

Research dissertation(RD) Matrix framework

Candidate name

RD concept	Matrix ideas	Descriptions
1. Title	Idea want to know	This study is evaluative on applications of PREMA model on ICT project management programs in Cambodia. Impact of self efficacy on student learning, teaching learning systems would be assessed. The specific impact of positive psychology on student outlook, behavior and academic perspective would also be assessed.
2. Background	What is/was Evidence: recent studies/ events /own observations	Cambodian educational system has undergone transformation with techno TLP during Covid times. As the post Covid impact seems to affect teaching learning process and academic outcomes – the stress and anxiety on students have increased which has led to reduced self efficacy in academic environments of Cambodia. This study is purposive and contributive as it would provide positive psychology influences which can modify student outlook, behavior and can increase student academic efficiency and outcomes. In this study the specific applications of PERMA model and its impact on self efficacy of students learning ICT programs in Cambodia is evaluated
3. Research question	R question	RQ1: Can positive psychology influence teaching learning process and academic outcomes in ICT programs of Cambodia? RQ2: What is the specific contribution of PREMA model in Cambodian educational environment, systems and practices? RQ3 Can PREMA model influence self efficacy of ICT program students in Cambodia? RQ4 Will PREMA model influence ICT student behavior, outlook and academic outcomes?
3a. Hypothesis		H1: Positive psychology does not have any influence on TLP and academic outcomes in ICT courses of Cambodia

		<p>HO: PREMA model positively affects student outlook and behavior in Cambodian educational environment, system and practices</p> <p>H1: PREMA model has no role to play on student self efficacy learning ICT programs in Cambodia</p> <p>HO: PREMA model can influence ICT student behavior, outlook and academic outcomes in Cambodia</p>
3b.	Variables	<p>Independent variable : PREMA model</p> <p>Moderating variable : ICT program</p> <p>Control variable : Teaching learning process Cambodian educational environment</p> <p>Influencers: positive emotions, engagement, relationship, meaning and accomplishments</p> <p>Dependent variable: student self efficacy, attitude, outlook and academic outcomes</p>
4. Research questions		<p>To evaluate the role of positive psychology on ICT courses in Cambodian educational environment</p> <p>To find out the role and influences of PREMA model on ICT programs in Cambodia</p> <p>To find out PREMA model effects on TLP and self efficacy in Cambodia</p> <p>To determine the effects of PREMA model on ICT student behavior, learning, self efficacy and academic outcomes in Cambodia</p>
5. Significance of the study		<p>This study would provide insights on strategies to overcome student stress and anxiety in teaching learning process</p> <p>This would also provide effective engagement strategies for teachers</p> <p>This would improve teaching learning process and provide a well defined academic goal and outcome</p> <p>As the model can contribute to academic learning in Cambodia – positive effects of PREMA would not be reaching</p> <p>It is an effective strategy for management of students and their self</p>

		efficacy which can shape future learning environments in Cambodia towards 2030.
6. Delimitation of the study	Scope Limitation Assumption Delimitation	<p>This study covers ICT courses in Cambodia</p> <p>The study covers the dimensions of PREMA, student self efficacy, academic learning outcome, student behavior and learning</p> <p>This study does not cover other countries except Cambodia</p> <p>This study does not cover other courses in Cambodia except ICT</p> <p>This study does not cover other aspects other than student, teacher and learning, academic outcomes</p> <p>This study assumes that PREMA model influences ICT courses in Cambodia</p> <p>This study also assumes that PREMA model influences self efficacy of students</p> <p>This study also assumes that PREMA model influences towards positive academic outcome for students in ICT courses of Cambodia</p>

Literature review : Positive psychology

No	Author topic	Research method	Analysis and findings	Research gaps
1.	Liu, L., Zhang & Su, X., Liu, (2020)	Exploratory	Positive mindset and emotions has an important role to play during dynamic & evolving business environment has been established in this study	very less empirical studies on positive psychology and its benefits to educational industry has been studied in Cambodia
2.	Williams, Noël; Horrell, Leah; Edmiston, Dawn; and Brady,	Evaluative study & descriptive in nature	Positive psychology has its effects on student engagement and institutional effectiveness. It is found in this study	role of positive psychology and however the role and influences of positive psychology and its

	Mackenzie (2018)		that positive psychology enhances student's academic careers	impact on professional courses conducted in Cambodia has not been evaluated
3.	Schreiner, 2015	Theoretical framework is provided	Influences and impact of positive psychology and its tremendous contributions to student welfare, academic development, growth and progress.	Impact of PERMA model on student self efficacy in ICT courses of Cambodia. As very less researches have been done on these dimensions
4.	Yuanyuan, W., (2017)	Theoretical attempt	research on the Application of Positive Psychology in Ideological and Political Education	role of positive psychology on ICT programs in Cambodia has not been explored or investigated
5.	Skianis, Drigas, Mitsea, (2022)	Theoretical framework is provided	NLP, PP & VR and its impact on differentially abled children is explored	challenges and issues of implementing positive psychology programs for ICT courses in Cambodia has never been studied
	PREMA model			
6	(Seligman, 2019, Horesh & Brown, 2020; Kaslow et al., 2020 Brunzell et al., 2016)	Exploratory and descriptive in nature	Applications of PP in educational environment is investigated in these studies and it has been found to be positive	Applications of PREMA on ICT students in Cambodia has not been evaluated which has to be done
7.	Chu,(2022)		PP and student involvement in online courses during pandemic situations	PERMA model enhancement student well being creates positive environment & class environment of Cambodia has not been studied

8	(Lambert et al., 2019)	Evaluative study	Applications of PERMA model and found that removes major challenge in education for teachers is to align with students strength and interest.	challenge of teachers in ICT courses in Cambodia to align with students strength and interests has never been explored
9	(Pfeifer & Stoddard, 2019)	Empirical and quantitative in nature	Empirical results establish that PERMA and its application across gender and skill coordination in academic environments. In this study it is found that male students have maths and technical skills which are positively reinforced with PERMA.	applications of PERMA on male and female students in ICT environment of Cambodia has never been studied
10	(Broda et al., 2018)  Yeager et al., 2019)	Descriptive in nature	applications of PERMA and student mindset as it modifies, alters and changes student mindset	applications of PERMA on student growth mindset in ICT courses of Cambodia has to be evaluated
11	Davis et al., 2016 &(Oishi, Koo, Lim, & Suh, 2019)	Evaluative study	PERMA has influences on gratitude of a person and it helps in effectively engaging with them.	role of culture and personality in positive psychology applications with regard to PERMA has not been explored in ICT courses of Cambodia
12	McCarthy, Landrum, Brakke, & (2019 & Vela et al., 2018)	Descriptive	Storytelling and is impact on TLP In this study it is found that pedagogy can transform student teacher interactions as it can shape students destinations and goals	role of storytelling as a positive reinforcement and its effectiveness in academic environment has not been explored in Cambodian educational context

13	Lewis et al., 2020)	Theory orientation	PERMA and its impact on self induced learning. When the students are made aware of the purpose of academic work and its importance they engage with academics with a positive self induced learning	role of PERMA and its impact on self induced learning, researches have not been done on the impact on ICT students in Cambodia
14	Jane Dutton, Emily Heaphy, Judith Moskowitz, Kristin Neff, Lea Waters, Robert Emmons, Barbara Fredrickson, Sara B. Algoe, Ryan Niemic, Cynthia Pury & Michael Steger (2022)	Evaluative study	PP and its effects on psychology is investigated in this study. In this study effects of positive psychology on student behavior is established	These dimensions have not been explored in ICT Cambodian educational environment
15	AlShakoori, Ebrahim, Helmy, Engel, AlQoud, H., (2022)	Descriptive study and correlational study	In this study it was found that lower self efficacy had led to higher internet addiction.	The dimensional issues has not been explored in Cambodian academic environment and it has to be done
16	KHREIBI, R.A., (2022)	Investigative study and empirical	positive education implementation and its impact in his Doctoral dissertation Questionnaire was administered .In this study it was found that Dubai student well being was related to positive psychology orientation in classes	dimensions and aspects of self efficacy and its role on ICT course students in Cambodia has not been evaluated
17	Ahmadi, Ramazani (2022)	Empirical and quantitative	60 students were taken as the sample as purposive sampling	Role of positive psychology and academic well

			was done to distinguish control and experimental groups	being has not been explored in Cambodian educational context for ICT students and this research is an attempt in this direction.
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Ps: As multiple referencing method is used, total references used is 26.

RD concept	Matrix ideas	Description
Methodology	Design Data collection Sampling Analysis	<p>Research methodology : Exploratory and conclusive  Type of research : Empirical and quantitative  Data collection : Questionnaire and focus group discussions doing ICT program in Cambodia  Sample : Students and teachers in ICT courses, Cambodia  Sampling method: Convenience sampling  Total sample students : 150 studying in ICT program  Teachers : 50  Experimental and control group design is used  Experimental group would be provided with positive psychology orientation for 3 weeks and control group would not be exposed  Analysis would be done on application on PREMA on behavior change and academic outcomes of ICT students in Cambodia  Data Analysis would be done with SPSS as demography analysis, hypothesis analysis, objective based analysis would be done. Frequency analysis, cross tabulation, correlation, regression, ANOVA, factor analysis and CFA would be done. This study intends to give a model as the outcome of the study</p>
Main theories supported		<ol style="list-style-type: none"> <li>1. Positive psychology theory and its influences</li> <li>2. Self efficacy theory and applications</li> </ol>
Outcome of the study		<ol style="list-style-type: none"> <li>1. The study would evaluate the role of PREMA in student learning and achievement in ICT courses Cambodia</li> <li>2. This study would determine the role of PREMA on student self efficacy on ICT students in Cambodia</li> <li>3. The study would evaluate the positive outcomes of PREMA on student learning,</li> </ol>

		achievement and academic outcomes 4. The study would provide a model for implementation for ICT programs in Cambodia using PREMA
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