

BPCE 144

**Bachelor of Arts (Honours)
in Psychology
(BAPCH)**

**HANDBOOK ON
DISSERTATION
(BPCE 144)
(Course Credits-6)**

**Discipline of Psychology
School of Social Sciences
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110068**



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THE PEOPLE'S
UNIVERSITY

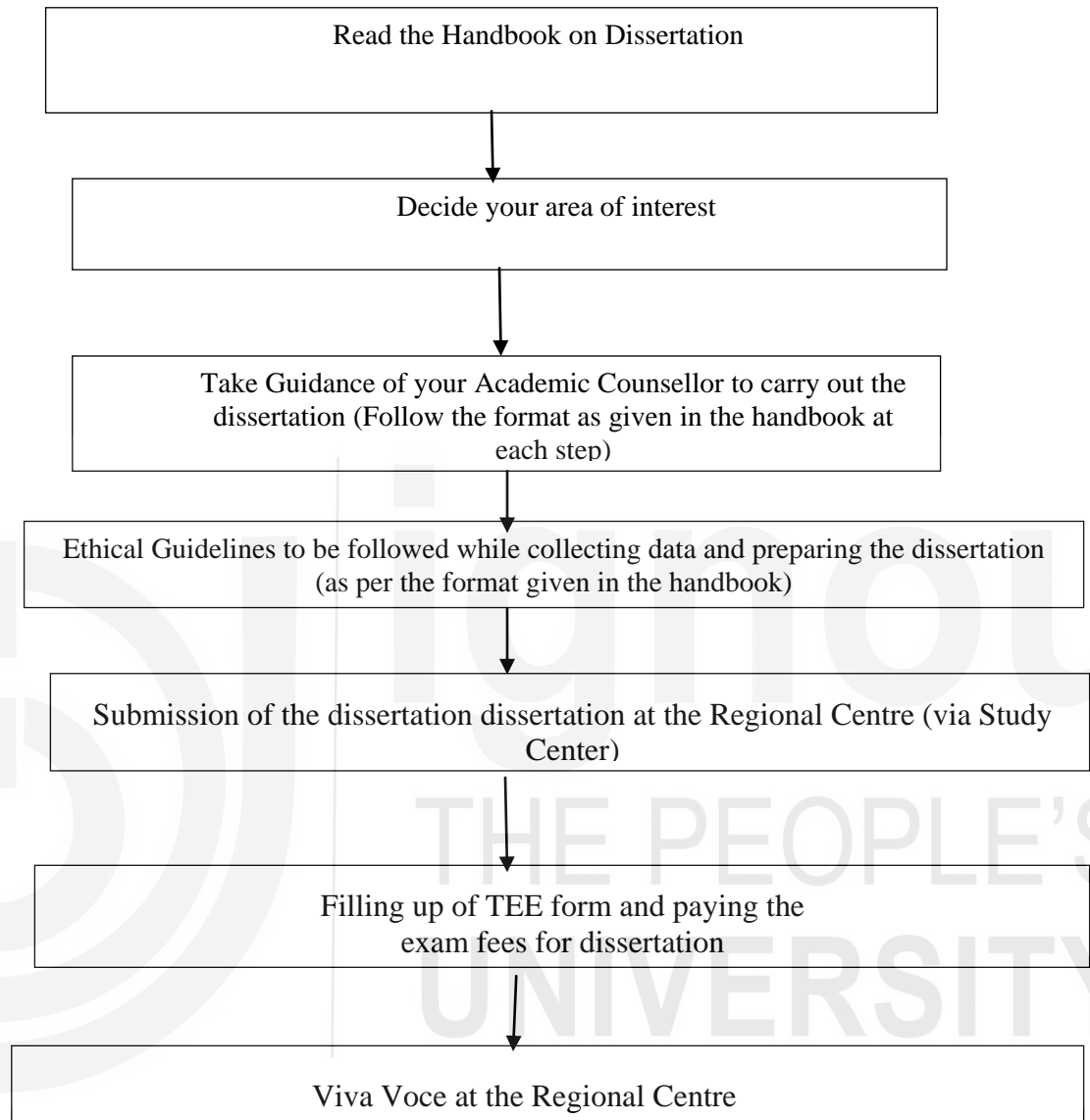
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Flow Chart

(Steps for Synopsis Preparation to Dissertation Submission and Viva)



1.0 INTRODUCTION

BAPCH has a course on Dissertation which is of 6 credits. **Dissertation is an essential component of BAPCH Programme and as such no learner is exempted from this course.** This course requires you to undertake a research dissertation work/Dissertation on any topic of your interest. Since the dissertation is of 6 credits, you have to put in a minimum of 180 hours to complete this course (one credit is equal to 30 hours of study). There will be compulsory six academic counselling sessions for the course. **Attendance for these sessions will be mandatory. You may appear for the TEE of Dissertation after a period of six months (once your synopsis is approved by the Academic Counsellor and you have submitted your dissertation in the mentioned date range).**

Dissertation is a research work where you prepare a synopsis under the supervision of an Academic Counsellor. After the approval of the synopsis, you do the data collection, data analysis and then report the findings in the form of dissertation. **It is to be noted that you need to read the entire Dissertation Handbook thoroughly so that you have clear understanding of the procedure involved and can complete the dissertation in time.**

2.0 OBJECTIVES

The general objectives of Dissertation are to help the learner to:

- ✓ develop research skills;
- ✓ solve research problems through scientific method of investigation;
- ✓ develop writing, presentation, communication and analytical skills;
- ✓ develop ability to apply multi-disciplinary concepts, tools and techniques;
- ✓ design and conduct an original and ethical research in Psychology.

Within this frame work, the Dissertation at the BA level (BPCE 144) has the following specific objectives to enable you to:

- ✓ identify and formulate research problems;
 - ✓ identify and use appropriate research design;
 - ✓ conduct scientific investigation in a systematic way;
 - ✓ collect and analyse the data;
 - ✓ learn to use appropriate statistical methods;
 - ✓ Understand the ethical concerns related to psychological research.
-

3.0 ROLE OF THE ACADEMIC COUNSELLOR

- ✓ To provide guidance regarding selection of a research topic and to help them propose a synopsis.
- ✓ To approve the proposed synopsis (which has been prepared as per the guidelines given in the handbook).
- ✓ To encourage the learner to study books/newspapers/magazines; to select a topic of his/her interest.
- ✓ To provide the information about the settings where the empirical data for the dissertation can be collected.
- ✓ To provide information about the related literature.
- ✓ To motivate the learner from time to time and to provide required help and guidance.
- ✓ Encourage the learner to work sincerely, honestly and originally and not to copy or reproduce the original text.
- ✓ To guide the learner to follow ethical guidelines while conducting research work and writing the dissertation.
- ✓ Give reference letter which would help her/him to collect data for research study in different agencies, hospitals, schools or organisation pertaining to her/his area. The letter may also be given by the concerned study center/regional center.

3.1 COUNSELLING SESSIONS

As mentioned earlier, there will be six counselling sessions which will be held at Study Centers with the help of Academic Counsellor/s. The learner needs to complete the dissertation within a period of six months. Your attendance in all the classes related to dissertation is compulsory. The following will be dealt by the Academic Counsellors in the sessions:

1. **Sessions I & II** – It will deal with the introduction towards the course, the required format, ethical guidelines that need to be followed while finalizing a topic. The format of writing an abstract need to be explained in these sessions. These sessions will help the learners to finalize the topic and submit a synopsis.
2. **Sessions III & IV**- It will deal about the ways of collecting data (that can be primary/secondary). Either Qualitative/ quantitative or the mix method of research may be used to collect the data. So, the types of research methods need to be explained in these sessions. These sessions will help the learners to collect as well as analyze the data.
3. **Sessions V & VI** –These sessions will include explanation of the format of preparing the synopsis, writing the dissertation and the required guidelines to be followed while preparing it. The referencing style (APA style) also needs to be explained in these sessions. Originality in work need to be insisted. With the help of these sessions, the learners will

understand the pattern of writing dissertation in proper way.

3.2 SYNOPSIS PREPARATION AND SUBMISSION

The synopsis is an outline/blue print of the dissertation to be undertaken by you. To carry out the research, you will first have to choose a subject based on your interest. You can then finalize a topic in which you will be carrying out your dissertation work after consultation with your guide. It is necessary that you review various research studies/literature and information on the topic selected. Different journals, books and information available on internet can be referred in this regard. This will help you understand the topic in a better manner and will also assist in writing the introduction, review of literature and research methodology for your synopsis.

The topic should be specific and focused so that it can be completed within the time limit. The objectives of the dissertation work should be Specific, Achievable, Realistic and Time bound (SMART). The study may involve quantitative or qualitative or mixed approach. Selection of a particular approach needs to be justified in the synopsis. **The research may involve collection of primary data that includes psychological constructs (continuous variables). The study may also be in form of a critical review and involve the usage of secondary data and can also be mixed approach based.** Overall, the relevance and importance of the topic needs to be seen. It should contribute something significant to the field of research.

The synopsis should be typed either in **English or Hindi** on A4 size paper in Times New Roman, font size 12 with 1.5 spacing. It should have a word limit of 1000 words (max.), about 3-4 pages. The information included in the synopsis should **not be plagiarized**.

The synopsis needs to be approved by the Academic Counsellor at the Study Center.

The following format needs to be followed for preparing the dissertation synopsis:

- **Title page:** The first page of the synopsis should indicate the title of the dissertation, name of the learner, enrolment number, study center, regional center, year and name of the guide.
- **Introduction:** This section should introduce the topic selected by the learner. It can also give a brief description of the variables taken.
- **Review of Literature:** Review of literature is a collective body of work done by earlier researchers and published in the form of books, journals, articles, etc. It helps in generating ideas and developing significant questions for the research work. In this section, you will cite at least 3-4 studies related to your research work in a systematic and organized manner.
- **Rationale of the Study:** The rationale for carrying out the particular dissertation is explained here. It focuses on why you want to do this study taking these variables.
- **Methodology:** Methodology includes Research problem, Objectives, Hypothesis/es,

Operational definition, Sample, Research design, Tests/Tools for data collection, and data analysis techniques.

- **Problem and objectives** are to be written specifically and clearly.
- **Hypotheses (if any)** are to be formulated wherever applicable (either null hypothesis /es or alternative hypothesis/es to be mentioned, not both). Hypothesis/es also need(s) to be written in a proper manner. Journals and research methodology textbooks can be referred to understand how objectives and hypothesis/es is/are to be written.
- **Operational definition** refers to the way you have defined the variable(s) in your research.
- **Sample** represents the population. The size and nature of the sample will depend on the topic selected. While providing details about nature and size of the sample, also mention the sampling technique used.
- **Tests/tools** for primary data collection (if any) are to be selected based on the objectives of the research. Standardized tools need to be used. The tools of data collection will include details about the test like name of the author(s), number of items, dimensions or domains, reliability, validity and norms.

In case interview schedule is used to collect data, details about the questions included should be provided.

In case of critical review, sources of secondary data need to be mentioned, with a justification of the reasons for selecting those sources.

- **Data analysis** technique is then used to analyze the data obtained with the help of the tests/ tools. Specific tools for data analysis should be mentioned. Appropriate data analysis techniques need to be used.

If the study is intervention based, details about intervention to be carried out, like duration, number of sessions involved, nature and content of intervention needs to be specified.

References (APA style): References of the literature review is to be written in APA format. These should be alphabetically listed. Please see below how to cite studies taken from different sources.

Text taken from Books

Anastasi, A. (1968). **Psychological Testing**. London: MacMillan Publishers Ltd.

Article taken from Journal

Dennison, B. (1984). Bringing corporate culture to the bottomline. *Organizational Dynamics*, 13, 22-24.

Book Chapter

Khan, A.W. (2005). Distance education for development. In S. Garg, (Eds.) *Open and distance education in global environment: Opportunities for collaboration*. New Delhi: Viva Books.

Websites

Hernandez M. & Barrioc (2016,October1). Families and Medication use and adherence among Latinos with schizophrenia. *Journal of Mental Health*, 1-7, Retrieved from <http://dx.doi.org/10.1080/09638237.2016.122206>, accessed on 25.10.16

Please visit www.apa.org for information regarding citation from different sources and further clarification.

Please read the sample synopsis given at the end of this hand book for your reference while preparing synopsis. The sample synopsis is not to be copied.

Each dissertation synopsis should contain the following in the sequence given below:

- a) Performa for Proposal of Synopsis of the Dissertation (Appendix-I)
- b) Synopsis

Note: You should follow the format of the synopsis in a systematic way. You can start working on the dissertation only after the approval of the synopsis.

4.0 CARRYING OUT THE DISSERTATION DISSERTATION

You are required to thoroughly read the literature, understand it and be very clear about the area in which you are going to do the dissertation work. You should conduct and carry out the study in an ethical manner. Depending on the research topic finalized, the size and nature of the sample will be determined. You will also have to select suitable standardized tests/tools to be used for primary data collection (provided you are opting for primary research). You will have to contact appropriate agencies/ organisations for data collection (through primary/secondary/mix research design). Necessary permission should be taken from these agencies/organisations. Reference letter with regard to this is given in **Appendix-III**. The data should be collected and recorded in a systematic manner. The data collected is then analysed and the dissertation is to be written in the format as given in section 4.1.

4.1 FORMAT OF THE DISSERTATION

After the approval of your synopsis, you can start with your data collection. After the data is collected and analyzed, you can start working on your dissertation. You should be in regular contact with your academic counsellor for the required guidance in carrying out dissertation work and writing the dissertation.

The size of the dissertation depends on the nature of the theme of the dissertation. However, the dissertation should be around 40-50 pages typed in double space (excluding the appendices and index sheets) either in English language or in Hindi language. Report should be in A4 size papers and in a spiral/bound form (please keep on accessing our website for any further update/ information).

The dissertation should be in the following format:

- **Titlepage:** The first page of the dissertation should indicate the title, name of the learner, enrolment number, regional center, year, and name of the guide.
- **Certificates of Originality and Completion:** The format for the certificate is given in **Appendix-V and VI**.
- **Acknowledgement**

- **Table of Contents**
- **Synopsis:** The proposed synopsis should be attached in the dissertation.
- **Introduction:** This section of the dissertation, should introduce the topic selected by the learner. It can also give a brief description of the variables selected for the study.
- **Review of the literature:** Review of literature is a collective body of work done by earlier researchers and published in the form of books, journals, articles. You need to write at least 5-6 research studies related to the topic in a systematic manner. This will finally help in highlighting rationale/significance of the study.
- **Rationale of the study:** The rationale for carrying out the particular dissertation is to be explained here. You will have to justify here why you want to do this study taking these particular variables.
- **Methodology:** Methodology should include Research problem, Objectives, Hypothesis/es, Operational definition, Sample, Research design, Tests/Tools for data collection and Data analysis techniques in details in the following manner:
 - ✓ **Problem and objectives** are to be written specifically and clearly.
 - ✓ **Hypotheses** are to be formulated wherever, applicable (either null hypothesis/es or alternative hypothesis/es are to be mentioned, not both). Hypothesis/es also need(s) to be written in a proper manner. Journals and research methodology textbooks can be referred to understand how objectives and hypothesis/es is/are to be written.
 - ✓ **Operational definition** refers to the way you have defined the variables in your research.
 - ✓ **Sample** represents the population. The size and nature of the sample will depend on the topic selected. While providing details about nature and size of the sample, also mention the sampling technique used.
 - ✓ **Research Design** needs to be decided and specified here. It should be appropriate as per the objectives of the study.
 - ✓ **Tests/tools** are to be selected based on the objectives of the research. The tools of data collection should include details about the test, like, the name of the author(s), number of items, dimensions or domains, reliability, validity and norms. In case an interview schedule is being used, details about the questions included in the schedule should be provided. If the study is intervention based, details about intervention to be carried out, like duration, number of sessions involved, nature and content of intervention need to be specified. If the research is critical review based, all the sources of the data needs to be mentioned.
 - ✓ **Data analysis techniques** In this section the details of the techniques used for collecting data needs to be mentioned. Specific tools being used for data analysis should be mentioned in this section.
 - **Results and Discussion:** The findings of the research after data analysis are to be reported in tabular and graphical form. This is then discussed in the light of existing research studies. Then implications of findings are also to be discussed in this section.

- **Conclusion:** Under this heading, the learner has to conclude the findings of his/her research.
- **Implications:** Implications of the findings need to be pointed out in this section.
- **Delimitations and Limitations:** Delimitations refers to the scope within which the researcher has conducted the study. Limitations refer to the factors that could not be controlled by the researcher in the study. The learner needs to mention the limitations and the delimitations of their research.
- **Suggestions for further research:** Based on research findings, you will provide suggestions for further research in this section.
- **References (APA style):** References have to be written in APA format. These should be alphabetically listed (as explained in the earlier section). Please refer to the APA website for further reference..

Appendices: Includes tools used for data collection, master data chart etc.

The Dissertation should contain the following:

- a) Proforma for proposal of Synopsis of Dissertation in original (**Appendix-I**);
- b) Approved synopsis in original;
- c) Consent letter of guide (**Appendix-II**);
- d) Certificate of Originality duly signed by the learner and the guide (**Appendix-IV**);
- e) Certificate of acknowledgement (**Appendix-V**);
- f) The dissertation work as per the format mentioned above.

Note: 1) You are required to read relevant text and literature related to your area of interest and topic selected.

a. The information included in the dissertation should not be plagiarized.

Chapterization of the final dissertation report/dissertation will be as follows:

Title Page

Certificates of originality and completion

Acknowledgement

Table of Contents

Synopsis

Chapter 1: Introduction

Chapter 2: Review of Literature

Chapter 3: Rationale of the study

Chapter 4: Methodology

Chapter 5: Results and Discussion

Chapter 6: Conclusion and Implications

Chapter 7: Delimitations, Limitations and Future Suggestions

Chapter 8 References and Appendices

4.2 SUBMISSION OF THE DISSERTATION

You will submit the dissertation at the Regional Centre only. You can make three copies one for the Academic Counsellor, one for yourself and one to be submitted at the Regional Centre. You need to submit the dissertation by the due date given and the TEE will be conducted by the Regional Center in between the mentioned date range accordingly:

	Submission of Dissertation	VIVA VOCE (TEE)
For December TEE	30 th Nov	1 st January – 15 th February
For June TEE	31 st May	1 st July- 14 th August

4.3 EVALUATION OF THE DISSERTATION(TEE)

The total marks for the Dissertation are 100. The dissertation carries 70% weightage (internal) and the Viva Voce carries 30% weightage (external). For successful completion of the Dissertation, a learner should secure a minimum of 35% in each, that is minimum passing marks both for the internal (dissertation) and the external (Viva voce) separately.

The Evaluation scheme for the dissertation is given in **Appendix-VI and Figure 1**. This scheme is sent to the external examiner at the time of evaluation.

The Term End Examination (TEE) in terms of viva voce will be conducted at the Regional Centre during the given time period, as proposed by the Discipline of Psychology, School of Social Sciences, IGNOU, New Delhi.

- **Date Range for December TEE- 1st January- 15th February**
- **Date Range for June TEE- 1st July- 14th August**

The learner has to pay exam fee of Rs.200/- (Please visit the website-www.ignou.ac.in for regular fee updates) to appear for TEE in dissertation. The learner has to carry her/his Identify card and proof of payment of TEE fees for Dissertation on the day of viva voce of the Dissertation.

The Regional Centre will make appropriate arrangements for the evaluation of the dissertation by the external examiner.

The external examiner will be selected from the approved list provided by the Discipline of Psychology, SOSS, IGNOU. The Regional center will first send the copy of dissertation to the External Examiner for evaluation and thereafter a date will be finalized by the Regional Centre for conduction of the viva-voce by the same external examiner/ or other approved external examiner (under unavoidable circumstances).

Marks Distribution of Internal and External in Dissertation

The marks obtained for the Serial number 1 to 6 will constitute the internal marks. It carries a total weightage of 70% and the student has to score a minimum of 35% to pass in the internals (he/she should score at least 24.5 out of 70 marks). The Serial Number 7 constitutes the External exam and consists of 30% weightage (he/she should score at least 10.5 out of 30 marks). A student has to secure a minimum 35% marks (passing marks) in external exam also. **So, for a successful completion of the course, the learner has to clear both the internal as well as external marking criteria.** Any learner who fails in either internal or external marking criteria has to start the dissertation afresh. There is no provision of Revaluation for this course.

Sl.No.	Components	Maximum Marks	Marks Obtained
1.	Introduction and Review of Literature	15	
2.	Rationale of the Study	5	
3.	Methodology	20	
4.	Results, Discussion & Conclusion	20	
5.	Implications, Future suggestions, Limitations	5	
6.	References	5	
7.	Viva voce	30	
	Total Marks	100	

Figure 1: Evaluation scheme of dissertation

4.4 Reevaluation of Dissertation There is no provision of reevaluation for dissertation. A learner who fails to secure a minimum of 35% both in internals as well as external separately will have to follow the same procedure again from the beginning that is, from submission of fresh synopsis to preparing of dissertation and appear for the viva-voce in the next term.

5.0 ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH

Dissertation is a separate course of BAPCH. It must be clear by now that in this particular course you will be conducting a small study or a research work. This means that you will develop research ideas, select a research design, decide on a sample of human participants on whom the study will be conducted, analyze data, and finally report the results.

Right from the very beginning that is, from developing research ideas to reporting of the results, you as a researcher will be under obligation to conduct research in ethical and conscientious manner. In this process, there will be many ethical questions arising, e.g. Will participants be harmed by the research? How will the confidentiality and anonymity be maintained? How will the informed consent be taken? And so on.

In the early years of research, little attention was given to ethical issues in psychological researches, e.g., Spitz's study on deprivation, Watson and Rayner study on little Albert, Stanford Prison Experiment, Milgram's Experiment on obedience to authority, etc.

However, awareness is growing and psychological studies/researches are being conducted in an ethical manner and fall under the purview of guidelines framed by **American Psychological Association (APA)**. The APA started preparing its ethical guidelines in 1947. The first ethical code of the APA was accepted in 1953 and since then it has been revised several times, the latest being **Ethical Principles of Psychologist & Code of Conduct, 2002 (including 2010 Amendments)**.

The main ethical issues involved in psychological research that you have to take care and remember are as follows:

- ✓ **Minimal risk:** The harm or discomfort should not be more than what is experienced in everyday life by the participants.
- ✓ **Confidentiality:** Participants should be protected from social injury and their responses should be kept anonymous and confidential.
- ✓ **Informed consent:** Participants should know about the study, risks involved, protection of their rights, and the right to withdraw any time during the conduction of the research study.
- ✓ **Privacy:** The participants have the right to decide how their information is communicated to others.
- ✓ **Deception:** It is involved in studies where some information is withheld or participants are misinformed at any stage of the research.
- ✓ **Debriefing:** It is a process after the completion of the study where harmful effects caused by deception are removed by the researcher.
- ✓ **Plagiarism:** This happens when written material from Books/articles/Journals/Internet sources are produced as one's own ideas.

You can see the following references for further details on ethical issues in research:

- Bordens K.S. & Abbott B.B (2011). Research Design and Methods. McGraw Hill education (India) Private limited, New Delhi.
- www.apa.org/ethics/code.htm/

6.0 POINTS TO REMEMBER

For Submission of the Dissertation Synopsis

- 1) Submit only one copy of the Dissertation Synopsis, and retain a copy with you.
- 2) Ensure the inclusion of the following while submitting the proposal:
 - a) **Proforma for proposal of the Synopsis (Appendix-I)**
 - b) **The Synopsis of the dissertation**
- 3) *The Synopsis of the Dissertation should be prepared in the proper format as given in Section 3.2*

For Submission of the Dissertation

- 1) The Dissertation should be submitted in original. It should be on A4 size paper with typed in double space and in a bound volume either in Hindi or in English language.

Before binding the Dissertation Report the learner should ensure it also contains the following in original:

- a) Synopsis Proposal Proforma (Appendix-I)
- b) Approved Dissertation Synopsis
- c) Consent letter of guide (Appendix-II);
- d) Certificate of Originality duly signed by the learner and the guide (Appendix-IV);
- e) Certificate of acknowledgement (Appendix-V);
- f) The dissertation work as per the format mentioned above.

Learner should keep a copy of the Dissertation with her/him, as the Dissertation will not be returned to the learner. The learner will submit the dissertation at the Regional Centre only. S/he can make three copies one for the Academic Counsellor, one for her/himself and one to be submitted at the Regional Centre.

7.0 FAQ'S of (BPCE 144)

1) Q. What is Dissertation?

A. Dissertation is a research study where you need to collect data and compile it in form of dissertation.

2) Q. Where should I submit synopsis of the dissertation?

A. The dissertation synopsis is to be submitted at your Study Centre.

3) Q. Who evaluates the synopsis?

A. Synopsis is evaluated by the Academic Counsellor.

4) Q. Where should I submit my dissertation?

- A. It should be submitted only at the Regional Centre.
- 5) **Q. During an academic calendar, when am I supposed to submit my Dissertation?**
- A. For appearing in December TEE, you need to submit the Dissertation by 30th November and for appearing in June TEE, you need to submit the Dissertation by 31st May (within your enrollment validity).
- 6) **Q. How is the dissertation to be written?**
- A. The dissertation is to be written as per the format given in the Handbook of Dissertation. Further, dissertation is to be written in **English or Hindi language** only.
- 7) **Q. Will there be a viva-voce for dissertation?**
- A. Yes, there will be viva-voce.
- 8) **Q. Is it compulsory to enclose a copy of the approval of the synopsis in the dissertation.**
- A. Yes,
- 9) **Q. How many copies of the dissertation is to be submitted at the Regional Center?**
- A. Only one copy (hardcopy) is to be submitted. But one copy is to be kept with you, and one copy is to be given to the academic counselor for record purpose.
- 10) **Q. Where will the TEE (viva-voce) for dissertation be held?**
- A. Viva-voce will be held at your Regional Centre.
- 11) **Q. Do I need to carry dissertation for TEE (viva-voce)?**
- A. It is desirable to carry your copy of dissertation. You also need to carry University Identity card issued by IGNOU.
- 12) **Q. What are the passing marks for Dissertation?**
- A. He/she should score at least 24.5 out of 70 marks in internal and 10.5 out of 30 marks in external.
- 13) **Q. Who should I contact in case I have any doubt/feedback about the dissertation?**
- A. You can email on psychology@ignou.ac.in Or bpce@ignou.ac.in
- 14) **Q. Do I need to pay any examination fees for TEE in dissertation?**
- A. Yes, you need to pay Rs.120/- as exam fees for appearing in TEE of dissertation. (Refer- www.ignou.ac.in for related updates)
- 15) **Q. What is the validity period of my approved synopsis?**
- A. Once the synopsis is approved, your synopsis will be valid till the validity of your admission.
- 16) **Q. Can I change my guide?**
- A. Yes, but there has to be a proper justification for the same.

APPENDIX-I
PERFORMA FOR PROPOSAL OF SYNOPSIS FOR
THE DISSERTATION

Enrolment Number: _____ **Course Code:** _____

Name and Address of the Learner: _____

Phone No. _____ Email: _____

Regional Centre _____ Study Centre _____

Title of Dissertation: _____

Signature of Student:

Date:

Synopsis (put a tick mark as appropriate):

- a) Approved (As per the guidelines)
- b) Not approved (Not as per the guidelines)

Signature of Academic Counsellor

Name:

Designation:

Address:

Date:

APPENDIX-II

CONSENT LETTER OF GUIDE

This is to certify that the **Dissertation** titled _____

For the partial fulfillment of **BAPCH Programme** of IGNOU has been carried out by
Mr./Ms. _____ **Enrollment No.** _____, under my guidance.

(Signature)

Name of the Guide:

Designation:

Address:

Date :



APPENDIX-III

FORMAT FOR REFERENCE LETTER (for primary data collection from institutes/ organisations)

Date:

To,

Dear Sir/Madam,

This is to certify that Mr./Ms. _____
Enrollment No. _____ is a learner of IGNOU and is presently pursuing BA
(Honours) in Psychology from Regional Centre _____
_____. As a part of the BAPCH programme s/he has to
carry out Dissertation. The learner is carrying out her/his Dissertation on topic _____

_____ You are requested to kindly provide her/him with per-
mission to carry out reference work/data collection in your esteemed organisation.

Yours faithfully,

**Study Centre/Regional Cen-
tre/ Faculty, Discipline Psy-
chology**

APPENDIX-IV
CERTIFICATE OF ORIGINALITY
(For submission of Dissertation)

This is to certify that the Dissertation Report titled “ _____ ”
submitted to Indira Gandhi National Open University in partial fulfillment of the requirement
for the award of **BA in Psychology (BAPCH)** is an original work carried out by Mr./Ms. ____
(Enrollment Number: _____).

The matter embodied in this Dissertation is a genuine work done by the student and has not
been submitted whether to this University or to any other University/Institute for the fulfill-
ment of the requirement of any course of study. The content of dissertation report/dissertation
has been checked for **plagiarism**.

Signature of the Learner

Name:

Enrollment Number:

Place:

Date:

Signature of the Guide

Name:

Designation:

Name of Institution/Organisation:

Date:

APPENDIX-V

**ACKNOWLEDGEMENT
(For submission of Dissertation)**

This is to acknowledge that Ms./Mr.....

Enrollment No.....of BAPCH programme has submitted the

Dissertation Dissertation at the Regional Centre

Date:

Signature

(with Seal)
Received by



ignou
THE PEOPLE'S
UNIVERSITY

APPENDIX-VI

EVALUATION SCHEME FOR DISSERTATION (To be filled by the External Examiner)

Name of the Programme: BAPCH

Course Code:

Study Centre:

Regional Centre:

Name of the Learner:

Enrollment No.:

Sl.No.	Components	Maximum Marks	Marks Obtained
1.	Introduction and Review of Literature	15	
2.	Rationale of the Study	5	
3.	Methodology	20	
4.	Results, Discussion & Conclusion	20	
5.	Implications, Future suggestions, Limitations	5	
6.	References	5	
7.	Viva voce	30	
	Total Marks	100	

Observation and Comments: _____

Signature _____

Name & Address of Internal Examiner

Name & Address of External Examiner

Date:

Date:

Note:

1. Minimum pass marks are 35 out of 100.
2. Marks are to be given for each of the components.
3. The external examiner is required to write observation and comments regarding the dissertation report and viva voce.

APPENDIX-VII

**REMUNERATION BILL FOR GUIDANCE OF DISSERTATION
(To be submitted at the Regional Centre)**

To
Regional Director
Regional Centre -----
IGNOU

1. Programme Code: BAPCH
2. Course Code: BPCE 144
3. Name of Guide: _____
4. Residential Address: _____

5. Designation: _____
6. Official Address: _____

7. Telephone No. Office: _____
Mobile: _____
Residence: _____

APPENDIX-VIII

GUIDELINES FOR REGIONAL CENTRES

BAPCH DISSERTATION (BPCE 144)

SYNOPSIS SUBMISSION AND EVALUATION

- 1) Dissertation (BPCE 144) is a compulsory course in the sixth semester (final year) of the BA Honours in Psychology program. The learner will prepare synopsis and the Dissertation under the supervision of Academic Counsellor .
- 2) The RC needs to arrange for six compulsory theory sessions/ classes separately for the BPCE 144 course (Refer Section No. 3.1 of the handbook). Payment should be done as per IGNOU norms.
- 3) The date range for dissertation submission and TEE are as follows:

	Submission of Dissertation	VIVA VOCE (TEE)
For December TEE	30 th Nov	1 st January – 15 th February
For June TEE	31 st May	1 st July- 14 th August

- 4) Only those learners who have submitted their dissertation within the stipulated time period can appear in the TEE of dissertation.
- 5) The total mark in Dissertation is 100. A learner is required to secure a minimum 35% both in internal and external to pass in Dissertation.
- 6) In case a learner fails to secure the minimum 35% in Dissertation (both in internal as well as in viva-voce), s/he will be declared fail. In such a case, the learner has to take up a new topic for dissertation, prepare synopsis, carry out the study and then submit dissertation. The learner may take the same Guide.

APPENDIX-IX

IMPORTANT DATES FOR BAPCH DISSERTATION

	Submission of Dissertation	VIVA VOCE (TEE)
For December TEE	30 th Nov	1 st January – 15 th February
For June TEE	31 st May	1 st July- 14 th August



SAMPLE SYNOPSIS



**SYNOPSIS Format of (Research
Through Primary Data Collection)**

**Relationship between Forgiveness, Gratitude and
Life Satisfaction among the Elderly in Cochin**

**Bachelor of Arts in Psychology (Hons.)
(BPCE 144)**

Submitted by

Name:.....

Enrolment No.:.....

Regional Centre:.....

Guide:.....



**Discipline of Psychology
School of Social Sciences (SOSS)
Indira Gandhi National Open University
(IGNOU) Maidan garhi, New Delhi -110068**

Relationship between Forgiveness, Gratitude and Life Satisfaction among the Elderly in Cochin

Introduction

Forgiveness and gratitude are important character strengths (Peterson & Seligman, 2004; McCullough, 2000) that affect life satisfaction of the individual. **Gratitude** refers to a general state of thankfulness and appreciation towards what is valuable and meaningful to oneself (McCullough, Emmons, & Tsang, 2002). It refers to acknowledging whatever is good and positive in one's life. It comes from the Latin word 'gratus', meaning pleasing or thankful. It refers to the quality of being thankful, showing appreciation and returning kindness. Robert Emmons, the world's leading expert on gratitude, points out two key aspects of gratitude: the first is, it is an affirmation of goodness; and second, we recognize that the sources of this goodness are outside of ourselves. Emmons and other researchers see the social dimension as being especially important to gratitude. In the words of Emmons, it is a relationship strengthening emotion because it requires us to see how we've been supported and affirmed by other people. The sociologist Georg Simmel called it as "the moral memory of mankind" because gratitude encourages us not only to appreciate gifts but to repay them (or pay them forward).

Friedman and Toussaint (2006b) have emphasized the inner emotional experience and the cognitive-attitudinal belief set while explaining gratitude. Gratitude has also been conceptualized both as a state phenomenon (i.e., an emotional reaction to a present event or experience) as well as a dispositional characteristic or trait phenomenon.

Forgiveness is a positive psychological characteristic that is linked to enhanced sense of well-being. It refers to let go of the things and move ahead in life. The effect of forgiveness has been empirically studied leading to physical and psychological wellbeing. Forgiveness is a process by which a person forgives misbehavior of others, thereby reducing the tendency of person to seek revenge (McCullough & Witvliet, 2002).

Jam-polsky (1979, 1999) and Friedman (1989, 2000) uses even criteria for defining forgiveness:

- a) A shift in perception and vision,
- b) A shift in beliefs and attitudes,
- c) A shift in affects,
- d) A shift in self-empowerment and self-responsibility,
- e) A shift in choice, decision and intention,
- f) A shift from duality consciousness to oneness consciousness, and
- g) A shift in the recognition of the core qualities of a person.

Thus, forgiveness includes letting go of emotionally backed judgments and grievances. It focuses on perceiving the goodness, worth, magnificence, innocence, love, and peace in both themselves and another person simultaneously. Moreover, from this point of view the forgiveness process is activated when a person makes a conscious choice/decision to forgive (see things differently) and then turns the forgiveness process over to a higher power/Self (e.g. the God). During this process dissertations are owned and released and peace and love are set as goals.

Life Satisfaction refers to an overall sense of happiness and feeling of satisfaction in life. Pavot and Diener (1993) talk about assessing satisfaction of the person's life as a whole. It does not refer to satisfaction in different life domains, but they talk about life satisfaction in terms of integrating the various domains and deriving an overall sense of life satisfaction.

Life satisfaction (LS) is a part of the broader construct of Subjective wellbeing (SWB). According to Diener (1984), SWB consists of high life satisfaction, high levels of positive affect (e.g., happy, pleased, joy), and lack of negative affect (e.g., angry, depressed). The cognitive dimension of SWB consists of life satisfaction and refers to the individual's global evaluation of their own lives. The affective dimension refers to the negative and positive mood in one's immediate experience.

Review of Literature

Gratitude, forgiveness and life satisfaction are constructs under positive psychology. These have been found to be related to physical and psychological wellbeing. Various studies have been done on these variables which highlight their significance as strength variables having implication for clinical as well as non-clinical population.

Roberts (2004) has provided a conceptual analysis of gratitude and pointed out its benefits. Emmons & McCullough (2003a) in their study have also found that gratitude and subjective wellbeing are positively related. Various other studies have shown a positive relationship between forgiveness, gratitude and wellbeing. (Bono & McCullough, 2006; Friedman & Toussaint, 2006b; Toussaint & Webb, 2005).

Studies on adolescents have also found positive association between gratitude and well being and life satisfaction. Sood and Gupta (2012) had also studied gratitude and wellbeing among Indian adolescents. Safaria (2014) in his study on undergraduate students also found that gratitude is an important factor contributing to happiness.

Kashdan et al (2009) studied gender differences in gratitude and the results demonstrated that men were less likely to feel and express gratitude, made more critical evaluations of gratitude, and derived fewer benefits. Wood et al (2009) determined that higher levels of gratitude predicted better subjective sleep quality and sleep duration. Studies have found that gratitude can predict 8% of individual differences in satisfaction with life (equivalent to $r = .28$) after controlling for the 30 facets of the Big Five (Wood, Joseph et al., 2008), and between 2% and 6% (equivalent to r s between .16 and .25) in personal growth, positive relationships with others, purpose in life, and self -acceptance (Wood, Joseph, & Maltby, 2009). Froh, Yurkewicz, & Kashdan (2008) found gratitude has a significant positive correlation with positive affect, life satisfaction, optimism, social support, and pro-social behavior.

Research also points out some conflicting data (e.g., Kirgiz, 2008; & Henrie, 2007) which found that gratitude did not show a relationship with wellbeing or satisfaction with life. Hence more studies need to be done in the area. Even though a few conflicting studies do exist, based on the majority of findings, it can be said that experiencing gratitude, thankfulness, and appreciation tends to foster positive feelings, which in turn, contribute to one's overall sense of wellbeing.

Kirmani (2015) studied relationship between gratitude, forgiveness and subjective wellbeing among college going students and found a positive relationship among these. Sastre et al (2003) examined the relationship between forgiveness and satisfaction with life. Toussaint and

Friedman (2009) found that forgiveness and gratitude were both positively and strongly associated with well-being and largely, though not completely, mediated by affect and belief. Forgiveness was also studied in the context of commitment in relationship (Tsang, McCullough, & Fincham, 2006). Forgiveness as a trait is generally more strongly correlated with some aspects or components of psychological well-being and other mental health variables than state forgiveness (McCullough & Witvliet, 2002).

Rationale of the Study

The present study has taken up to study the three variables of gratitude, forgiveness and satisfaction with life. The relationship among the three variables holds significance especially in the population of the elderly. The elderly, having reached a stage where they might be suffering from physical illness, mental disorders and fluctuating mood changes may exhibit less satisfaction with life. Financial dependence and lack of support system also affect their wellbeing negatively. On the other hand, an attitude of gratitude and forgiveness may help enhance their life satisfaction.

The world's population is aging but are they also having quality life? Advancement in economic condition and health care also need to be accompanied by enhanced psychological wellbeing for the elderly.

Hence an attempt has been made to assess the level of gratitude, forgiveness and life satisfaction among the elderly and examine the relationship among these. This will help design appropriate intervention measures to enhance their sense of life satisfaction.

Methodology

Research Problem

The present research aims to study the relationship between forgiveness, gratitude and life satisfaction among the elderly in Cochin.

Objectives

- ✓ To assess the level of gratitude, forgiveness, and life satisfaction among the elderly in Cochin.
- ✓ To examine the relationship between gratitude, forgiveness and life satisfaction among the elderly in Cochin.
- ✓ To find out the effect of demographic variables such as gender, type of family, and marital status on gratitude, forgiveness and life satisfaction among the elderly in Cochin.

Hypotheses

- ✓ There will be significant relationship between gratitude and forgiveness among the elderly in Cochin.
- ✓ There will be significant relationship between gratitude and life satisfaction among the elderly in Cochin.
- ✓ There will be significant relationship between forgiveness and life satisfaction among the elderly in Cochin.
- ✓ There will be significant gender difference in gratitude, forgiveness, and life satisfaction among the elderly in Cochin.

- ✓ There will be significant difference in gratitude, forgiveness and life satisfaction among the elderly in Cochin with regard to type of family.
- ✓ There will be significant difference in gratitude, forgiveness and life satisfaction among the elderly in Cochin with regard to marital status.

Operational Definition

- ✓ *Gratitude*: It refers to a general state of thankfulness and appreciation towards what is valuable and meaningful to oneself (McCullough, Emmons, & Tsang, 2002).
- ✓ *Forgiveness*: Forgiveness is the framing of a perceived transgression such that one's responses to the transgressor, transgression, and sequelae of the transgression are transformed from negative to neutral or positive. The source of a transgression, and therefore the object of forgiveness, may be oneself, another person or persons, or a situation that one views as being beyond anyone's control (e.g., an illness, "fate," or a natural disaster (Thompson, et al., 2005). So it refers to people's dispositional forgiveness of self, others and situations.
- ✓ *Life Satisfaction*: It refers to the individual's global evaluation of their own lives (Diener, Emmons, Larsen & Griffin, 1985).
- ✓ *Type of Family*: It refers to nuclear family and joint family.
- ✓ *Marital Status*: It refers to living with the spouse, separated and divorced from the spouse, and spouse is expired.

Sample

The sample is selected to represent the population which we want to study. Since it is difficult to study the entire population, a sample is selected following different procedure. The sample selection process depends on the objectives and the nature of the sample.

Non probability sampling method will be used in the present study. In this, the purposive sampling will be used. Those individuals who were 60 years of age and above residing in the same locality will be taken. There searcher will contact them in the neighborhood, parks and senior citizen clubs of the societies. A total of 200 elderly person with age 60 years and above will be taken for the present study. Out of this, 100 will be male and 100 will be female.

Research Design

Research design is the blue print for the collection, measurement and analysis of data. It answers the what, where, when and how of the research study. It is an outline of the research objectives, sample selection to analysis of the data. In the present study, an attempt is made to find out the relationship among gratitude, forgiveness and life satisfaction among the elderly in Cochin, thus following a correlational research design.

Tools

The following tools will be used to assess gratitude, forgiveness and satisfaction with life of the elderly.

Gratitude Questionnaire – Six Item (McCullough et. al., 2002):

The Gratitude Questionnaire-Six-Item Form (GQ-6) is a six-item self-report questionnaire. The respondent has to rate himself/herself on a 7-point Likert-type scale ranging-

from 1 (strongly disagree) to 7 (strongly agree). The scale is designed to assess individual differences in the proneness to experience gratitude in daily life. Higher scores on GQ-6 signify higher levels of grateful disposition. GQ-6 has strong psychometric properties with high internal consistency and a robust one-factor structure.

Heartland Forgiveness Scale (Thompson, et al., 2005):

The Heartland Forgiveness Scale (HFS) is an 18-item self-report scale which aims to measure people's dispositional forgiveness of self, others and situations. Respondents rate their levels of forgiveness on a 7-point Likert scale, with 1 referring to 'Almost always false of me' and 7 referring to 'Almost always true of me'. Score on the Total Heartland Forgiveness scale indicates how forgiving one is, in general, of oneself, others, and negative uncontrollable circumstances. Higher scores indicate higher levels of forgiveness and vice versa. In HFS, a score of 93 is average, the maximum score being 126. HFS demonstrates desirable psychometric properties with adequate internal consistency reliability, test-retest reliability, and convergent validity. The test-retest reliability is .82 and the range of alpha coefficient is .84 to .87 for the total HFS scores (Thompson, et al., 2005).

Satisfaction with Life Scale (Diener, Emmons, Larsen & Griffin, 1985):

It consists of five items to be rated using a 1–7 scale where 1 stands for strongly disagree and 7 stands for strongly agree. Low score indicates dissatisfaction whereas high score indicates satisfaction with life.

Demographic Information Sheet:

Demographic information sheet will be used to collect various demographic information about the sample including age, gender, type of family, and marital status.

Statistical Techniques

Descriptive and inferential statistics will be used. The data will be analyzed using SPSS software. Correlation, 't' test and one-way ANOVA will be used to analyze the data.

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Appendices

Appendix 1: Gratitude Questionnaire–Six Item

Appendix 2: Heartland Forgiveness Scale

Appendix 3: Satisfaction with Life Scale

Appendix 4: Demographic Information Sheet

* The sample synopsis is based on the research work carried out by Prof. Swati Patra, SOSS, IGNOU, New Delhi.

**SYNOPSIS Format of (Research
Through Secondary Data Collection)**

**Critical Review of Certain Organizational Di-
mensions and Stress Management Across Gen-
ders in private and Public Sectors.**

**Bachelor of Arts in Psychology(Hons.)
(BPCE 144)**

Submitted by

Name:.....

Enrolment No.:.....

Regional Centre:.....

Guide:.....



**Discipline of Psychology
School of Social Sciences (SOSS)
Indira Gandhi National Open University
(IGNOU) Maidangarhi, New Delhi -110068**

Introduction-

The term stress has been defined by many scholars. One of the definitions was given by Fletcher as a “continuous process that involves individual transacting with their environments, making appraisals of the situations they find themselves in, and endeavoring to cope with any issues that may arise (Fletcher (2006) cited Rumbold et al, 2012, p. 173)”. Stress represents a situation where a person is under pressure and does not have sufficient ability to cope with it. Stress also indicates a direct negative reaction both, for individual and organization by undermining the original of goals attainment (table1). Despite causing problems to employee’s health and well-being, stress also affects the organization’s reputation as well as its productivity. The negative aspect of stress can be noted like job dissatisfaction and employee’s unwillingness to their works, decrease in the level of production and turnover and weakness in quality of work would be the demerits for the company.

Table 1: The problem of stress

The problem of stress	
For the threats to the individual	Health Well-being/quality of life Functioning/goal achievement Self-esteem/confidence Personal development
For the threats to the workplace/organization	Increased absenteeism and turnover Reduced quality and quantity of work Reduced job satisfaction and moral Poor communication and increased conflict

Source: (Michie 2002, p. 68)

Review of Literature-



Singh and Singh in 2009 found that job satisfaction is directly related to stress and work culture. Further, Rajkumar & Swaminathan (2013) found the role load, role stagnation and role self-distance significantly influences stress among employees. However, Karthik (2013) found that a moderate level of stress has a positive impact on the work performance of employees. The study suggested that attempts should be made in order to reduce stress rather than eliminating it from the work environment. Rosasa et al. (2011) revealed that levels of stress vary according to the occupational position and not by age or gender. The studies shows that there is definitely a relationship between certain organizational dimensions and stress among employees. The present study is an attempt to analyze whether are certain organizational dimensions responsible for generating any kind of stress across different natured organizations and also across different gender. The present research will use the secondary data and reliable sources to critically analyse the findings of different studies in the proposed research area.

Rationale of the Study

The study can significantly contribute towards the organization working under uncertain environment. The present study attempts to utilize the existing reviews and analyze the antecedents of stress. Therefore, it can significantly help the employers to include those organizational dimensions which can help the employees to have lesser burnout.

Methodology

Research Problem

The present research aims to critically analyze the relationship between certain organizational dimensions and levels of stress among male and females of different type of organizations.

Objectives

On basis of the proposed research problem, the present study aims at the following objectives:

- ✓ To critically analyze the organizational dimensions that influence the stress level of employees of public and private sector organizations.
- ✓ To critically analyze the influence of certain organizational dimensions on the stress level of male and female employees of the organization.

Hypotheses

The present study assumes the following hypotheses:

- ✓ It is assumed that certain organizational dimensions significantly influence the stress among employees in private and public sector organizations.
- ✓ It is assumed that the nature of the organization has a significant influence on the relationship between organizational dimensions and stress level among employees.
- ✓ It is assumed that certain organizational dimensions significantly influence the stress among male and female employees in organizations.
- ✓ It is assumed that the dimension of gender has a significant influence on the relationship between organizational dimensions and stress level among employees.

Operational Definition

The operational definition of the terms being used in the present study are as follows:

Organization: Louis Allen (1958), "Organization is the process of identifying and grouping work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively together in accomplishing objectives."

Gender: According to the American Psychological Dictionary, gender can be defined as "the condition of being male, female, or neuter".

Stress: According to the American Psychological Dictionary, stress can be defined as the “physiological or psychological response to internal or external stressors. Stress involves changes affecting nearly every system of the body, influencing how people feel and behave”.

Sample:

Since, the research will include the secondary data collection, it will include the studies related to information of organizational dimensions and stress from the private and public sector organizations.

Tools:

The study will be a literature review based for which no primary tools will be used.

Statistical Techniques:

Results of various studies will be analyzed and depicted in form of graphs and pie charts.

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Websites:

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<https://dictionary.apa.org/gender> retrieved on 17/05/2021

**SYNOPSIS Format of (Research
Through Mix Approach Method)**

A Mixed Methods Research Study of Parental Perception of Physical Activity and Quality of Life among Children Delhi & NCR

**Bachelor of Arts in Psychology (Hons.)
(BPCE 144)**

Submitted by

Name:.....

Enrolment No.:.....

Regional Centre:.....

Guide:.....



**Discipline of Psychology
School of Social Sciences (SOSS)
Indira Gandhi National Open University
(IGNOU) Maidangarhi, New Delhi -110068**

Introduction-

The term of quality of life (QOL) seems to have been used for the first time by President Johnson in 1964, when he stated that “the great society is concerned not with how much, but with how good — not with the quantity of goods but with the quality of [its members’] lives” (quoted in Rapley, 2003). Since then the term QOL has been given much more importance in all spheres of life. The opinion of individuals towards the meaning of QOL might differ in children and adults. Researches indicate that the adults opine their ability to live independently as a central indicator of a good QOL, while the young ones are more optimistic. The children might opine that having shiny hair, lots of friends, or running like Linford Christie is an identity of a good QOL; it is not about achievement of basic functional tasks (Millstein & Irwin, 1987). Eiser in 1997 suggested that very close parent-child agreement is indicative of poorer quality of life; childhood is about gaining autonomy and independence from parental views. The present research therefore, proposes to understand the parental perception of a good QOL and physical activity among their children. The study proposes to survey, analyze and interpret the findings among the parents and their children who belong to Delhi and NCR region with the help of both primary as well as secondary data (mix approach).

Review of Literature-

It is evident from researches that the support of parents is important. Parents are the one who can strengthen family ties and meet the needs of children through appropriate parenting styles (Wang et al., 2020). Further for an effective QOL among children, the need for physical exercise has also been emphasized upon (Holmes et al., 2020; Mera-Mamián et al., 2020; Romero et al., 2020). Physical exercise is important not only from physical benefits (Vidarte Claros et al., 2011), it is equally important for an effective mental processing (Ramírez et al., 2004; Zhou et al., 2020) as well as for psychological benefits (Berger and Motl, 2000; Biddle and Mutrie, 2001; Tessier et al., 2007; Anderson and Brice, 2011). In particular, there is clear evidence of the contribution of physical activity towards psychological well-being among individuals (Molina-García et al., 2007; Jiménez et al., 2008; Romero et al., 2009).

The relationship between physical activity and well-being has been linked to the quality of life in various research investigations in recent years, which have also emphasized its influence on the general health of the various sectors of the population (Schwartzmann, 2003; Bize et al.,

2007; Anokye et al., 2012). In particular, different studies have highlighted the association between high levels of physical activity, or the practice of sports, and the quality of life in children and adolescents (Anokye et al., 2012; Marker et al., 2018; Luna et al., 2019). Therefore, the present study tries to analyze the impact of parental perception towards the physical activity and quality of life among their children.

Rationale of the Study

The study can significantly contribute towards enhancing the QOL among children. It also might help the parents understand the extent to which their perception might influence their children to opt for physical activities and have a better quality of life..

Methodology

Research Problem

The present research aims to analyze the impact of parental perception towards the physical activity and quality of life among their children.

Objectives

On basis of the proposed research problem, the present study aims at the following objectives:

1. To analyze the relationship between the parental perceived physical activity and quality of life among their children.
2. To analyze the impact of parental perception towards the physical activity and quality of life among their children.

Hypotheses

The present study assumes the following hypotheses:

1. There will be a significant relationship between the parental perceived physical activity and quality of life among their children.
2. There will be a significant impact of parental perception towards the physical activity and quality of life among their children.

Sample:

Since the research method is a mixed approach, the quantitative data will be collected from 80 parents having children and belonging to Delhi NCR region. Further the qualitative data will

be collected through interview method from at least 50 parents who had already participated in the quantitative study.

Tools:

The study will be based on mixed approach research design and data will be collected quantitatively and qualitatively from the following tools:.

1. Tool for Quantitative Data Collection:

A. The Kidscreen-27 Parent Questionnaire (Ravens-Sieberer et al., 2005) will be used to collect quantitative data from the participants. This is a questionnaire that assesses health-related quality of life. It consists of 27 items, which are answered in a Likert-type scale of five alternatives (from nothing to very much), structured in five scales: physical activity (4 items), mood (7 items), family life (7 items), friends (4 items), and school (4 items), and a single question about your child's general state of health in the last week. The test is filled in by parents, for children and adolescents between the ages of 8 and 18. The factorial validity of the test and its reliability in all the subscales of the test, in terms of internal consistency, with the total Cronbach's Alpha value equal to 0.82.

B. Parent Perception of Physical Activity Scale (Lakes, et.al., 2017) : The tool assesses the perception of physical activities of the children by their parents. The scale consists of 25 items which measures the parent perceptions of their influence on their child's physical activity as well as the perceived benefits and barriers to physical activity, using a 4-point Likert scale with responses ranging from Strongly Disagree to Strongly Agree. The three subscales produced Cronbach's alphas of 0.93; 0.85 and 0.81 respectively.

2. Tool for Qualitative Data Collection:

An interview schedule will be prepared to obtain data on parents' perceptions of their children's physical activity and QOL. The questions will be both close ended as well as open ended. It will include collection of demographic details (descriptive data of the participants); questions related to the situation produced by lack of physical activity (among their children); their definition of quality of life and their perceptions towards the impact of physical activity on the QOL of their children.

Statistical Techniques:

The quantitative data will be analyzed through correlation and regression. For the qualitative analysis, the thematic analysis method will be used.

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