

Comparative study of osc students vs dcu students essay



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- Mentions

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Introduction & A ; Purpose

This research survey aims to understand and compare the public presentations of Student ELearning - Distance Learning Course (OSC) pupils and general DCU pupils. This survey will appreciate the difference between the two establishments and the class ware. It is an of import research to look at how different is the two establishments and how people (pupils) perceive it.

By understanding the cardinal factors (variables) that drive the overall public presentation of pupils - the squad would be able to tackle the right levers or enablers for a better public presentation of the classs designed for these persons.

Scope of the Research Paper

The focal point of this research paper is comparing of:

- OSC Students:
 - These pupils have enrolled for Distance Learning Course
 - Some of the pupils are professionals
 - Some of the pupils are workers
 - And some have work experience among “ regular” pupils
- General DCU pupils:
 - Students belonging to the remainder of the University
 - These pupils are on-campus pupils
 - Some of the pupils are younger compared to pupils of OSC
 - Most of the pupils have no work experience
 - Many of the pupils are get downing their class after secondary degree

Datas Collection program and Sampling scheme

A few considerations while making the Data Collection Plan:

- The informations aggregation program needs to be linked to the concern end and demands to hold complete concern position.
- Benefits of capturing the information should outweigh the cost of capturing it
- The information should be relevant to the survey
- The informations should non be equivocal
- The informations can include both informations types:
 - Qualitative

- Nominal: Variables with no built-in order or ranking or sequence (E. g. : Gender, Race, etc)
- Ordinal: Variables with an ordered series (E. g. : Blood Group, Race, etc)
- Binary: Variables with merely two option (E. g. : Pass/Fail, Yes/No, etc)
- Quantitative
 - Discrete:
 - Discrete information is information that can be categorized into a categorization
 - It is based on counts
 - Finite figure of values is possible and they can non be farther subdivided meaningfully
 - E. g. : Number of parts damaged in cargo.
 - Continuous:
 - Continuous informations is information that can be measured on a continuum or graduated table.
 - Continuous informations can hold about any numeral value and can be meaningfully subdivided into finer and finer increases.
 - E. g. : Length, Size, Width.

Wherever possible (of class taking into considerations the assorted restraints talked about earlier) - purpose should be to hold Continuous informations as this information type will assist us to talk volumes & A ;

derive critical penetrations into the informations as opposed to Discrete informations type.

A good illustration to portray the difference and impact of informations type would be ' Performance of a Student' .

Continuous informations - Let's say, this will capture the ' actual scores' of a pupil. E. g. 82, 60, 57, 94, 77, 99.... and so on.

Discrete informations - this information will give us information that whether the pupil has ' Passed/Failed' or rate his public presentation on a graduated table of ' Good/Better/Best' .

Therefore, you can see that Continuous informations will help in giving more critical information/insights of a student's public presentation than Discrete informations.

Sketching a Data Collection Plan is of import to objectively give unvarying way to full undertaking squad on What information to roll up? From where? How to roll up? Etc.

Bing clear about your inquiries will assist you do certain that you collect the Right information.

Let us now look at the aim of informations bite.

Objective (Data Collation) : The Objective is to garner meaningful informations of OSC and DCU pupils which will assist in analysing the public presentation of these classs of pupils and therefore, will take to an appropriate decision of who is executing better.

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Some of the informations that needs to be collected is as follows:

- Institution
- Capable
 - Management
 - Human Resources
 - Operations
 - Quality
 - Supply Chain Management (SCM)
 - Information Technology (IT)
- Mode of Study for old Qualification
 - Part-time
 - Full-time
- Degree of Study - Qualification
 - Postgraduate / Undergraduate
 - Postgraduate (research) / Postgraduate (taught) / Other Undergraduate
 - Doctorate / Masters
- Sexual activity
 - Male
 - Female
- Adjustment during the term
 - Institution HoOSC
 - Guardian or Parental Home
 - Not Known
 - Other

- Distance Learning
- Own Residence
- Rented Adjustment
- Nationality
 - Indian
 - American
 - European
 - Australian
 - Canadian
 - African
- Disability
 - With some disablement
 - Without disablement
- Socio-Economic Categorization
 - Higher managerial & A ; professional businesss
 - Lower managerial & A ; professional businesss
 - Part-time employee
 - Small employers & A ; own-account workers
 - Never Worked
 - Long-run unemployed
 - Not classified
- Age
 - 18 old ages and under
 - 19 - 20 old ages
 - 21 - 24 old ages
 - 25 - 29 old ages

- 30 old ages and over
- Age Not Specified

The information is to be captured utilizing any of the below Sampling methods:

- Simple Random Sampling: is a method of trying in which every unit has equal opportunity of being selected.
- Graded Random Sampling: is a method of trying in which stratum/groups are created and so units are picked indiscriminately.
- Systematic Sampling: is a method of trying in which every N^{Thursday} unit is selected from the population.
- Bunch Sampling: is a method of trying in which bunches are sampled every T^{Thursday} clip.
- Convenience Sampling: Convenience trying relies upon convenience and entree
- Judgment Sampling: Judgment trying relies upon belief that participants fit features
- Quota Sampling: Quota trying emphasizes representation of specific features
- Snowball Sampling: Snowball trying relies upon answering referrals of others with like features

Below is the tabular array created to capture relevant informations / information:

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Sr. No	Institusi	Capab	Study (old makin g)	Degree of Study - Qualificatio n	Sexu al activi ty	Adjustme nt During term	Nationali ty	Disabili ty	Base Locatio n	Soc Eco Cat n

To efficaciously run into the stated intent of this survey, it is imperative that the right factors are analyzed. More significantly, the attack adopted for rolling up necessary informations referring to identified factors is every bit critical. Therefore, the idea procedure & A ; attempts put in this phase of Preliminary Ideas on analysis is bound to give rich dividends & A ; non to advert that it will assist the project/research squad avoid the common booby traps.

Assuming that the ' Population' on which we want undertake is manageable for this instance (let's say less than 1000 pupils) and cost/efforts required to collate the necessary information is within acceptable scope - so we may desire to set about survey on this full population.

On the other manus, if cost/efforts needed to set about survey on population is expensive/time devouring with assorted underlying restraints like resources, clip etc. so ; one may desire to use ' Sampling' as described above.

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One word of cautiousness while encompassing sampling is that ' Sample should be representative of my population & A ; any sort of prejudices should non impede the Sampling processes' . Besides, informations must be collected & As ; non cooked! !

Undertaking the Survey: Variables or Factors impacting the Output (Y)

With lucidity gained around assorted Data types, trying scheme - the following logical measure is to bring forth all possible X's (factors impacting the Y, the end product) . There are several ways to get down this activity. I would propose carry oning a ' Brainstorming' session along with the right set of participants/stakeholders would be a great start. Each of the participants should be able to lend, add value to the treatment. An experient facilitator can make admirations on the output/ideas received from a Brainstorming session.

To province an illustration of assorted factors that may impact the ' Y' , in our instance let's say it's the Final public presentation (mark) of a Student ; can be Demographics (Nationality, Region/State from where a pupil hails, Urban/Rural vicinity, School of instruction etc.) , Personal factors like Sexual activity, Age, Work experience (if any) , etc. Many more factors can be thought of adding into the analysis footing relevancy and handiness of informations.

Once assorted arrows are derived from the Brainstorming session, following measure would be to

Run a Control-Impact matrix to get at a first set of ' Prioritized X's. Data is to be collected for these X's (variables or factors) which will be analyzed farther for their relationship, consequence on the Output (Y) . This can be called as an initial set of Qualitative survey aligned to the aim of research.

Descriptive Statistics and Analysis

With the collected information, as embedded, the undermentioned analysis comparing OSC and DCU can be planned:

1. Institution wise Survey Participants (Bar Charts)
2. Mode of Study for Previous Qualification (Bar Charts)
3. Degree of Study for Previous Qualification (Pareto Chart)
4. Comparison of Sex ration - OSC V DCU (Bar Chart)
5. Adjustment during Term - OSC V DCU (Pareto Chart)
6. Nationality of Students - OSC V DCU (Pareto Chart)
7. % Enrolment of Students with some Disability - OSC V DCU (Pie Chart)
8. Socio-Economic Classification - OSC V DCU (Pareto Chart)
9. Age of Students - OSC V DCU (Pareto Chart)

As most our informations is distinct in nature, we are able to utilize Pareto, Pie and Bar Charts.

Let us now conduct the analysis and place the consequences:

Institution wise Survey Participants:

A sum of 1000 pupils participated in the study. Below is the bifurcation of these pupils:

Sr. No.	Institut e	No. of Students
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1	DCU	354
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2	OSC	646
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Observation: It is observed that a sum of 646 pupils participated from OSC and 354 participated from DCU.

Now let's expression at Subject wise Analysis:

Sr. No.	DCU	OSC
Human Resources	144	77
Management	119	300
Operationss	76	45
Information Technology	14	94
Quality	1	83
Supply Chain Management	0	47
Other	1	0

A speedy expression at the Pareto Charts indicates that the top 2 topics taken by DCU and OSC are:

- DCU: Human Resources (40. 7 %) and Management (33 %)
- OSC: Management (46. 4 %) and Information Technology (14. 6 %)

DCU is more popular for its classes on Human Resource and Management and OSC for Management and Information Technology.

Analysis on Mode of Study - Previous Qualification

Here, we want to place which institute have more figure of pupils who were analyzing parttime or full-time to accomplish their old making. Below are the information points:

Sr. No.	DCU	OSC
Part-Time	21	338
Full-Time	333	308

It is observed that manner of survey for old making of pupils for OSC has a ratio of 48: 52 for Full-time vs Part-time and for DCU, the ratio is 94: 6. This indicates that pupils inscribing in the correspondence class institute (OSC) are mostly those pupils whose old making was besides distance acquisition.

Degree of Study Analysis: OSC V DCU

Here, we observe the Qualification of the pupils who enroll at OSC vs DCU Institutions.

Let's expression at the informations:

Sr. No.	DCU	OSC
Doctor's degree	0	26
Masters	13	104
Post Graduate (Taught)	123	91
Post Graduate (Research)	0	201
Under Graduate	218	203
Others	0	21

A speedy observation of Pareto Analysis indicates the undermentioned comparing:

- OSC has 31. 4 % as Under Graduate pupils as against 61. 6 % in DCU
- OSC has 14. 1 % of Post Graduate (Taught) pupils as against 34. 7 % in DCU
- OSC has 16. 1 % of Masters Students as against 3. 7 % in DCU
- OSC besides has a few Doctorate and Post Graduate (Research) pupils

Male vs Female Ratio - OSC V DCU

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We now observe the Male vs Female Ratio for OSC V DCU institutes.

Sr. No. DCU OSC

Male 179 475

Female
175 171

Below are the observations:

- DCU pupils have a 48: 51 ratio of Male vs Female Students
- OSC pupils are dominated by female population by 74 %
- This concludes that Correspondence classes are less preferable by Male Students.

Adjustment of DCU vs OSC Students during the Term period:

Let us detect the bifurcation of pupils footing adjustment during the Term period for DCU and OSC Students. Below is the informations:

Sr. No.	DCU	OSC
Distance Learning	4	646
Institution HoOSC	88	0
Not Known	65	0

Other	98	0
Own Residence	28	0
Rented		
Adjustment	71	0

Observations:

Adjustment during the Term period for DCU pupils include:

- Others - 27.7 %
- Institutional Hotel - 24.9 %
- Rented Accommodation - 20.1 %

Adjustment during the Term period for OSC is ever Distance Learning and hence it doesn't demo a bifurcation of adjustments.

Let's us now do an analysis on Nationality - for OSC V DCU

Below is the informations:

Sr. No.	DCU	OSC
America n	33	194
Europea n	199	24
Canadia	119	88

n

Indian 3 112

African 0 19

Australia
0 209

n

Observations:

- OSC being Correspondence classes, the Institute has pupils from about 6 different states
- DCU being a regular class institute, has 56 % population of Europeans followed by 33.6 % population of Canadians

Analysis on Disability vs Non-Disability - OSC V DCU

In this analysis we will compare the pupils between OSC and DCU institutes for Disability vs Non-Disability. Below is the information:

Sr. No.	DCU	OSC
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With Some Disability	7	54
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Without Disability	347	592
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A Pie Chart comparing is provided below:

Observations:

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- It is observed that Disability ratio for OSC institute is more (8 %) as against DCU (2 %) . This indicates that Peoples with Some Disability prefer Distance Learning Courses.

Let us now analyze the Socio-Economic Status of the pupils of OSC vs DCU Institutes.

Below is the informations:

Sr. No.	DCU	OSC
Never Worked	280	114
Part-time Employee	74	183
Higher Managerial & A ; Professional Occupation	0	17
Long Term Unemployed	0	42
Lower Managerial & A ; Professional Occupation	0	85
Not Classified	0	4
Small employers & A ; own-account workers	0	201

A Pareto analysis of the above information reveals:

Observations:

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- Students of DCU are merely belonging to two classs of Socio-Economic Status.
 - Never Worked (79. 1 %)
 - Part-time Employed (20. 9 %)
- Whereas pupils of OSC belong to pupils of multiple classs of Socio-Economic Status.
- This indicates that as OSC is distance larning institute, it caters to a wide-range of population for its classs as against DCU Institute.

Let us now look at Age group wise analysis.

Below is the informations:

Sr. No.	DCU	OSC
18 Old ages and Under	224	67
19 – 20 Old ages	0	109
21 – 24 Old ages	115	224
25 – 29 Old ages	0	204
30 Old ages and Over	15	39
Age Not Specified	0	3

The Pareto Analysis indicates the followers:

Observations:

- It is observed that DCU has limited age group as a portion of their institute:
 - 18 Old ages and under contribute to 63. 3 %
 - 21 - 24 Old ages age class contribute to 32. 5 %
 - 30 Old ages and Over contribute to merely 4. 2 %
- On the other manus, OSC institute has enrolled pupils from all classs of ages.

Decision

With the structured attack mentioned above, one can easy research assorted relationships.

Besides, if one is able to mensurate & amp ; collate informations for an thorough list of factors that may hold an impact on Y (let's say Final Score of a pupil) , so one can construct a prognostic equation which can help us to foretell the mark of a pupil footing his informations across assorted factors/variables.

We have observed the followers:

Institution wise Survey Participants:

- A sum of 646 pupils participated from OSC and 354 participated from DCU.

Capable wise Analysis:

A speedy expression at the Pareto Charts indicates that the top 2 topics taken by DCU and OSC are:

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OSC: Management (46. 4 %) and Information Technology (14. 6 %) ,
therefore, DCU is more popular for its classs on Human Resource and Management and OSC for Management and Information Technology.

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Mentions

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Information on the Headings of Data William claude dukenfields

Mentions

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