercise really helped me to say thank you and express gratitude to my family and

friends who really supported me in my journey.”

Identifying character strengths and virtues, and opportunities for personal growth

Student_03: “The SWOT analysis, it's a very good initiative because now I know better of myself. [...] Yes, I did apply of all those strengths that is mentioned, and it turns out to be really advantageous to me because I applied my strengths towards those community project. And to be honest, it worked out really great.”

Student_04: “I think it's a really good platform for me to start leading people such as... I pick up the responsibility of saying, "Okay, I will do this. I will lead the group. I will delegate a task and then communicate with my members so that my members would say...without a leader in the group, I think everything would be chaos. I took the initiative to become a leader.”

Developing leadership and teamworking skills

Student_03: “I have a good leadership skill...I try to improve myself, like joining those clubs and societies, so that when I put it in the LinkedIn post...so people will get to notice you, your leadership skills”

Student_09: “It's an amazing thing that self-empowerment has group projects, like 20% in a group, and then so all the burdens are spread out and then yeah, group projects is... We also had learnt how to do teamwork, how to cooperate with one another.”

Student_13: “It was... I would say, it was a good process. Towards the end, before we conduct our social project, we got into a little bit of a disagreement and then to solve that, we did it as team, so I think that was a good experience

'cause everyone set aside our differences and we got together to solve something.'

Discovering a sense of purpose

Student_03: *"Impact statement, what I find it about is, it's very interesting because even... It knows what you wanna achieve in the future... I think that it helps to know what you're capable of in the future, it helps to realise what are your goals, what are your dreams, what you wanna achieve."*

Student_07: *"It helped me a bit because before the impact statement, I don't know what actually am I doing. I'm just doing accounting because I thought this is the easiest for me. But with the impact statement, at least I have a purpose..."*

Student_12: *"EmPOWER course is very helpful for especially year one students, who, some of them just entered the proper university environment. And it really helped students to find their purpose and set their goals during the three to four years of study in university. And I think it also helps to encourage students to think more about themselves and to really find what kind of person they are."*

Enhancing employability

All the participants were inspired by the LinkedIn workshop in terms of raising awareness of the importance of networking to prepare themselves for their future careers. Here are a selection of comments.

Student_04: *"LinkedIn programme... Employability. I think, in terms of personal, I think it's a really good platform for me... No, not personal, professional, I think it's a great platform for me to develop myself as not just a student but a future employee..."*

Student_10: *"Yeah, I think that that's something that help us to be prepared well for our career, future career,*

yeah... I think it help us to prepare well for the future. And I think most of the employers, they are using the LinkedIn account instead of just Facebook, Instagram or something like that. Maybe we can show more our profile to them"

Student_11: *"I think it was helpful, and I made my LinkedIn profile on that day itself. And since then, I have had many connections, and I have had some useful professional connections that has been providing me the help that I need"*

Although a small number of students were unable to complete their planned community service project due to the national COVID-19 restrictions, many of those who did found this group project useful in the developing a whole range of life skills.

Student_03: *"Another thing I learned is that, it's how you communicate with people to ensure that you don't go wrong. Not only your group members in general but the general public, you need to know how they are emotional, need to have the emotional skills and all of that."*

Student_04: *"It's a really good platform for us to develop ourself, not just in terms of our skills but... I mean mainly in terms of our skills, such as leadership, communication, conflict management, and all sorts of those stuff."*

Student_13: *"It kinda helped me to build up my social skills by communicating with others in the class or with organizations out there."*

How the educator style of delivery influenced the perceived learning outcomes

Guiding and coaching

Student_12: *"Workshop facilitators were very empowering. They were very*

active. And also, they really help us to follow the instructions and progress through the workshops smoothly.”

Student_13: “I would say that the instructor was a really helpful person firstly, he gave us certain points, like what to do in this section? What to put in this section? Why it's working and why is not? And all that. I think that was always useful. And he also told us dos and don'ts...”

Going the extra mile

Student_09: “They reach out to us very often, and remind us on the task, and then it's like more, how to say, closer to us. We can feel that they are very genuinely want to help us, to improve.”

Making learning activities applicable to the real world

Student_07: “I think so. And then we need to do a project like how to clean the river. So, actually we did... like a hands-on activity there because we discuss in the group how to do... How to build something to clean the river. She did the lecture for one hour and she gave us like 30 minutes to do the project and another 30 minutes for presentation. So, for me, that is quite interesting because we don't actually sit there for two hours straight. We're actually like doing something and we're actually using the techniques that she's giving.”

Aspects of the course that worked well

Diversity of speakers

Student_01: “Bringing in different speakers or instructors to conduct the teaching of the program the way throughout the power speaker concept,

bringing a new speaker every week that is something that is pretty good as well... Diversifying the power speakers is a good idea, especially during our first week, we had a really good power speaker and then in the weeks after that, it was okay and all.” (Participant 1)

Motivating speakers

Student_03: “This is very useful. They are giving you talks that can help you to get a good job in the future. My friends are from other university...mentioned that there is a lack of talks and all those stuffs. And they are surprised to see, “Wow, you really have a programme that motivates you to attend those talks”.”

Establishing peer-to-peer relationships

Student_08: “highlight over this Empowerment Project was the Community Project itself... having people in different courses is nice because we get to occasionally have a glimpse into what they do in their own course. So, it's a good way to build interaction...”

Student_09: “At first we were not very close, and it's great to be able to know the people from other course through this community project. And that, at first, we also didn't have much communication in the group. The accounts team, the business team were given task to do the report because they are keener to do reports and then as actuarial science, we would like to plan for the project, and so we were separated, and then... But then, when we carry out the activities, we carry out together and then, yeah, we learn about one another and then we also understood what is their course about also.”

Aspects of the course that could be improved

The course could still be further improved and the student reflections can contribute to enhancing the curriculum for future cohorts. The examples given here are not an exhaustive list of suggestions made by the interviewees but are chosen because they illustrate the depth of pedagogical insight and critical evaluation made by the students themselves.

Early implementation to inform undergraduate studies

Student_05: *“I would say that it's something that should be done before the degree [...] that's why I was suggesting for it to be in Foundation level, because like, if you already chose your degree, and then after that, when you come out of your Impact Statement and during that process, you suddenly come... I mean, you suddenly realise that perhaps your degree has nothing to do with what you're passionate about.”*

Greater interaction

Student_04: *“In terms of content, it's good, but when you drag that class for two hours, I think it will be a bit too much... instead of maybe giving lectures and stuff, like giving talks for two hours, you should give something more hands-on, more activities, something that requires thinking... I think it's better do something that's hands-on because, in the end, when you go outside and work, you are required to do things which are hands-on”*

Student_07: *“I would prefer it will be like one hour lecture and another one hour for us to use that skill, like we try it ourselves.”*

The second part of the qualitative results section presents three emergent themes that are relevant to the

understanding the development of student well-being.

Effect of the perceived learning outcomes on students' positive emotions

The students expressed their feelings of joy in being offered a course that emphasised life skills, or expressed happiness at the anticipation of this course improving their future career prospects:

Student_01: *“When I first saw that there was a course like this, I was personally quite delighted because this is based off my previous experiences in other universities, they don't really put that much emphasis on programmes like this.”*

Student_09 *“... excited and interested to hear this workshop. And it's like for our future career, it's helpful, future career.”*

One of the learning outcomes focused on increasing awareness of the positive impacts expressing gratitude to a loved one. The workshop activity succeeded in enhancing self-awareness about the benefits of positive emotions:

Student_05: *“A positive impact it did for me is that, after writing the gratitude letter, it kinda opened my eyes to everything else that I should be grateful for...”*

Student_08: *“It was really good. I actually did it for my grandfather, who has recently passed away, so... He was happy. He was very happy. I'm really glad I did it.”*

Student_10: *“Because I give that to my parents, I write the letter, I think it helped me to appreciate, and I think it help me to show the appreciate and very grateful and yeah. I think that's what the gratitude kind of help me and appreciation.”*

Another student spoke about how the course generally strengthened their sense of self-love.

Student_04: *“I think one of the weakness... My last one was actually something about love. And I do not know how to harness that in my networking among my university friends and lecturers. But maybe I would just say that, through these few months I was in uni, maybe I would say I will just increase... Further strengthen my love towards myself and then my love towards friendships, friendships and professional development...”*

Effects of perceived learning outcome on students’ global life satisfaction

Enabling students to reflect on what is important in their life can reveal how to achieve personal satisfaction in the future. One student described how the learning experience had revealed how having a positive impact on others was more important than financial reward.

Student_07: *“I think more programs about why... I mean why we need to help more people, something like that, instead of focusing on your work, instead of focusing like to achieve... Instead of focusing to achieve money and stuff, maybe we can say that there's more to life like we need to be like a good people, so everyone can enjoy life together, I think. Yeah, because for me money is everything, but at the same time, life... Like to help others is more important for me.”*

Anticipated longer-term personal impacts of the course

The course was seen as providing long term benefits to personal and professional development. Meanwhile, other students

talked about how the course really gave them a strong sense of direction and encouraged a growth mindset. * please insert interview question?

Student_03: *“It helps to know what you're capable of in the future, it helps to realise what are your goals, what are your dreams, what you wanna achieve. And I think that in overall thoughts, it helps you to cultivate you to ensure that you are more prepared for your future.”*

Student_13: *“I would say that it's worth the shot. I would recommend it...it's interesting to know that there are certain things that you think you know yourself, but you don't really know. You don't know the kind of potential that you could unleash. So, this program kinda helped me to find my potential and things that I could do better or improve on.”*

Discussion

Based on our review of the literature in Malaysia, this is the first report of a compulsory university course inspired by positive education and completed by all students enrolled in a single academic intake. The principal findings from the study are that the quantitative data measured by two standardised questionnaires (SWS and SWLS) failed to reveal any changes in well-being in the group of year 1 undergraduate students, yet the qualitative data did reveal a number of important ways in which the course had had a positive impact, likely to influence well-being, and relatively minor (practical) suggestions for how the course could be improved. This does not mean to say that the course was ineffective, just that the choice of instruments was not sensitive to detecting any change. Notably, according to the Well-being Theory, positive emotions, relationships, meaning (i.e. sense of purpose), and achievement are domains that all promote well-being (Forgeard et al.,

2011). We found evidence for all these domains arising from the thematic analysis.

Past literature confirms the profound relationship between course content and perceived learning (Richardson & John, 2007). For example, Rose, Caroline and Nabil (2015) examined on how factors related to content and interaction affect students' perceptions of learning, satisfaction, and quality of an online business management programme and the findings showed that course content was the strongest predictor of all three outcomes (perceived learning, satisfaction, and quality). Besides, an experienced, well-prepared and knowledgeable educator can also positively influence students' perceived learning (Eom, Wen & Ashill, 2006). One of the distinctive features of the course is the observation that important seeds have been planted which could promote a mindset for flourishing later in adolescence and beyond.

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Data file: CHARTING THE DATA INTO THE FRAMEWORK MATRIX

	How the course content influenced the perceived learning outcomes	How the instructor style of delivery influenced students' learning	Aspects of the programme that worked well	Aspects of the programme that could be improved	Effect of the perceived learning outcomes on students' happiness, positive emotions and sense of joy	Effect of the perceived learning outcomes on students' overall life satisfaction	Anticipated longer-term personal impacts of the course
Student 01	<p>Developing self-awareness I'm okay with the content and what it's trying to achieve, especially with the emotional intelligence, understanding people, trying to solve..[4:54]</p> <p>Discovering a sense of purpose And then this one particular speaker gave quite a good answer in the sense that this class is not meant for you to find your purpose, but it's more to facilitate that process or try to help in that sense. So that later on when you are actually finding it, you will have something that you have done [5:54]</p> <p>Developing self-awareness It has. It has. To put it plainly, yes, because at the end of the day the modules and stuff, they really asked us to self-reflect and figure out what it is that we wanted to do. And it's a</p>	<p>Going the extra mile Our university is doing something like this. And it shows that they care a lot about the students. So I would definitely advocate it if there were improvements done to it [40:10]</p>	<p>Diversity of speakers But all the way throughout the power speaker concept, bringing a new speaker every week that is something that is pretty good as well [2:11]</p> <p>General Later on in the weeks then they moved towards a more workshop oriented when we were developing the impact statement. That was slightly better [3:32]</p>	<p>Greater interaction Kind of wish they were more workshop oriented because the thing is that we go to lectures almost every day of the week ... it goes on for about two hours a week, so it's basically just another lecture [2:11]</p> <p>Greater interaction We sit in the hall or a big place or everyone of us is there and there will be a speaker there and slides, and just presenting whatever is there on the slides. There is some level of participation in the sense that they will ask do you have any questions? We have certain things that we</p>	<p>When I first saw that there was a course like this, I was personally quite delighted because this is based off my previous experiences in other universities, they don't really put that much emphasis on programmes like this [2:11]</p>		

	<p>question that at this particular point in time, not many people think about. So yeah, I'd say yeah. It does help [11:53]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth Allows me to identify particular strengths and particular attributes that are not so strong, but are still there and things maybe we can work on..[14:11]</p>		<p>Diversity of speakers The power speakers are good and all [7:35]</p> <p>Diversity of speakers Bringing in different speakers or instructors to conduct the teaching of the program the way throughout the power speaker concept, bringing a new speaker every week that is something that is pretty good as well... Diversifying the power speakers is a good idea, especially during our first week, we had a really good power speaker and then in the weeks after that, it was okay and all [9:47]</p> <p>General I kind of enjoy this because I... In our public</p>	<p>want you to answer and then ask things that are very similar to a lecture [3:32]</p> <p>General However, with regards to that workshop itself, the grouping for the workshop is usually done at random, so it's done at random with little to no time to engage with our new friends [3:32]</p> <p>Greater interaction But then again the activities were developing our own impact statement, so not much chance to interact [4:52]</p> <p>Greater interaction Focused more on group or peer-to-peer interaction, because having peer-to-peer interaction was quite important I feel, in order to discuss impact statement because it feels much more comfortable to be able to discuss that with someone of a similar or</p>			
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			<p>school system in our country we don't really have something like this. So to come to university and to see something like this, it's something that I appreciate, I can appreciate that personally [38:09]</p>	<p>what we perceive to be a similar level [17:58]</p>		
<p>Student 03</p>	<p>Enhancing employability I try to improve myself, like joining those clubs and societies, so that when I put it in the LinkedIn post, as he mentioned, so people will get to notice you, your leadership skills [3:08]</p> <p>Discovering a sense of purpose Impact statement, what I find it about is, it's very interesting because even... It knows what you wanna achieve in the future. impact statement, it's actually more focused towards what you wanna achieve in the future [3:56]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth Because I thought, okay, these are my strengths and weaknesses, but actually, I realised</p>		<p>General A very useful initiative [1:26]</p> <p>Motivating speakers Helps in some sort of motivation. EmPOWER programme, you have a lot of talks, motivation talks [1:58]</p> <p>Motivating speakers Those talks that they have, those motivation talks like the LinkedIn programmes, that is very useful. I think that LinkedIn</p>	<p>General I think that the report that we have to do, I think that students should not do it. Instead of the report, maybe you can do a video, like how you help people. I think then you should upload in YouTube so that more people see and they get motivated to help [10:30]</p> <p>General Another initiative you should do is that let's say you get a lot... You accumulate a lot of point, maybe you can give towards the scholarship, 5% off for your tuition fees. I think it's a good initiative for you to encourage student [12:02]</p>		<p>I think that it helps to know what you're capable of in the future, it helps to realise what are your goals, what are your dreams, what you wanna achieve...it helps you to cultivate...to ensure that you are more prepared for your future [1:26]</p> <p>Yes, definitely. I think it's a very</p>

<p>that there are more hidden potential in me [6:22]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth The SWOT analysis, it's a very good initiative because now I know better of myself [6:22]</p> <p>Developing leadership and teamworking skills I have a good leadership skill. I used it most particular... Currently, concurrently, I did a lot of assignments, and I took up the challenge of being a team leader [7:21]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth I did apply of all those strength that is mentioned, and it turns out to be really advantageous to me because I applied my strengths towards those community project. And to be honest, it worked out really great [8:21]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth Learn a lot of weaknesses while I was doing those project, this community project. Like, how do I manage time? All of this was a real challenge to me, and</p>		<p>programme is like wow, okay, I wanna make sure, follow the steps, what the instructors say [2:34]</p> <p>Motivating speakers This is very useful. They are giving you talks that can help you to get a good job in the future. So I told them and their response was, "Wow, it's a very good initiative compared... " My friends are from other university, and they mentioned that there is a lack of talks and all those stuff. And they are surprised to see, "Wow, you really have a programme that motivates you to attend those talks [14:50]</p>	<p>Greater interaction You can also invite those people that is good in computer skills to help, how you can improve this skill, your talking skills. And we can also have some of like motivational talk. And also, not only motivational talk, you can also have events, fun events, like competitions or what, so students know their potential, they are more brave [13:09]</p>			<p>good thing to go another next level because it's always good for your CV, those achievement you have [14:21]</p>
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	<p>that's the biggest thing I learned [9:17]</p> <p>Enhancing employability Another thing I learned is that, it's how you communicate with people to ensure that you don't go wrong. Not only your group members in general but the general public, you need to know how they are emotional, need to have the emotional skills and all of that [9:17]</p>					
<p>Student 04</p>	<p>Enhancing employability It's a really good platform for us to develop ourself, not just in terms of our skills but... I mean mainly in terms of our skills, such as leadership, communication, conflict management [00:27]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth We develop ourselves, because we have to communicate a lot in the group, and then we know we had to develop our leadership skills [1:31]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth I think it's a really good platform for me to start leading people such as... I pick up the responsibility of saying, "Okay, I will do this. I will lead the group. I</p>		<p>General I think the community project is actually one of the best things that was given to us. I think it was the greatest platform. So I think that they should do more of these kind of things, rather than just giving talks and lecture [22:32]</p>	<p>General I would think that something... Rather than an Impact Statement, it should be something much shorter and something much more... More professional, I would say. Because I think the university did not fully emphasise saying that, okay, your Impact Statement should be something rather professional, and stuff like that [15:15]</p> <p>General I would say the confidence of something to show that you are really a good candidate, because in the end, it's</p>	<p>I think one of the weakness... My last one was actually something about love. I don't... Something about love. And I do not know how to harness that in my networking among my university friends and lecturers. But maybe I would just say that, through these few months I was in uni, maybe I would say I will just increase... Further</p>	<p>LinkedIn programme... Employability. I think, in terms of personal, I think it's a really good platform for me... No, not personal, professional, I think it's a great platform for me to develop myself as not just a student but a future employee [9:36]</p>

	<p>will delegate a task and then communicate with my members so that my members would say... Would agree to my leadership, because, without a leader in the group, I think everything would be chaos [2:15]</p> <p>Developing leadership and teamworking skills I took the initiative to become a leader. And because of that, I think it helps me to improve my leadership skills [3:04]</p> <p>Developing leadership and teamworking skills Like every group project, there is definitely some form of conflicts in the group, regardless of small or big. So I guess, for my group, I will call it maybe a moderate conflict. It's nothing... Nothing too serious, nothing too trivial either. But I think it's mainly because the fact that, when we have conflicts within the group, I, as the leader, have to intervene and make sure that all the members reconcile and make sure the problem is solved as soon as possible so that it doesn't really affect our productivity and inhibits our performance [3:49]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth I have definitely</p>			<p>just... It's just words, you see [17:00]</p> <p>General I think they are good, but I just think that they need to have a better understanding on what they are trying to be able to do, in all honestly, because they are just reading from the slides, to be honest.[20:18]</p> <p>General I think the way they deliver it is really... Sad to say is kind of boring. When you keep it short and sweet, we will retain it, but then when you drag it for two hours, we tend to lose our focus, and then we find it boring. [20:50]</p> <p>Greater interaction So I just think that these are the two most important things that should be improved, but other than that, in terms of content, it's good, but when you drag that class for two hours, I think it will be a bit too much [21:36]</p>	<p>strengthen my love towards myself and then my love towards friendships, friendships and professional development [14:30]</p>		
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	<p>improved on my time management skills, because we managed to finish everything on time. We were actually ahead of schedule. And despite certain setbacks from the conflict, we actually still managed to get back ahead of schedule also [4:35]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth I think we should be keeping ourselves busy. I don't know about others, but I have a certain schedule of what I do at home. So say, from this time to this time, maybe I read a book, or this time to this time, maybe I draw something. Yeah, I think it's what I do in terms of time management. But maybe conflict management maybe is just mostly in terms of assignments, because you really... When it comes to... Maybe, when you're with your friends, you don't really conflict that much unless something serious really happens. So maybe, in terms of the prominence of using the skills, would be time management [5:32]</p> <p>Enhancing employability Usually, we are working within the university, you see, but now we are working outside the university with people who are from pretty</p>			<p>Greater interaction Instead of maybe giving lectures and stuff, like giving talks for two hours, you should give something more hands-on, more activities, something that requires thinking [22:32]</p> <p>Greater interaction I think it's better do something that's hands-on because, in the end, when you go outside and work, you are required to do things which are hands-on [22:32]</p>			
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	<p>established organisations, I would say. I would say it's a great experience, but maybe we had some form of difficulty in terms of adapting and then like picking up new things to do... I mean, in a way, we had to adapt quickly [7:11]</p> <p>Enhancing employability LinkedIn programme... Employability. I think, in terms of personal, I think it's a really good platform for me... No, not personal, professional, I think it's a great platform for me to develop myself as not just a student but a future employee [9:36]</p> <p>Developing self-awareness I think it helped me in terms of the way I look... No, I'd say it helped me to improve myself because maybe before the EmPOWER programme, I was maybe a narrow-minded person, and maybe I don't really think outside of the box that much [10:51]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth So I think it affected me positively for my personal life because I think now that I can see the... See the world in various perspective, and then maybe have a greater insight on what is happening around the</p>						
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	<p>world, not just from one side, but from various perspective, giving a better and... A better understanding on situations [10:51]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth Especially during the community projects, it tests my knowledge in terms of critical thinking [27:34]</p>						
<p>Student 05</p>	<p>Enhancing employability Equips the students with certain skills and aspects that you do not get in ordinary academic school [1:23]</p> <p>Developing leadership and teamworking skills When we were actually managing the project during the Community Project, we learnt that we divide... We have the main leader. Then after that we divide it into certain groups that will work in different fields, for example like, people who will be managing the finances, people who will be managing the logistics, managing the marketing, and so on so forth. And then each of them have a sub-leader as well. And like that you don't actually need... If it comes to making decisions, you don't need everyone to be there, but only the head leaders that lead the individual teams [3:00]</p>	<p>Making learning activities applicable to the real world In academics you can learn and at the end of the day, your grades is important, but experience and practical learning is important as well [23:53]</p>	<p>General All this project managing, working as a team, all our leadership skills, other universities do not have that. So, in general, I would say that it is a good initiative for students at our level [00:47]</p> <p>Establishing peer-to-peer relationships Highlight over this Empowerment Project was the Community Project itself, because it kinda opened my eyes to</p>	<p>Greater interaction But because we had to handle it on our own, there were its limits [4:07]</p> <p>Greater interaction Perhaps it will be better if we... Yeah, we can come up with ideas, but once we come up with ideas, we should have our lecturers, how to say, help us structure those ideas properly and execute them properly [5:41]</p> <p>General I mean, although yes, we have to learn how to do it independently and whatnot, but I would say at this level because it's</p>	<p>A positive impact it did for me is that, after writing the gratitude letter, it kinda opened my eyes to everything else that I should be grateful for. So, I would say that, say for a student's life, right, when things get all caught up and we've to work and whatnot... [11:56]</p>		

<p>Developing leadership and teamworking skills I was coordinator, I played the role as a coordinator. And that was the first time I ever played coordinator, so I would say that before this I did not really know what the role of a coordinator would actually do. I always took the word by its meaning, coordinating things. But you don't... I mean, although you theoretically know, it's very different when you actually put it into... When you actually do it practically [3:49]</p> <p>Developing emotional awareness Okay, you tend to overlook things in life, and because of the gratitude letter we kinda slow it down, write down all the things we are thankful for, for certain person, correct? [11:29]</p> <p>Enhancing employability LinkedIn is very important... I mean, I've come to understand the importance of not just LinkedIn, but like, CVs, resumes, and getting your name out there in order to get into the industrial world [14:56]</p> <p>Enhancing employability It's something not many students look into, I would say, because like...</p>		<p>how things might [1:50]</p> <p>Establishing peer-to-peer relationships There is a clear line on the way people in different programs think. And I would say that it was good for us to step out of our comfort zone and invite people from different programs, so that we can put together all these different perspectives and come up with a better program [7:08]</p> <p>General IM statement, I guess you could say that that was truly an eye-opener session there. Because it was really well structured. You start off with</p>	<p>our first time, right? They should teach us how to look at things from a different perspective [6:07]</p> <p>General So in Heriot-Watt, we should have perhaps a checkup session to see how our LinkedIn accounts are doing, something like that, if it's possible [15:58]</p> <p>General Multi-purpose hall, the presentation could be a bit better, because it's flat ground and we have a very small presentation screen there [18:22]</p> <p>Early implementation to inform undergraduate studies Something that should be implemented from foundation, but I guess, that's not really possible [18:47]</p> <p>Early implementation to inform undergraduate studies EmPOWER sessions, I would say that it's something that</p>			
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	<p>Yeah, personally I've actually seen LinkedIn before, but I never really knew exactly what I could do with it [15:17]</p>		<p>choosing simple words that you feel [7:51]</p> <p>General You have to put us out there, give us a platform where we are forced to use this communication skill, leadership skill...[24:11]</p>	<p>should be done before the degree [22:26]</p> <p>Early implementation to inform undergraduate studies I was suggesting for it to be in foundation level, because like, if you already chose your degree, and then after that, when you come out of your Impact Statement and during that process, you suddenly come... I mean, you suddenly realize that perhaps your degree has nothing to do with what you're passionate about [23:00]</p>			
<p>Student 07</p>	<p>Developing self-awareness I am aware of myself after that, but for now, I'm still like I do... What is that? I'm aware of myself, but I'm still like... Lack of confidence, can I say about that? [3:56]</p> <p>Discovering a sense of purpose It helped me a bit because before the impact statement, I don't know what actually am I doing. I'm just doing accounting because I thought this is the easiest for me. But with the impact statement, at least I have a purpose, at least, I like, "Okay, I'm just gonna help animals after this."</p>	<p>Making learning activities applicable to the real world I think so. And then we need to do a project like how to clean the river. So actually we did like a physical... Like a hands-on activity there because we</p>	<p>General We did everything. We did the leadership, we did the teamwork, inter-personal skills, everything in the game for one hour straight, and it was really fun because we did it in the team also [2:50]</p>	<p>Greater interaction I would prefer it will be like one hour lecture and another one hour for us to use that skill, like we try it ourselves [3:40]</p> <p>General I think everyone is fine, but just it's too long for me. Two hours is too long. I think probably...[12:15]</p> <p>Greater interaction Decrease the lecture time for one hour lecture</p>	<p>I feel like I'm giving love to my... Because I wrote about my friend so I feel like I... I'm not usually the type to show love, but because of the gratitude letter, it helps me to show more love to people, so it did help me also [7:03]</p>	<p>I think more programs about why... I mean why we need to help more people, something like that, instead of focusing on your work, instead of focusing like to achieve... Instead of</p>	<p>Because my purpose statement, my... Yeah, it is about animals, but right now, I'm taking accounting, so I'm like actually very far away from my actual purpose in my purpose statement. So right now, I'm trying to find</p>

	<p>At least I have a purpose. Yeah, I think it helped me [5:28]</p> <p>Enhancing employability I think it's quite okay for now because I saw that a few of Heriot-Watt's people are actually looking into my page, so I think for now, it is okay. And I think that it's a great opportunity for me to learn about companies that I want to go into. So I think it's fine [11:37]</p>	<p>discuss in the group how to do... How to build something to clean the river. She did the lecture for one hour and she gave us like 30 minutes to do the project and another 30 minutes for presentation. So for me, that is quite interesting because we don't actually sit there for two hours straight. We're actually like doing something and we're actually using the techniques that she's giving [1:46]</p>		<p>and another 30 minutes may be games, instead of two hours straight lecture [12:57]</p>		<p>focusing to achieve money and stuff, maybe we can say that there's more to life like we need to be like a good people, so everyone can enjoy life together, I think. Yeah, because for me money is everything, but at the same time, life... Like to help others is more important for me [14:47]</p>	<p>like... I'm trying my best to do how I'm going to make accounting and animals to be in my goals for the future [4:14]</p> <p>EmPOWER is more like to prepare us in like real world. I think it's different because the purpose is different [15:31]</p> <p>I think that I'm more aware what am I [18:46]</p>
<p>Student 08</p>	<p>Developing self-awareness It helped to develop some thinking skills and understand myself a bit better [00:12]</p>		<p>Establishing peer-to-peer relationships It's a nice way to quantify personality</p>	<p>Early implementation to inform undergraduate studies I feel that, in terms of participation, some students may have this connotation towards</p>	<p>It was really good. I actually did it for my grandfather, who has recently passed away</p>		<p>I think it was interesting to have a look at myself, but I feel like I didn't make full use of</p>

<p>General Very interesting, as we got to learn a lot about how to run an event, especially. So things like teamwork and the moving parts in organizing something [5:25]</p> <p>Discovering a sense of purpose If you want something to succeed, we have to plan. We have to have these things prepared beforehand. And, if possible, if we are on a team maybe have everyone cover... Someone cover each of the bases to make sure we don't miss out anything, because when we have something this big, it's very easy to miss out small details [5:52]</p> <p>Developing leadership and teamworking skills Importance of trusting teammates, and if you want to work towards something, it's important to have like-minded people with you so you can enjoy yourself and learn better [6:34]</p> <p>Developing self-awareness I think it was early in the first semester there was a session about Brainology, talking about how we understand things and how our perception of the world is affected a lot by how we describe things to ourselves. Since then, I've thought about it, and it kind of feels like now when I think of something, when I'm</p>		<p>strengths in a way that you can actually compare with other people that you know [2:36]</p> <p>Establishing peer-to-peer relationships Very strong wake up call kind of event because once I made a LinkedIn, I already saw some of my peers who already had LinkedIn accounts because of their clubs or other activities. So seeing people who are at the same stage of life as you with a fully-prepared LinkedIn account with experiences [7:12]</p> <p>Establishing peer-to-peer relationships Having people in different courses is nice because we get to occasionally</p>	<p>something that is like MPU subject. Some students, when they hear MPU subject, they think immediately, "Okay, this is not important. We shouldn't go for this because all we need is a pass [10:45]</p> <p>Greater interaction I feel like some of the workshops can be leaning more towards game-based learning because that, I feel, was the best for engaging students [11:56]</p> <p>Greater interaction I feel, for the later levels of the EmPOWER programme, there could be a bit more depth to it, to be a more interactive platform. Maybe a website or an app we can use to track our progress so you can see like levels, you can have your profile, and there'll be metres to say, "Okay, this is your points, this is your points, this is your points [14:30]</p>	<p>[4:29]...I'm really glad I did it [4:39]... He was happy. He was very happy [4:51]</p>	<p>that after obtaining the results [2:54]</p> <p>I think it was interesting to have a look at myself, but I feel like I didn't make full use of that after obtaining the results [3:14]</p> <p>I've felt that the impact statements that I've made are not 100% me, so it's gonna take a while to eventually find that [3:46]</p> <p>We have this system or programme called the EmPOWER programme, where it is either parallel or very linked to MPU subject, so instead of taking the usual</p>
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	<p>thinking or understanding something, I can kind of imagine the thoughts that's going through my mind. It's very interesting [12:30]</p>		<p>have a glimpse into what they do in their own course. So it's a good way to build interaction [10:04]</p> <p>General I think the EmPOWER programme is much more impactful, much more useful than the connotation carried by MPU course [10:45]</p>				<p>MPU subjects, which is just like you take it, you pass, and you forget about it, we have this programme that will help you improve yourself in general, emotional intelligence, or other skills like LinkedIn that are pretty helpful [13:18]</p>
<p>Student 09</p>	<p>Developing leadership and teamworking skills It's an amazing thing that self-empowerment has group projects, like 20% in a group, and then so all the burdens are spread out and then yeah, group projects is... We also had learn how to do teamwork, how to cooperate with one another [3:42]</p> <p>Identifying character strengths and virtues, and opportunities for personal growth I would say that it helps me to realize my skill and to use my skills, but to improve my skills... Improve... It taught me a lot [12:24]</p>	<p>Going the extra mile They reach out to us very often, and remind us on the task, and then it's like more, how to say, closer to us. We can feel that they are very genuinely want to help us, to improve [9:46]</p>	<p>General It is a course that is relaxing to me, for me. I didn't stress myself to attend it all, and I enjoy attending it [00:11]</p> <p>General We had fun planning for it really, and we also had fun carrying out the activity [2:08]</p> <p>Establishing peer-to-peer relationships At</p>	<p>General I didn't pay very much attention on the Kilowatt thing. Because I saw the activities like workshops then if I want to attend, I attend, and then if I get the Kilowatt thing, then I get. But if I don't get, then I won't try to go and get it [13:53]</p>	<p>When I told my mom and then I was supposed to read the letter to my mom but then halfway through, I cannot read it anymore because it's getting emotional. So my mom just took over the letter and read it, and then she was... Yeah, I think that is one experience that is... That I won't have if I</p>		

	<p>Enhancing employability LinkedIn profile, and they realized that LinkedIn profile is important for their future career [14:31]</p>	<p>first we were not very close, and it's great to be able to know the people from other course through this community project. And that, at first we also didn't have much communication in the group. I sat... The accounts team, the business team were given task to do the report because they are more keen to do reports and then as actuarial science, we would like to plan for the project, and so we were separated, and then... But then, when we carry out the activities, we carry out together and then, yeah, we learn about one another and then we also understood what</p>		<p>don't do this self-empowerment thing [6:23]</p> <p>Excited and interested to hear this workshop. And it's like for our future career, it's helpful, future career [7:20]</p> <p>if I would have known that I would have joined more about the... Joined more on this Kilowatt thing [15:19]</p>		
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			<p>is their course about also [2:48]</p> <p>General I like talks more like the LinkedIn workshop, that type of like self... For our self-development, future career, about our working life in the future something like that. I like those kind of things. And the community project, I also like because it's a time to relax from our studies, to plan for activity and to carry out, and then improve on [11:01]</p>				
<p>Student 10</p>	<p>Enhancing employability LinkedIn workshop, something like that. Yeah, I think that that's something that help us to be prepared well for our career, future career [00:43]</p> <p>Developing self-awareness I think it has helped me to how to always remind me what is my weakness is, and how to solve it and not to repeat... Always repeat my weakness [3:04]</p>	<p>Making learning activities applicable to the real world I see my private university friends, they have so much opportunity to participate in extra co-</p>	<p>General Help us to develop our personal skill which we cannot learn during lectures [00:22]</p> <p>General I think the workshop is help us how to do, but the most important thing is</p>	<p>General The length of the lecture is may be something too long [10:40]...</p> <p>General Always an hour is okay, but two hours something like that or two hours, three hours we should rest maybe we'll feel tired [10:57]</p>	<p>I give that to my parents, I write the letter, I think it helped me to appreciate, and I think it help me to show the appreciate and very grateful and yeah. I think that's what the gratitude kind of</p>		

	<p>Discovering a sense of purpose For the Impact Statement Workshop, I think the... This is what we can do, what should I do for my life. I know what is my strength is and I can know what... How I approach the... How can I contribute to the... For my future and other people [3:22]</p> <p>Discovering a sense of purpose After the Impact Statement, maybe I Know what can I do or what should I do [4:24]</p> <p>Enhancing employability I think it help us to prepare well for the future. And I think most of the employers, they are using the LinkedIn account instead of just Facebook, Instagram or something like that. Maybe we can show more our profile to them [9:50]</p>	<p>curricular activities that I think that EmPOWER program help me in such thing [1:48]</p>	<p>we need to always have the self-discipline to participate other workshop which can help us... Yeah. So I think that EmPOWER course is just like teach us how to do but the important thing is ask for the application [1:07]</p>		<p>help me and appreciation [4:53]... actually they quite shock because, I have not... Since a long time ago to show this... Yeah, So actually they quite shock, but after that they very happy and maybe some touching...[5:21]</p> <p>lecturers can emphasize on the EmPOWER programme, instead of just the EmPOWER classes. I think EmPOWER programme is also very important, like the... Maybe they need to... Sometime industry visit or maybe any activities organized by the society, and something like that. And then,</p>		
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					by the careers or something [13:27]		
Student 11	<p>Enhancing employability I have been very interested in professional development since I entered undergraduate. So empowerment has... This EmPOWER programme has been a very good platform for me to step up my game and get on to what I want to go on to [2:02]</p> <p>Discovering a sense of purpose It didn't change me much. I wouldn't say completely not changed, but to me there wasn't much impact on that activity to me. Because I already know what I wanted to do since some time ago, and so yeah, but that I think, generally I think is still useful for a lot of people, to allow people to understand what's their purpose in life, what they should do in life, their direction in life [4:10]</p> <p>Enhancing employability I think it was helpful, and I made my LinkedIn profile on that day itself. And since then I have had many connections, and I have had some useful professional connections that has been providing me the help that I need [7:39]</p> <p>Enhancing employability Anything</p>	<p>General Because the course itself wasn't very effective to me personally, it didn't matter much who was the instructor. So as long as the instructor is doing something, I think the effect would still be the same. It's more of the course content than the instructor [8:30]</p>	<p>General It allows me to be more... It humbles me in a way and it allows me to... It motivates me to think about, think further, and to understand where I am positioned most of the time among my peers in the working world, and these sort of things [2:27]</p>	<p>General I think some people need it, and for me I don't need it as much, so to scale down a little bit means it should be the moderate or perfect amount for me [1:36]</p> <p>General I think maybe it should be somehow personalized for everyone. Because again, like I mentioned, there are some people who needs this course more than it is given, there are some people who doesn't need it more than it's given [9:22]</p>			

	<p>related to helping us out of the university, that means when we leave university, what do we need to survive in the corporate world. So that is what we need, I think. So, maybe soft skills workshop and then things about... Things that help us understand what is outside in the industry [10:47]</p> <p>Developing emotional awareness And although it wasn't a big help, I have been trying to improve on that point for a long time. And through this course, I think it also helped me understand better how to understand or talk to people when they are not in the mood or having negative emotions. That is one way that helped me [13:21]</p>						
<p>Student 12</p>	<p>Discovering a sense of purpose EmPOWER course is very helpful for especially year one students, who, some of them just entered the proper university environment. And it really helped students to find their purpose and set their goals during the three to four years of study in university. And I think it also helps to encourage students to think more about themselves and to really find what kind of person they are [00:20]</p> <p>Developing self-awareness 'Cause before I joined the university and involved in the EmPOWER program,</p>	<p>Guiding and coaching Workshop facilitators were very empowering. They were very active. And also, they really help us to follow the instructions and progress through the workshops</p>	<p>Establishing peer-to-peer relationships So when we wanted to meet out somewhere, we need to really plan out and also book the resource room for meetings. Different people have different views on certain things. So during discussions, there were a lot of ideas</p>	<p>Early implementation to inform undergraduate studies I would say, maybe we could cater the Empower program slightly, maybe into orientation or small session, just to introduce them so that they understand what is the benefits of such programs, and then they can involve themselves more [15:39]</p>	<p>They were quite surprised because they all know that I'm quite shy and stuff. So when they received it, they were a bit surprised to go back, but they also were very happy to receive such letter [7:00]</p>		

	<p>I was probably a bit lost in several ways. But during the EmPOWER program, they introduced us to some concepts and some personality traits that I've never really think about before. So I think that really helps me reflect how a person I am, in what way [1:24]</p> <p>Discovering a sense of purpose Before I crafted the impact statement, I really thought about what kind of things I want to, which community I want to contribute and the aspects that I want to work in and stuff. So I think it really helped to strengthen the thoughts and stuff [5:23]</p> <p>Developing emotional awareness Because I am not really an expressive person, so this exercise really helped me to say thank you and express gratitude to my family and friends who really supported me in my journey [6:05].</p> <p>Developing self-awareness I found a few traits that were a bit lower in the ranks and I was not aware before this. So after I've taken the test, then I knew I need to improve on these categories more because they are slightly lower than the others [2:22]</p>	<p>smoothly [14:16]</p> <p>Going the extra mile I think they also put great effort in organizing the events and they also set up the projects and tasks that really helped us to experience the course even more [14:43]</p>	<p>and different brainstorming elements that I think was very beneficial to everyone of the group, 'cause we learn more on someone's perspective [9:14]</p> <p>General 'Cause we were given some deadlines for proposal and also the execution of the project, so we really needed to find, let's say if we needed sponsorship and we need to find for it, also contact the person in charge of the organizations that we want to approach and collaborate. I think that was really challenging, but also quite eye-opening process [10:15]</p> <p>General Let's see, definitely. If they</p>	<p>Greater interaction The workshops were very helpful, but sometimes, because we already had a lot of classes to attend, so the workshops could be more hands-on instead of letting us sitting through some lectures, because I realized that some students, they didn't attend some classes because they knew that [17:26]</p>			
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	<p>Identifying character strengths and virtues, and opportunities for personal growth The top skills are more on learning. So I did learn more... I did try to explore more. And more of the social science, are the ones that are quite the last rank. So I tried to involve myself in more outdoor activities and some social gatherings and stuff and also involved in some clubs that helped me to expand my social circle. And also, involve some public speaking [2:58]</p> <p>Developing leadership and teamworking skills I was appointed a leadership role in this group, so it was quite a new experience for me 'cause I needed to bring a group of people to really also oversee them to do task and also distribute. Task delegation was quite a challenge for me doing this project, but we managed to work it out together and through discussions. So we had a good planning overall [11:02]</p> <p>Enhancing employability Very informative because last time we were also told that LinkedIn was, is a platform that we could connect to other work people and also to ingest information for what fields. So I think the workshop really helped us in building a strong profile. Also,</p>		<p>have the chance, they really need, they should experience this, at least, the impact statement workshop 'cause that was really helpful to many students [21:29]</p>				
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	<p>introduced us to the various elements in the LinkedIn website, also its app. I think it was very beneficial and I was very grateful that I had the opportunity to attend such a workshop [12:05]</p> <p>Enhancing employability Let's say I'm in a club and I have a position, I'm in the EXCO team. Then I also learned how do I put it on the profile so that if an employer sees the profile and then they will know this student had such and such involvement with clubs [13:04]</p>					
<p>Student 13</p>	<p>Discovering a sense of purpose Because it got me thinking about what I really wanna do in life other than just paying attention to my studies and all that. It helped to develop a goal, what kind of goal I wanna achieve in life, so I would say it was helpful in a way [3:48]</p> <p>Enhancing employability It kinda helped me to build up my social skills by communicating with others in the class or with organizations out there [4:15]</p> <p>Developing leadership and teamworking skills It was... I would say, it was a good process. It was a good experience because although we kinda... Towards the end, before we conduct our social project, we</p>	<p>Guiding and coaching I would say that the instructor was really helpful person firstly, he gave us certain points, like what to do in this section? What to put in this section? Why it's working and why is not? And all that. I think that was always useful. And he also told us dos</p>	<p>General I guess the starting of the semester. Towards the end, you got to do like the impact statement, so I think that was more hands-on, so I think that was okay [00:56]</p> <p>General Second half, we had to do the community project, and I think that was really interesting 'cause we had to explore the types of projects that you could do like, you</p>	<p>Greater interaction I would say that the first half was slightly, slightly boring, I would say because of... It's more of like a theory section part of exam. But the second half was slightly interesting 'cause we had more hands-on activities to do [00:17]</p> <p>Greater interaction I would prefer for activities that keep us moving so that we don't bore ourselves out, so that we would be more engaged in the lectures, in the session [1:35]</p>		<p>I would say that it's worth the shot. I would recommend it to them 'cause, although it might seem like a boring subject, but it's interesting to know that there are certain things that you think you know yourself, but you don't really know. You don't know the kind of potential that you could</p>

	<p>got into a little bit of a disagreement and then to solve that, we did it as team, so I think that was a good experience 'cause everyone set aside our differences and we got together to solve something [5:49]</p> <p>Enhancing employability It kind of changes my mentality towards the whole LinkedIn app. Because at first, I thought of LinkedIn as like, oh, it's just a... Like a professional base platform. But it's not. I mean, students like us, we could also make use of that to kind of like create a digital CV, in a way. I mean, like, improve our... Increase our connectivity with what other organization or companies that are out there [11:44]</p> <p>Developing leadership and teamworking skills I would say it's my leadership skills 'cause I'm before, it wasn't... Like I don't really pay attention to my leadership skills, I don't... I would refuse to become the leader of a group or something, but through this process, I kinda unleashed my leader side and it... Because I kinda like to take charge of things, to make sure that things are moving so from that I would say it kinda helped a lot in being creating... Improving my leadership skills [20:00]</p>	<p>and don'ts [13:45]</p>	<p>could go for a soup kitchen project. You could do planting trees. You could visit animal shelters, orphanage and so on, so I think that was interesting [3:00]</p> <p>Establishing peer-to-peer relationships It kinda helped me to build up my social skills by communicating with others in the class or with organizations out there [4:15]</p>	<p>General I doubt it's possible but if it was divided into smaller groups, I think that would be better because at these there will be much discussion around, I guess. And you could really focus on the content of the whole session [14:36]</p> <p>Greater interaction For the theoretical part, if you could for the first part of social empowerment and social responsibility, I think it would be nice if more hands-on activities could be implemented. Not just for the theory based lectures, but some activities during the lectures would be great to keep the student... To gain their focus [15:37]</p>			<p>unleash. So this program kinda helped me to find my reading potential and things that I could do better or improve on [18:04]</p> <p>For team work, I would say for the second part of the social self empowerment, I learnt a lot on that one. You were supposed to divide into a group of at least 20 members, and considering that my group consisted of different people from different courses, so it kinda helped me to learn their thought process, like how they handle things and how they</p>
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							work and all that, so. That's interesting too, to see. Although some of them are my friends, but some of them are also people that I don't really work with. So it's interesting [18:54]
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Black subheadings indicate categories that were pre-defined in advance of the data coding. Blue subheadings indicate the themes arose during the data coding

Questions that were asked during the semi-structured interview were as follows:

- How do you find the EmPOWER Programme?
- Explain in your own words what the EmPOWER Programme is all about.
- How did the EmPOWER Programme help you to develop self-awareness?
- How is the EmPOWER Programme different from the typical classroom teaching?
- How do you find the Values In Action character strengths test? Did it help you?
- What do you think of the content of the Programme?
- How do you find the impact statement sessions? Did they help you to find your purpose and develop your personal impact statement?
- What further improvement to the EmPOWER Programme would you recommend?

