PERCEIVED SOCIAL PRESENCE AND STUDENT LEARNING AND SATISFACTION IN ONLINE LEARNING ENVIRONMENT

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Abstract: This study aimed to determine which domains of perceived social presence best influences student learning and satisfaction in online learning environment. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Sarangani District, Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2020-2021. Research instruments on perceived social presence and student learning and satisfaction in online learning environment were used as sources of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: level of level of perceived social presence is high, the level of student learning and satisfaction in online learning environment is high, there is a significant relationship between perceived social presence and student learning and satisfaction in online learning environment, and social presence scale is the domain of perceived social presence best influences student learning and satisfaction in online learning environment.

Keywords: Perceived Social Presence, Student Learning and Satisfaction In Online Learning Environment, Educational Management

1. Introduction

The current health situations forced schools to shift from face-to-face to blended learning modality. Among the blended learning that has been an option of students is the modular and online learning. However, there are some students who opted to choose online learning modality as they have the resources. Being new to the modality, there are several students who find it difficult to navigate. These students have trouble in interacting with the teacher and with their classmates. They also have trouble posting their responses aside from interacting with their teachers (AbuSeileek, 2012).

To provide ease with the difficulty that the students encountered in online learning environment, the social presence among the teachers is seen as important aspect in the facilitation of lesson including the facilitation of learning engagement in the online learning environment. The social presence of the teachers helps organize the flow of the lesson and allows students to interact smoothly with one another and to the teacher. It also eases probable tensions that might hamper the meaningful learning experience of the students (AbuSeileek, 2012).

However, even though teachers recognize the importance of their presence in an online learning environment to regulate activities of the students, there are still issues that confront the students. Among these is they have difficulty in turning in their responses and other academic requirements. Some students have trouble in the submission of their performance tasks as they have difficulty in navigating the online learning experience (Kreijns, Kirschner & Jochems, 2002).

On the other hand, there are also students who have trouble with interacting with their classmates. For them, their classmates like to talk all together at the same time that some of them are disconnected with the key points of the lesson that the teacher is highlighting. In this situation, many students miss the learning opportunities (Yen & Tu, 2011).

In the similar instance, there are students in the local context who experience learning issues in the online modality. These students complain about not getting the ongoing feedback from their performance task and other work. For them, it is essential that a relevant and on time feedback giving on their output is important for them to assess and self-evaluate their own learning.

The problem-situations narrated are the common observations among teachers. The researcher finds it relevant to address the concern on perceived social presence and student learning and satisfaction in online learning environment. Hence, the researcher is prompted to conduct this study to address the knowledge gap as the researcher has rarely come across with the same study on the same topic in the local setting.

Research Objectives

This study aims to find out which domains of perceived social presence best influences student learning and satisfaction in online learning environment. Specifically, this study sought to answer the following objectives:

1.   To describe the level of perceived social presence in terms of:
1.1.   sociability scale;
1.2.   social presence scale, and
1.3.   positive group behavior.
2.   To ascertain the level of student learning and satisfaction in online learning environment in terms of:
2.1   course structure/organization;
2.2   learner interaction;
2.3   student engagement;
2.4   instructor presence;
2.5   student satisfaction, and
2.6   perceived learning
3.   To determine the significant relationship between perceived social presence and student learning and satisfaction in online learning environment.
4.   To determine which domains of perceived social presence best influences student learning and satisfaction in online learning environment.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between perceived social presence and student learning and satisfaction in online learning environment.
2. No domains of perceived social presence best influences student learning and satisfaction in online learning environment.

2. Methods

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables.

3. Results

Level of Perceived Social Presence

Presented in Table 1 is the level of digital competence with an overall mean of 4.11 with a descriptive equivalent of high, indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator as appended in this study.

The indicator *social presence scale* obtained the highest mean of 4.18 with a descriptive rating of *high*. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: When I have real-time conversations in my online class environment, I have my communication partner in my mind's eye, when I have asynchronous conversations, I also have my communication partner in my mind's eye, when I have real-time conversations in the online class environment, I feel that I deal with very real persons and not with abstract anonymous persons, real-time conversations in the online class environment can hardly be distinguished from face-to-face conversations.

Sociability Scale obtained a mean score of 4.12 or high. As depicted in the appended table, the high level of this indicator suggested that: enables me to easily contact my classmates, does not make me feel lonely allows spontaneous informal conversations, enables us to develop into a well performing students, and enables me to identify myself with my classmates.

Table 1. Level of Perceived Social Presence

Indicators	SD	Mean	Descriptive Level
Sociability Scale	0.820	4.12	High
Social Presence Scale	0.708	4.18	High
Positive Group Behavior	0.485	4.05	High
Overall	**0.43**	**4.11**	**High**

with very real persons and not with abstract anonymous persons, real-time conversations in the online class environment can hardly be distinguished from face-to-face conversations.

Sociability Scale obtained a mean score of 4.12 or *high*. As depicted in the appended table, the *high* level of this indicator suggested that: enables me to easily contact my classmates, does not make me feel lonely allows spontaneous informal conversations, enables us to develop into a well performing students, and enables me to identify myself with my classmates.

Positive Group Behavior obtained a mean score of 4.05 or *high*. As depicted in the appended table, the *high* level of this indicator suggested that: Group members felt free to criticize the ideas, statements, and/or opinions of others, group members ensured that we kept in touch with each other, we worked hard on the group assignment, the group conducted open and lively conversations and/or discussions, group members asked others how the work was going.

The high level of digital competence is due to the high level of rating given by the respondents to the indicator's sociability scale, social presence scale, and positive group behavior.

The above practices are expected to increase perceived social presence as they are congruent with the views of research which pointed that sociability scale, social presence scale, and positive group behavior are key elements in making students feel that the teachers look after the learning of the students in an online learning modality.

Level of Student Learning and Satisfaction in Online Learning Environment

Shown in Table 2 is the level of student learning and satisfaction in online learning environment with an overall mean of 4.10 with a descriptive equivalent of

Table 2. Level of Student Learning and Satisfaction in Online Learning Environment

	SD	Mean	Descriptive Level
Course Structure/Organization	0.628	4.04	High
Learner Interaction	0.633	4.15	High
Student Engagement	1.004	4.08	High
Instructor Presence	0.720	4.10	High
Student Satisfaction	0.708	4.17	High
Perceived Learning	0.682	4.06	High
Overall	**0.533**	**4.10**	**High**

high indicating that all enumerated indicators were always observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this indicator which was appended in this study.

Among the enumerated indicators, *student satisfaction* ranked the highest with a mean score of 4.17 or *high*. As appended in the table, the level of this indicator suggested that students: I am satisfied with my overall experience in this class, I am satisfied with the content of the lesson, I am satisfied with the level of student interaction that occurred in the class, I am satisfied with my learning in the class, and I am satisfied with the teacher in the class.

Learner Interaction obtained a mean score of 4.15 or *high*. This result is taken from the strands of the indicator as appended in this study which are the following: I frequently interacted with other students in the class, there were opportunities for active learning in this class, the learning activities promoted interaction with others, I received ongoing feedback from my classmates, and I regularly communicated with the teacher.

Instructor Presence obtained a mean score of 4.10 or *high*. This result is taken from the strands of the indicator as appended in this study which are the following: the teacher's feedback on assignments was clearly stated, the instructor's feedback on assignments was constructive, the teacher provided timely feedback about my progress, the teacher cared about my progress, I learned from the feedback that was provided by the teacher.

Student Engagement obtained a mean score of 4.08 or high. This result is taken from the strands of the indicator as appended in this study which are the following: I frequently interacted with my teacher of this course, I discussed what I learned in the class, I completed my readings as assigned during the class, I participated in synchronous and/or asynchronous chat sessions during the class, and I was actively engaged in the activities required in the course.

Perceived Learning obtained a mean score of 4.06 or high. This result is taken from the strands of the indicator as appended in this study which are the following: I am pleased with what I learned in the class, the learning activities enhanced my understanding of the lesson, the lesson contributed to my learning, I learned skills that will help me in the future, and the learning activities promoted the mastery of the lesson.

Course Structure/Organization obtained a mean score of 4.04 or high. This result is taken from the strands of the indicator as appended in this study which are the following: student learning outcomes was aligned to the learning activities, course navigation was logical, the layout of the course was organized, instructions about student participation were clearly presented, the purpose of the course was clearly presented.

The high level of student learning and satisfaction in online environment is due to the high level of rating given by the respondents to the indicators course structure/organization, learner interaction, student engagement, instructor presence, and student satisfaction. These practices are expected to increase the level of student learning and satisfaction in online environment as it aligns to the views of research that stated that a successful online learning require students to master the skills on course structure/organization, learner interaction, student engagement, instructor presence, student satisfaction.

Correlations between Measures

Illustrated in Table 3 are the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r-value of 0.433 with a probability value of $p<0.01$ which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of perceived social presence and student learning and satisfaction in online learning environment revealed computed r- values ranging from .225 to .436 with probability values of less than $p<0.01$ which is lesser than .05 level of significance. Hence, the null hypothesis which states that there is no significant relationship between perceived social presence and student learning and satisfaction in online learning environment was rejected.

The findings of the study which stated that there is a significant relationship between perceived social presence and student learning and satisfaction in online learning environment. The result of the study is aligned with the idea that pointed that social presence of teachers increases student learning and satisfaction in online learning environment.

Table 3. Significance on the Relationship between Perceived Social Presence and Student Learning and Satisfaction in Online Learning Environment

Perceived Social Presence	Student Learning and Satisfaction in an Online Learning Environment					
	Course Structure/ Organization	Learner Interaction	Student Engagement	Instructor Presence	Student Satisfaction	Overall
Sociability Scale	.218* (.002)	.276* (.000)	.420* (.000)	.384* (.000)	.272* (.000)	.436* (.000)
Social Presence Scale	.311* (.000)	.183* (.009)	.383* (.000)	.395* (.000)	.185* (.009)	.438* (.000)

Positive Group Behavior	.202* (.004)	.084 (.235)	.162* (.021)	.222* (.001)	.088 (.235)	.225* (.001)
Overall	.306* (.000)	.212* (.002)	.381* (.000)	.407* (.000)	.218* (.002)	.423* (.000)

*Significant at 0.05 significance level

Significance of the Influence of Perceived Social Presence on Student Learning and Satisfaction in Online Learning Environment

Table 4 presents the regression analysis showing the predictive ability of perceived social presence and student learning on satisfaction in online learning environment. The analysis shows that when the student learning on satisfaction in online learning environment were regressed on perceived social presence, it generated an F-value of 61.818 with Sig. of .000a. The ANOVA value of this regression is 54.628 at 0.05.

It can be stated that perceived social presence and student learning on satisfaction in online learning environment. The R2 of 58.2% of the variance of student learning on satisfaction in online learning environment was attributed to the variance on perceived social presence. This means that 41.8% of the variation can be attributed to other variables not covered in this study.

The beta coefficient of social presence scale has the highest beta of 0.146, this domain of perceived social presence best influences student learning and satisfaction in online learning environment.

Generally, the findings of the study revealed social presence scale is the domain of perceived social presence that best influences student learning and satisfaction in online learning environment. The result of the study is aligned with is the proposition which pointed out that social presence scale allows the students to feel the real-time lessons and makes them realize that online learning is almost similar to face-to-face class.

Table 4. Regression Analysis of the Influence of Perceived Social Presence on Student Learning and Satisfaction in Online Learning Environment

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.828a	.582	.673	.3214424

a. Predictors: (Constant), Sociability Scale, Social Presence Scale, Positive Group Behavior

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	43.604	8	5.350	54.628	.000a
Residual	20.045	194	.103		
Total	63.649	202			

b. Predictors: (Constant), Sociability Scale, Social Presence Scale, Positive Group Behavior
a. Dependent Variable: Student Learning and Satisfaction in Online Learning Environment

Coefficientsa

Model	Standardized Coefficients (Beta)	t	Sig.

		2.575	.011
1 (Constant)	.618	.521	.715
Sociability Scale	.035	.284	.743
Social Presence Scale	.146	2.025	.008
Positive Group Behavior	.078	.828	.448

b. Dependent Variable: Student Learning and Satisfaction in Online Learning Environment

CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The level of level of perceived social presence is high, the level of student learning and satisfaction in online learning environment is high, there is a significant relationship between perceived social presence and student learning and satisfaction in online learning environment, and social presence scale is the domain of perceived social presence best influences student learning and satisfaction in online learning environment.

RECOMMENDATIONS

The results of this study revealed that perceived social presence is high. The researcher recommends that the Schools Division Office conduct a session on Learning Action Cell. More so, the LAC may put greater emphasis in developing positive group behavior in an online learning.

The study revealed that the level of student learning and satisfaction in online learning environment is high. The researcher recommends that the District level may also conduct LAC on the topic particularly on course structure/organization.

This study found out that there is a significant relationship between perceived social presence and student learning and satisfaction in online learning environment. The researcher recommends that the school heads may encourage students to explore the indicators of the study and design activities that will enhance the skills of the students on these aspects.

The study found out that social presence scale is the domain of perceived social presence best influences student learning and satisfaction in online learning environment. The researcher recommends that the future researchers may conduct the same study in the other context to determine whether the results are identical to this study or different. The future researchers may also use the results of this study as basis of the future researches.

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