

ANALYSIS OF PAST AND PRESENT STUDENT'S PERCEPTIONS WHO RECEIVED POSITIVE INTELLIGENCE TRAINING VIA MECH 500 RESEARCH METHOD AND TECHNICAL COMMUNICATION COURSE FROM 2018-2022 AT THE UNIVERSITY OF THE DISTRICT OF COLUMBIA

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Abstract

We come across a wide range of people from different backgrounds in the culture we live in today. This might happen at any campus organization, at your work, during a group assignment, or in the classroom. It is crucial to understand emotional/positive Intelligence to work productively and communicate with people to develop positive relationships. The capacity to understand, demonstrate, regulate, assess, and use emotions in order to interact with and communicate with people in an effective and positive way is known as emotional Intelligence (EI). This paper presents a more extensive EI domain known as positive Intelligence (PI). PI was taught to engineering graduate students at the University of the District of Columbia via a MECH 500 Research Method and Technical Communication course from 2018-2022. Students have reported that having this PI knowledge helped them become better people holistically and positively impacted the way they understand others and various transactions. The purpose of this paper is to describe the various effects that learning about positive Intelligence has created on university students' lives after they took the MECH 500 Course on Positive Intelligence. Students enrolled in Fall 2022 and several alums who have attended this course since 2018 were interviewed to share their perceptions. This paper discusses the analysis of students' perceptions and views and how they benefit from such psychology training via engineering curriculum in the long term.

Keywords: SPET, Positive Intelligence, Transactional Analysis, I am OK you are OK, Effective Teaching, Engineering Education

1 INTRODUCTION

Today, the concept of emotional Intelligence is widely discussed[1]. It has had a significant impact on our lives and the lives of people around us, whether you've noticed it or not [2, 3]. Since emotional Intelligence has been incorporated into the curriculum of the educational system, the purpose of this paper is to evaluate its effects, particularly on university students who have taken the MECH 500 course. Student author was curious to discover if students changed anything about their interactions with others after learning about this subject and how their new understanding has inspired them to become more well-rounded people and people of influence[4]. A study was previously done on, "Transactional Analysis Training for Improving Engineering Graduate Students' Abilities to Understand Different Personalities" [2]. There are several aspects of positive Intelligence when linked with human characteristics, such as your saboteurs, which is covered further in the paper. Saboteurs can be identified as the voices in your head that generate negative emotions in the way you handle life's everyday challenges. They represent automated patterns in your mind for thinking, feeling, and responding. They cause all of your stress, anxiety, self-doubt, frustration, restlessness, and unhappiness. They sabotage your performance, well-being, and relationships [1]. However, there has been insignificant student inquiry-driven impact analysis of PI knowledge on students. This paper explore the views and outlook of current and past students who have attended MECH 500 course.

2 METHODOLOGY

To carry out this research, a Positive Intelligence survey was created which was sent out to past graduate students who have taken the MECH 500 course. The sample size included both male and female students who were a part of the class in Fall 2022 and those who were in the past cohorts. The questions were asked to be answered on a scale basis where there is a rating from one (1) to five (5) where one is the lowest and five is the highest rating. For the Fall 2022 cohort the survey consisted of

several questions, which included short answers and multiple-choice questions. The survey responses/ results were then analyzed and utilized in the discussion. Also, student author reviewed literature similar to the positive Intelligence to understand different trend [5].

3 RESULTS

Two sets of data were analyzed. One set of the data questions was sent to a set of fifteen (15) students who took the MECH 500 course in Fall 2022, and the other set involved a set of students who took the MECH 500 course prior to Fall 2022. The first set of data to be analyzed is the students who took the course in Fall 2022. Fall 2022 Results are the following.

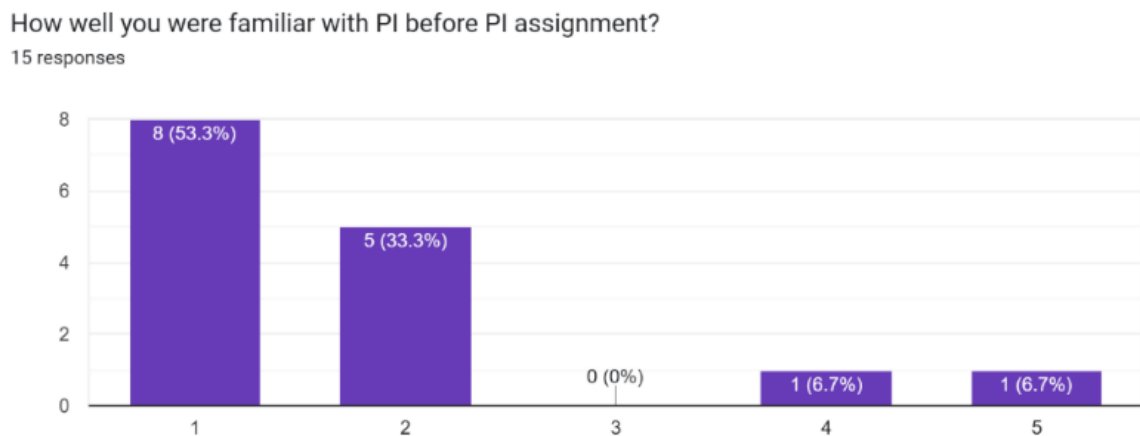


Figure 1: Showing the familiarity with PI before the PI assignment.

The responses on the graph reveal how many students had heard of positive Intelligence prior to enrolling in the course (Fig.1). The findings showed that most students had no knowledge of what PI included. Understanding this revealed that, of the 15 responses, more than half of the students had no concept of what PI was, making the lesson extremely valuable for them as they would learn new information and be introduced to PI.

When working with positive Intelligence, there is always space for progress. It is reasonable to expect that when interacting with people from various backgrounds, you won't always get it right. The process is ongoing. It's interesting to note that 53.3% of the students reported feeling more capable of identifying whether someone's behavior or interaction has been impacted by a saboteur as a result of attending the course. Each student got the chance to identify their own saboteur during the experiment, and as a result, they can now recognize them in a variety of scenarios (Fig. 2). More than 50% of the students saw it fitting and important to recommend the PI training for other engineering students. It is safe to say that the PI training did make a positive impact in their life as to why they think that it would be good to share it with others. The response resulted in 66.7% of the students strongly agreeing, 26.7% of them agreeing, and the remaining 6.7% being neutral.

The findings of the students' assessment of their comfort level in identifying whether someone is speaking to them in sage mode. 53.3% of the pupils indicated that they could recognize when someone is speaking to them in the sage mode. The students who stated they were neutral had the lowest percentage (20%), while the students who said they were likely to identify had the remaining percentage of 26.7%. This demonstrates that they are now more knowledgeable about the sage mode and its characteristics.

The students' responses to the question of whether understanding the distinction between sage and saboteur can boost the tendency to innovate are depicted in the graph above. The findings were encouraging because many students chose not to comment, claiming that understanding the

distinction between the two criteria would not enhance their propensity for innovation. Here are the findings: Six (6) students believed it was likely, while the remaining seven (7) said it was very likely. Three (3) students were neutral. The results of improving the tendency to commercialize your discovery by lowering saboteurs's influence was also analyzed. Surprisingly, only one student had the opinion that making conscious measures to lessen the influence of saboteurs would not increase the chance for their innovation to be commercialized. The other students, though, believed that it would get better in some way. We think this is so because they are now aware of their saboteurs and the actions that can be taken to improve their emotions. The statistics show how students' propensity to launch a new business or company increased when they were informed of their saboteur. For each choice that was accessible, there was at least one student. The majority of students said that being aware of their saboteur can probably increase their propensity to start a new business or startup. The idea that being informed would benefit them in this way was rejected by two students. One thing to keep in mind is that not everyone has the desire to launch a business so this might have helped to influence their decision.

How confident are you in recognizing if someone behavior or interaction is influenced by a sabotaure?

15 responses

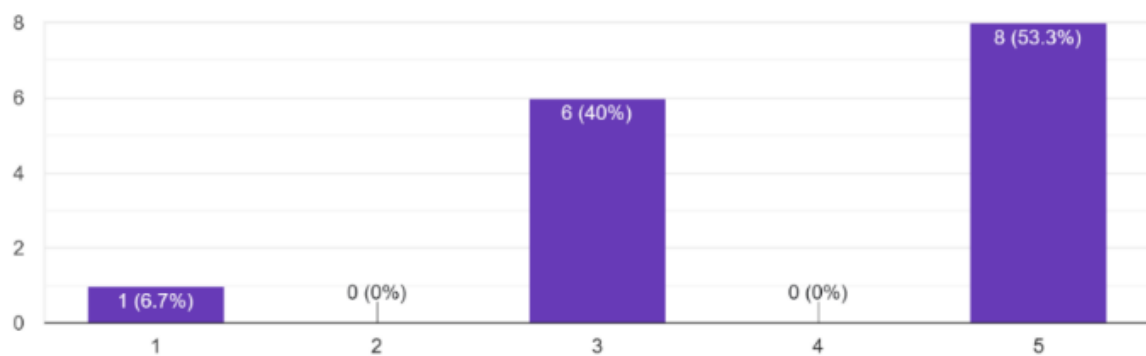


Figure 2: showing confidence results in recognizing when someone is being influenced by a saboteur.

The results demonstrates how being aware of one's saboteur and enhancing their wisdom might enhance one's propensity to consider novel concepts. Overall, the outcomes were favorable. While the remaining eight (8) students answered that it would most likely help to improve tendency, seven (7) of the students responded that it would probably help to improve innovation tendency. We believe that being aware of your saboteurs can influence you to explore new ideas because they cause you to feel bad about how you deal with life's daily challenges. By becoming aware of your saboteurs, you can sabotage those bad feelings and encourage yourself to step outside of your comfort zone and try new things. The responses given when the students were asked if using their sage mode had improved their risk-taking skills are shown in the graph above. Three (3) of the students gave a neutral response, seven (7) gave a likely response, and the final six (6) gave a very likely response. When you're in your sage mode, you tend to consider things carefully rather than reacting automatically. A person will actually make more thoughtful decisions by weighing the benefits and drawbacks of their potential actions if they are in their sage.

The survey data shows the results of the degree to which students agree with the findings of their saboteurs. The majority of the students concur with their findings. Two students were undecided about their opinions. The reason the students agreed, in my opinion, is probably because they have personally witnessed indications that saboteurs have entered the picture when they engage in various

situations. As a result, they now understand why they might have reacted the way they did and how they can change their behavior going forward.

How strongly you will recommend PI training for other engineering students?

15 responses

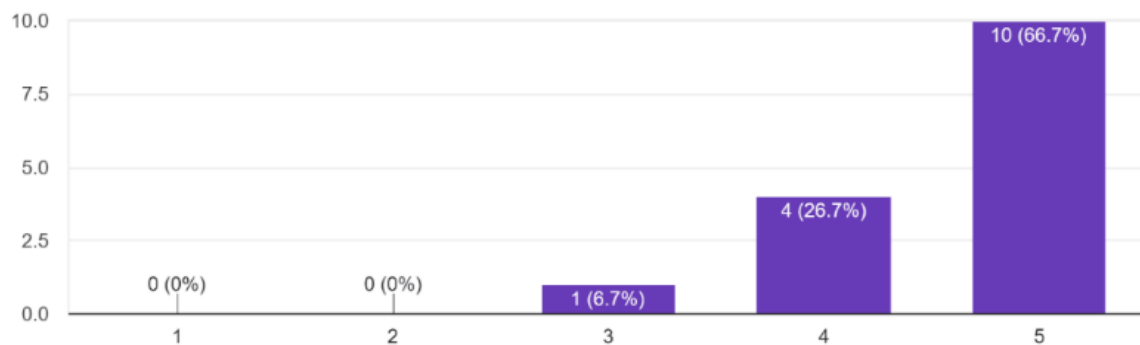


Figure 3 Showing the results for recommending PI training for other engineering students.

Past Students Survey Results

The results of the number of students registered in the MECH 500 class between the years of 2018 and 2022 are shown in the graph above. Since not all students could be reached to participate in the survey and I had a deadline to meet, this data does not represent the results for all students in the past cohort. This is an average sample from those cohorts in the past. Before enrolling in the MECH 500 course, the students' knowledge with the Positive Intelligence (PI) idea is shown in the graph above. The majority of students were unaware. In light of this, enrolling in the course was a wise decision for those who wanted to learn more about PI and how it affects people. The ratings for the students' level of agreement with the saboteur assessment test are displayed in the graph above. Positive results for the entire question indicate some degree of accuracy in the findings. Additionally, it demonstrates that the students have observed indicators of these saboteurs in their regular contacts. Now that they are aware of these saboteurs, they can take steps to improve their lives. The results of the students' assessment of their acquaintance with various types of saboteurs are displayed in the graphs above. It is safe to presume that most students are already familiar with the various saboteur kinds and maybe their influences as well after taking the course. Having this knowledge will enable people to choose more wisely going forward in many circumstances(Figu. 3).

The pie graphic shows how often each student interacts with the other sage and saboteur traits they learned about under Positive Intelligence. The majority of the students said they do this at least once a week, with the others indicating they do it once a month and the other students once a year. This could indicate a number of things, like that these people are now very attuned to their environment and are hence skilled at interacting with and influencing others, or that they are probably not usually approached with arguments or disagreements to utilize these traits.

Pie chart in Figure 4 shows the result of how in touch they are with their emotions. This graph demonstrates how emotionally aware the pupils are. These people's life appears to have been significantly impacted by the MECH 500. The majority of the students concurred that they are more aware of their emotions now. This might be as a result of their influence over their saboteurs now that they are aware of them. With this new information, they can now act more consciously and consider their actions before taking them.

Participants were asked to answers to the query "Is knowing positive intelligence helpful to you?". The majority of students concur that being aware of positive Intelligence is beneficial. This is a really encouraging conclusion, which indicates that people can benefit much from grasping the idea of positive Intelligence. I concur since understanding these aids in both our emotional development into

well-rounded individuals and our development into positive role models for others. Our data shows the responses of the students stating whether their individual results increased or decreased. The highest result indicated that their results increased with a value of 44.4%, followed by being similar, and 22.2% indicated that it decreased. The data show these students are now handling conflict. The majority of the students stated that they currently handle disagreements well, while the others stated that they do so as well. This is quite encouraging and suggests that the positive intelligence course they took at

How in touch are you with your emotions now?

9 responses

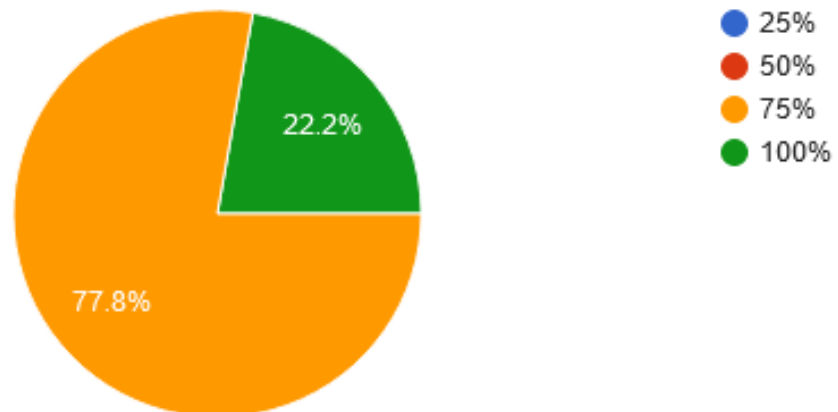


Figure 4 Pie chart showing the result of how in touch they are with their emotions.

their university had a positive effect on their lives, which is one of its goals.

The responses to the question of whether positive Intelligence is taught in schools were analyzed. The majority of students—77.8%—agreed it should be taught in schools, while 22.2% stated they were neutral—that is, they were neither in agreement with nor opposed to the idea. Since most engineering students work in teams to complete various jobs or projects, we believe that teaching this concept at educational institutions will be advantageous to future students, particularly engineering students who will frequently interact with others. The graph illustrates how frequently students apply their new information in real-world situations. After completing the course, it was evident that the majority of the students continued to use this knowledge frequently in their daily lives. They frequently contact with people from all backgrounds, so we believe this idea would be helpful to them in their daily lives. Knowing this will make it easier to maintain positive encounters and connections going forward.

Positive Intelligence can be very impactful and beneficial to an individual if the necessary time is taken to gain knowledge and understanding. In this experiment that was carried, the impact of positive Intelligence on some university students was studied. Based on the results that were obtained after the students completed the survey, which was taken before and after being introduced to the MECH 500 course, it was seen where the students were positively impacted based on the responses to the questions that were asked in both of the sets of data. In the survey some of the questions were geared to the understanding of the different types of saboteurs. Saboteurs refers to the thoughts that produce negative emotions that affect how one tackles daily challenges. There are ten (10) different types of saboteurs which include:

- The Judge - The universal Saboteur that afflicts everyone. Your Judge activates your other Saboteurs, causes much of your stress and unhappiness, reduces your effectiveness, and harms your relationships.
- Avoider - Focusing on the positive and pleasant in an extreme way. Avoiding difficult and unpleasant tasks and conflicts.
- Hyper-Vigilant - Continuous intense anxiety about all the dangers and what could go wrong. The vigilance that can never rest.

- Hyper-Achiever - Dependent on constant performance and achievement for self-respect and self-validation. Highly focused on external success, leading to unsustainable workaholic tendencies and loss of touch with deeper emotional and relationship needs.
- Hyper-Rational - Intense and exclusive focus on the rational processing of everything, including relationships. Can be perceived as cold, distant, and intellectually arrogant.
- Pleaser - Indirectly tries to gain acceptance and affection by helping, pleasing, rescuing, or flattering others. Loses sight of own needs and becomes resentful as a result.
- Controller - Anxiety-based need to take charge and control situations and people's actions to one's own will. High anxiety and impatience when that is not possible.
- Stickler - Perfectionism and a need for order and organization taken too far.
- Restless - Constantly in search of greater excitement in the next activity or constant busyness. Rarely at peace or content with the current activity.
- Victim - Emotional and temperamental as a way to gain attention and affection. An extreme focus on internal feelings, particularly painful ones. Martyr streak.

People start developing saboteurs at a young age. Saboteurs that start out as protectors help us survive the many threats we face as children. They become outdated as we age, yet they nevertheless persist in the background of our minds as unconsciously held beliefs. Saboteurs may appear when we compare ourselves to others or when we are faced with difficult conditions. Being conscious of the saboteurs could be the first step towards weakening one's saboteur. By being aware of them, we may ensure that, rather than giving in to the negative emotions we associate with our saboteurs, we can find innovative solutions to issues, weakening our saboteurs and strengthening our wise minds, and eventually activating our sage mode.

The sage mode refers to your state of mind that handles challenges with a clear and calm mind and positive emotions. When a person sees whatever difficulties they encounter as opportunities or things that can be used as opportunities, they may be said to be in sage mode. A person is considered to be in sage mode when they can accept a setback as a lesson, avoid being miserable with unpleasant people or situations, and approach the matter calmly. According to positive Intelligence, the five sage powers are: Empathize, Explore, Innovate, Navigate, and Activate. One of the aims of this experiment is to get individuals to reach the level of utilizing their sage mode more often. I think that it is crucial that everyone learns about positive Intelligence and its influence in order to be better patrons of society. It was of no surprise that the majority of the students had no idea about positive Intelligence and its influence in their lives. The students were required to take test two times, one at the starting of the course and the other at the end of the course. Major differences were identified between the two results. It is clear that the students who were apart of the MECH 500 course gained adequate amount of knowledge to make adjustments to their daily living and how they interact with other. Both of the cohorts showed positive results in the sense where they agree that they now the knowledge that they have gained from this course in their daily lives and how knowing about the sage mode influences their actions in decision-making. Based on the findings, positive Intelligence does make a positive impact on the students who have taken the MECH 500 course. As such, I think that it should be taught at an educational institution to educate students on becoming well-rounded individuals in society..

4 CONCLUSIONS

It is safe to assume that, based on the findings of the studies, Beneficial Intelligence did have a positive impact on the lives of the university students who were the subject of the research. The majority of the students thought it was appropriate to suggest the course to other engineering students because it was so helpful to their growth. Students were able to recognize when someone was interacting with them in the sage mode, they are now better at understanding and interacting with others, especially in team exercises, they were able to identify their own saboteurs, and they are currently making the necessary changes to become better individuals in society..

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