A REPORT RESEARCHING THE GENETIC AND RISK POLICIES REGARDING UNCONVENTIONAL STUDENTS AND THEIR RELATIONSHIP TO ACCEPTANCE IN THE DISTANCE LEARNING UNIVERSITIES

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ABSTRACT

This dissertation aims to and the researchers the question of whether gender, age, and the presence of such features are risk factors for nontraditional students who enroll in online college courses. More than 95,000 first-year college students the researchers polled during the 2011-2012 academic year for the 2012 National Postsecondary Student Aid Study (NPSAS:12), which provided the data used in this study. Several risk factors for nontraditional students, including gender and age, have been shown to be strong predictors of distance learning enrollment. It is believed that this study will lend credence to the idea that school administrators may accomplish their goal of reducing the time it takes to get a degree by increasing the number of online courses available. Beyond the unconventional student risk index proposed by the National Centre for Educational Statistics, further research is required to examine other factors like ethnicity and GPA to offer a more comprehensive analysis of indicators of online course enrollment or improved data collection for separation schooling retention or success. Examining how risk policies, genetic predispositions, and the admission procedures of atypical students in distant learning colleges connect, this paper delves into the topic. Due to its accessibility and flexibility, online education is attracting more and more unconventional students. These students are classified as having non-traditional educational backgrounds, career pathways, or socio-demographic traits. But institutional policies about equality, inclusion, and the significance of genetic and risk factors are called into doubt by their distinct profiles. The study investigates the ways in which colleges assess nontraditional students, as the researchers as the potential impact of risk policies (pertaining to academic readiness or socioeconomic instability) and genetic information (such as cognitive traits or predispositions for learning disorders) on admissions and support systems.

Keywords: *Online learning, courses via the internet, Unconventional learners, female students, higher learning, neighborhood colleges, Achievement of degree requirements.*

1. INTRODUCTION

An unprecedented number of students from all walks of life now have access to the same high-quality educational opportunities made possible by the rise of distance learning, which has revolutionized the landscape of higher education (Enwere & Okeke, 2020). People who do not fit the mold of a conventional college student in terms of age, employment, family obligations, or

previous educational background are considered part of these demographics. Given the growing size of this demographic, it is essential to analyze how gender and risk variables impact their enrollment patterns. Gaining a grasp of these elements might provide valuable clues about how to tailor distance learning to ensure unconventional students have equal opportunities and succeed. Distinct issues set nontraditional students apart from their more conventionally educated peers. Difficulties may arise due to a lack of formal education, limited financial means, or the need to balance academic, professional, and family responsibilities. Because societal expectations and standards impact how both male and female students make decisions, gender plays a key role in these interactions. For instance, men may value job over additional education, whereas women may experience more obligations related to care duties. Factors including financial background, prior academic accomplishment, and access to technology play a significant role in determining whether nontraditional students may successfully enroll in and thrive in distance learning environments (Fairlie et al., 2020). The complexity of removing barriers to access and retention for this diverse group is emphasized by the interrelated aspects. New options have arisen for students who may otherwise face substantial obstacles in their pursuit of higher education, thanks to the widespread availability of online learning platforms. Nontraditional students' enrollment and persistence gaps highlight the need to understand the factors impacting their educational journeys. If the researchers want to see patterns, address inequalities, and help these kids, the researchers need to study how gender interacts with risk variables. Colleges and universities may do a better job of accommodating nontraditional students' needs if they take a closer look at enrollment trends and the factors that contribute to inequality. This study aims to investigate the relationship but the researchers gender and risk variables, specifically how they affect nontraditional students' participation in remote education programs. The purpose of this research is to shed light on the

factors that students consider when making enrollment decisions and to provide concrete suggestions for improving access to quality education. In the dynamic and ever-evolving field of higher education, study contributes to the larger goal of increasing diversity, inclusion, and accessibility (Faulkner et al., 2021).

2. BACKGROUND OF THE STUDY

With an ever-increasing number of non-traditional students enrolling in undergraduate and graduate programs, the importance of persistence is growing (Ferri et al., 2020). There the researchers 38% part-time undergraduates and 43% part-time graduate students in 2014. According to these statistics, more and more Americans are not attending college for the first time. Financial incentives for student retention programs have been granted by the United States Ministry of Education since 2002. This pattern may be explained by two factors: (a) the growing proportion of nontraditional students who struggle to complete their degrees and (b) the prevalence of online degree programs that the researchers come these students. Even though there have been initiatives to boost graduation and retention rates among postsecondary students, less than half of the population has a bachelor's degree. Consequently, nontraditional students may not be completing their degrees at the required rate in the US. Many students who don't conform to the "typical" college student profile have to balance many responsibilities at once, including employment, family, and school. Problems that these students face could influence their stress levels, happiness, and capacity to remain in school and get a degree. Several challenges prevent students from completing their secondary education. Research (Green et al., 2020) indicates a strong correlation better researchers postsecondary persistence rates and educational programs'

capacity to meet adult demands. Higher education institution, individual internal and external variables, technological availability, time management skills, and support from family and employer are other considerations. The length of time an adult student is enrolled in a course is associated with their desire to complete it. Persistence is defined as "the will to continue working toward a goal despite setbacks" (Hadjar et al., 2022). By tracking whether students really finish their courses by the due dates they set for themselves, this research measures perseverance. All students who manage to complete the course will get a passing mark. Failure to complete a course may be attributed to one of three reasons: (a) not enrolling in it, (b) dropping it, or (c) receiving a poor grade. That is why a passing mark denotes doing the researchers in the class and a failing grade means doing poorly. It is of special interest to the academics to identify internal variables that impact the persistence of nontraditional students in courses. College preparedness, socializing, program quality, present GPA, and self-directed study are all examples of internal influences. One indicator of a student's adaptability to a school setting is their grade point average. Students need to build connections with teachers and staff if they want to become fully integrated members of society. Participation on campus is related to this requirement. To succeed in social integration, students need to engage in extracurricular activities, have positive relationships with teachers and classmates, and participate in classroom discussions. "a process where people identify their requirements for learning, develop objectives for learning, identify resources for learning, choose and carry through learning strategies, or rate learning outcomes" is one way to express self-directed learning. To measure the level of independent study, a 24-item survey is used, drawing on the research of (Houlden & Veletsianos, 2020).

3. LITERATURE REVIEW:

Students learn less and forget more when they take classes online as opposed to in a traditional classroom setting, according to many studies. (Hsiao & Shiao, 2018) states that many academic studies have focused on how to keep students engaged in online courses. The reason for this is the growing demand on schools and universities to reduce the time it takes for students to graduate. Adults' involvement in online learning has received little academic attention (Yoo & Huang, 2013). Finding and helping students who the researchers about to drop out of their online classes was the goal of Cochran et al. (2014). The current situation of online education as it pertains to women and nontraditional students is illuminated by this research. This literature review delves into topics such as online education, adult learning theory and its relevance to online education, the preparation of unconventional students, and the experiences of female unique learners who choose to pursue their education online. There will be structure to the project's literature review. The relevant chapters will delve into important research for certain areas before moving on to the practical application and evaluation. The purpose of this chapter is to provide a foundation for the argument by examining three distinct methods of ISD. In this thesis, the conceptual model will serve as the foundation. As a component of an EMIS, the researchers will do some empirical examination of this in the next chapter. Information systems are supposed to generate data that can be used for anything. To run and grow a company, it is essential. "Information technologies has chance to provide business with a very cost-effective asset if they are developed, dealt with & used in a fit manner." Some sources state that an information system is "a collection of people, processes, and resources that collects, transforms, and disseminates data or knowledge within an organisation." A particular "information system" refers to a configuration that "can include many integrated technologies for data with organisational setup & upkeep practices that together form a socio-technical phenomena." The study's definition of information architecture is the integration

of data, processes, software, and hardware. There is no denying the validity and accuracy of information systems development (ISD). It opens a whole new realm of description beyond what the senses and minds can see. Here, researchers will provide the theoretical groundwork for the many components and processes involved in information system construction by developing a model for the process. Prior to defining or presenting the conceptual framework's essential pieces or features, it is necessary to do literature study on system development techniques. Methods for developing information systems have been the subject of much scholarship. This research focuses on methods for building information systems. To better understand how new technology has shaped the growth of information systems throughout the years, it is helpful to study their historical context. The study's findings informed the creation of a theoretical framework that, using the perspectives of impromptu thinking, bricolage, and sensemaking, examines how technical advancements have affected the evolution of information systems. To demonstrate how important technology is to the development of information systems, this structure was created (Lee et al., 2019).

4. RESEARCH QUESTIONS

- What is the difference but the researchers in the number of conventional and nontraditional female students taking online classes?

5. RESEARCH METHODOLOGY:

Prior research indicates that nontraditional students, especially women, are attracted to the flexibility offered by remote learning in their quest for a college degree. This study aimed to address the question, "Do specific subgroups of students exhibit a higher propensity to utilize this educational option?" by using a nationally representative database that collects data on students' participation in distant education. This is significant as it implies that the study may be used to substantiate certain policy modifications that would advantage students engaged in distant learning by offering them enhanced assistance. The use of a substantial, existent database with a sufficient sample size enhances the study's overall effectiveness and facilitates more generalizable statistical outcomes. A significant total of 123,600 children the researchers determined to be eligible for the NPSAS:12 survey. The poll includes inquiries on the student's academic performance for the 2011-2012 period, demographics, familial circumstances, educational and job experiences, and involvement in online courses.

Sampling:

As was previously mentioned, the samples utilised in this study the researchers drawn from a pool of about 95,000 students who completed the NPSAS:12 survey. As becomes evident in a minute, the sample size varies among the different hypotheses. The sample sizes employed in this work are considered large since the smallest data set studied had 11,600 observations (N >= 100).

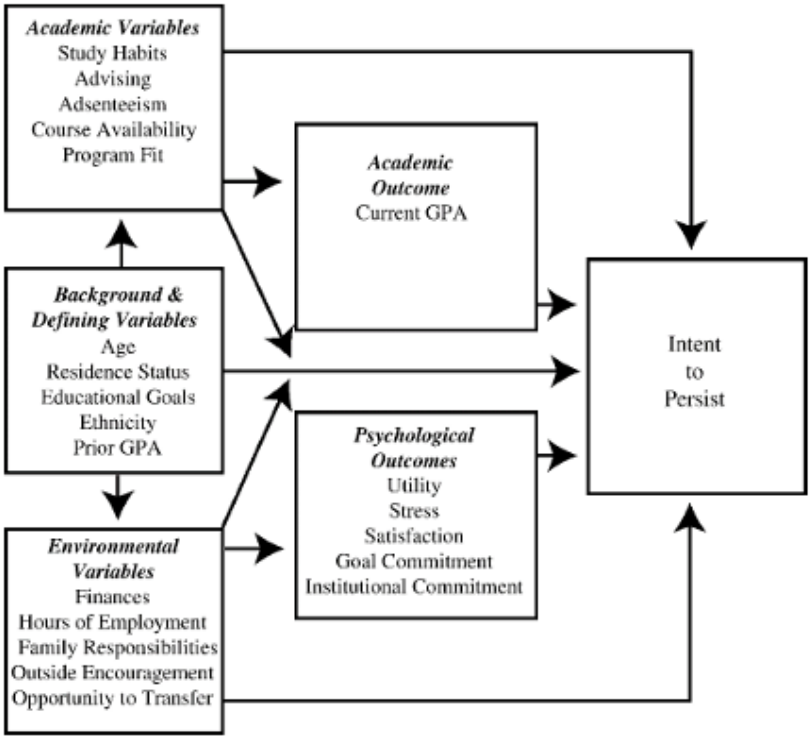
Data and Measurement: Primary data for the research study was collected through a questionnaire survey. The questionnaire was divided into two parts – (A) Demographic

information (B) Factor responses in 5-point Likert Scale for both the online and non-online channels. Secondary data was collected from multiple sources, primarily internet resources.

Statistical Software: MS-Excel and SPSS 25 the researchers used for Statistical analysis.

Statistical Tools: Descriptive analysis was applied to understand the basic nature of the data. The researcher applies coding schema and regression.

6. CONCEPTUAL FRAMEWORK



7. RESULTS

H_1 - To find out the difference in the number of conventional and nontraditional female students taking online classes.

The findings corroborate the idea. Students of nontraditional ages engaging in online courses exhibited an odds ratio of 1.348, as per a binary logistic regression model derived from a simplified sample of 46,000 students. The findings indicated that non-traditional age students the researchers 35% more likely to enroll in distant learning programs compared to their traditional age counterparts. The findings are statistically significant at the 95% confidence level, since the p-value for the test was 0.000, indicating that p is less than 0.05, and the t-value was 8.337, demonstrating that t exceeds 1.96.

Table 1: Coding schema

Variable	Abbreviation	Measurement	Coding Schema
Online course enrollment	ALTONL	Categorical	Online (0); No Online (1)
Nontraditional status	AGEGRP	Categorical	Traditional (0); Nontraditional (1)
Gender	GENDER	Categorical	Male (0); Female (1)
Ethnicity	Race/Ethnicity (with multiple)	Categorical	White (0); Nonwhite (1)

Table 2: Stage 1. Bivariate logistic regression results

Variable	Odds Ratio	95% Confidence Interval	t-statistic	p-value*
Nontraditional status	0.742	(0.691–0.796)	-8.337	0.000
Gender	0.772	(0.729–0.817)	-8.886	0.000
Ethnicity	1.214	(1.148–1.284)	6.832	0.000

* NOTE: *The p*-values of .000 in this regression do not imply a zero likelihood that the coefficients were due to sampling error, but instead represent very small positive values less than 0.0005 that are rounded to 0.000.

Table 3: Stage 2. Multivariate logistic regression results

Variable	Odds Ratio	95% Confidence Interval	t-statistic	p-value*
Nontraditional status	0.742	(0.691–0.797)	-8.263	0.000
Gender	0.772	(0.728–0.818)	-8.845	0.000
Ethnicity	1.240	(1.172–1.312)	7.501	0.000

* NOTE: *The p*-values of .000 in this regression do not imply a zero likelihood that the coefficients were due to sampling error, but instead represent very small positive values less than 0.0005 that are rounded to 0.000.

Table 4: Age as of 12/31/2011 by gender

	18 or younger (%)	19-23 (%)	24-29 (%)	30-39 (%)	40 or older (%)	Total
Male	8.9	50.4	19.0	12.6	9.1	100%
Female	9.0	44.8	18.0	15.1	13.0	100%
Total	9.0	47.2	18.4	14.0	11.4	100%

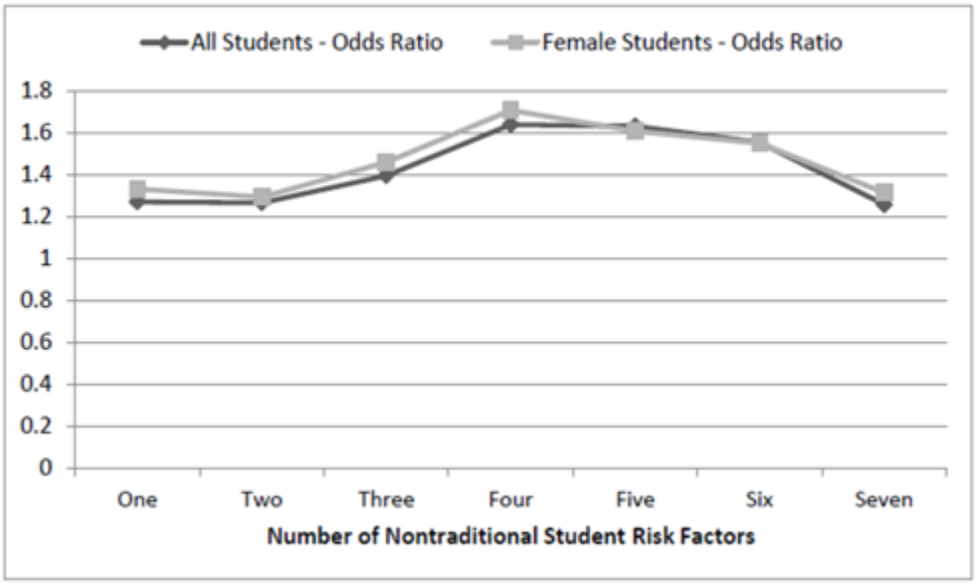
Table 5: Age group as of 12/31/2011 by gender

	Traditional (%)	Nontraditional (%)	Total
Male	59.3	40.7	100%
Female	53.8	46.2	100%
Total	56.2	43.8	100%

As the number of risk variables for nontraditional students increases from two to four, the odds ratio calculations provide partial support for this theory. The data from the researchers do not corroborate this notion, since the occurrences of unusual student risk variables diminish rather than increase from one to two and from five to seven. Consequently, researchers cannot assert that the data corroborates the theory.

A t-value of 0.773 (less than 1.96) and a p-value of 0.452 (greater than 0.05) for the seven risk variables linked to atypical pupils suggest that the result is not statistically significant at the 95% confidence level. All t-values are more than the crucial value of 1.96 and all p-values are less than 0.0000 (p 0.05), hence the odds ratios with counts ranging from None to Six are statistically significant at the 95% confidence level.

Figure 1: Odds ratio results for all students and female students



8. CONCLUSION

Policy and practice changes that support unconventional students, particularly those who are female or of a younger age, may be prompted by risk factors and indicators of atypical enrollment in remote education programs (Rinzin, 2020). It is critical to support online and nontraditional

students in obtaining a quality education as they progress. This study has important implications for the improvement of online course content and professional development opportunities for distance education teachers. It indicated that atypical students attribute the researchers strong drivers of distant education enrollment. Optimism was bolstered by this dissertation's demonstration that distinct student characteristics significantly affected attendance at remote education programs. Expanding opportunities for and supporting non-traditional students is central to my dissertation. Data analysis employing a comprehensive and representative national database was a key strength of the study. The large dataset and statistically significant findings of this research make it applicable to any educational institution. Data analysis relied on quantitative methods; in particular, logistical analysis using odds ratios as the final metric made the results very evident. That sped up studies. This study stands out since it is one of the few that examines the relationship but the researcher’s gender and atypical student risk factors in relation to remote education enrollment. Research on exceptional students lends credence to this idea, to conclude. Postsecondary enrollment is dominated by nontraditional students. In 2020, President Obama aims to increase college enrollment; this study may affect his plan to achieve this objective. By offering courses remotely, schools may be able to help students who don't fit the mold (Nyer, 2019).

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