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ABSTRACT

The Online Learning Environment and its Relationship to the Self, Efficacy, Social Presence and Satisfaction of the Freshman University Students aimed to describe the students' perception based on their online learning experiences as it relates to their social presence and self-efficacy as factors in their satisfaction with online learning. Data revealed that generally, the students have a very high level of self-efficacy, particularly around Persistence followed by Perceived Control, and Self-Learning while Competence has a high level. Regarding Sex and Self-Efficacy, it was disclosed generally no significant difference, however, in terms of paying attention during synchronous classes and confidence during exams, there is a tendency to favor female students. As for the Social Presence, it was found that in terms of comfortability in interacting, there has a significant difference, alongside, a significant difference was also noted as students found that the communication in online classes was impersonal. Nonetheless, students perceived a high level of sense of being in and belongingness. While the level of satisfaction, the majority of the students Agreed that their online learning experiences are Satisfactory. While the Satisfaction and Type of Internet Connectivity; a significant relationship was found between the students' overall online learning satisfaction.

Keywords: Self-Efficacy, Social Presence, Satisfaction, Online Learning

INTRODUCTION

In the subsequent lockdown in many countries around the world due to COVID-199, tertiary education institutions have had to drastically implement various interventions to ensure that the education process is continuous. According to the International Association of Universities report in 2020, only 2% out of 7 HEIs reported that teaching and learning are not affected and those 4 out of 7 HEIs are already virtual universities while the other one is a campus and the other 2 are the traditional campuses which were closed. It is also mentioned that in Asia and the Pacific, 60% have been replaced by distance teaching and learning. Though the transition to the digitization and online learning is quite swift for countries that invested years ago in such approaches but for countries, which are the majority struggle.

The Chairperson of the Philippine Commission on Higher Education (CHED) mentioned in his speech that flexible learning is the new normal. And that the old traditional versus online will be disposed and in its place is a new system that will cater to a more varied throughout a student's life and university years," he also added "Universities have their own discretion where they can go fully online, hybrid and the modular or the correspondence approach as this was published in an online article of the University World News, 2020. As mandated by the commission for all the public and private colleges and universities are encouraged to take advantage of the use of technology to support learning and teaching. Hence, Flexible Learning has become a word of mouth in the higher academe for a year now and maybe years from now or maybe a part of our educational system. Higher Education Institutions (HEIs) both public and private have to adapt to the new circumstances where face-to-face interaction or what we call the traditional classroom setup is still prohibited in areas where a high number of COVID cases are present predominantly in the metro.

Apart from the PUP Open University System (Distance Learning Department) of the university, PUP is one of those institutions which have been delivering learning through the traditional method where face-to-face in a classroom setting. Though several programs have been utilizing blended learning, October 2020 marked the first as PUP conducts all its virtual classrooms. In the survey conducted before the opening of the academic year 2020-2021, most student respondents chose the online learning mode.

Primarily, this study focuses on freshman students who have no or limited experience in online classes as the majority of the students came from public secondary schools which are also struggling at the onset of online

classes as mandated by the Department of Education furthermore, they are the batch that was greatly affected when the nationwide lockdown was implemented hence, an extreme closed down of schools that hampered their academics. Alongside this, these freshman students are also the first batch to experience the “experimental” online learning delivery. To address the drastic transition from the traditional to online mode, the University provided training to its regular faculty members on the utilization and operation of the adopted Learning Management System (LMS) which is MS Teams and later ZOOM. However, concerns still arise about its conduct and more so, students’ experiences are of the essence to identifying the strengths and weaknesses of the program.

This exploratory study intended to describe the online learning environment of these freshman university students and its relationship with the satisfaction of online classes to the self-efficacy, social presence of the freshman university students.

Statement of the Problem

This study aimed to achieve these general objectives:

1. Describe students’ perception of their online learning experiences
2. Explain self-efficacy, and social presence as factors in the students’ satisfaction with online learning
3. Describe the Online Learning Environment and its Relationship to the Self, Efficacy, Social Presence and Satisfaction of the Freshman University Students

Explicitly, the following specific questions are to answer:

1. What is the demographic profile of the student-respondents in terms of:
 - a. Sex
 - b. Type of Gadget mostly used in Online Class
 - c. Type of Internet Connectivity
2. What are the levels of the respondents’ Self-Efficacy, Social Presence, and Satisfaction in an online class?
3. Is there a significant difference between the student respondents’ level of Self Efficacy and their Demographic Profile; Sex?
4. Is there a significant difference between the student respondents’ level of Social Presence to their Demographic Profile; Primary Gadget used in Online Classes and Type of Internet Connectivity
5. Is there a significant difference between the student respondents’ level of Satisfaction with their Demographic Profile; Primary Gadgets used in Online Classes and Type of Internet Connectivity?
6. What recommendations improve the Self-Efficacy, Social Presence, and Satisfaction of university freshman students in the online learning environment?

THEORETICAL FRAMEWORK

The topic of self-efficacy has been increasing research interest with which contributing to social learning theory or social cognition theory. It can be used to further understand work performance either in industry or in the academe; whereas in this study, it will be applied in the academic setup. The training methodologies that Bandura described that including both modeling and vicarious learning have become central constructs in his social cognition theory framework. In his work, Bandura defined self-efficacy as a self-belief of a person in their abilities to accomplish a particular task. Where it was used as a consistent predictor of both motivation and task performance and to influence personal goal achievement which could lead to satisfaction. It is believed that if a person has a high sense of self-efficacy belief it boosts human achievement and personal well-being in doing so. Hence, they may see challenges as to be grasped instead as dangers to be averted; and set goals that must be accomplished, and a commitment so high to achieve them. They tend to heighten their efforts instead of simply giving up on difficult tasks. Thus, amid the pandemic, where many people particularly students view this scenario as a challenge that they are forced to deal with. This study aims to prove this claim; that when a student has a high level of self-efficacy, they tend to master conquering difficulties maintain focus on their set goals, and refrain from obstructions that may mislead their objectives.

Online Learning

Whether the students or the instructors have knowledge and skills in the navigation and general use of the Learning Management System, the current health situation forces us to be. Though for other universities both in Asia and in Western countries, online learning has been a buzzword for quite a while now while others have been implementing such for over decades now. As Swan and Shih (2005) in over ten years, the internet has been impacting higher education that enabling a phenomenal increase in learning. One advantage cited is that it has altered the learning environment created by the web-based course which aims not only to eradicate barriers of time and space, it has also been providing increased access to higher education and has been challenging the traditional views of teaching and learning.

E-Learning in the Philippines started popularized at the onset of 2000 in line with the increasing attractiveness of Information and Communications Technology (ICT). However, the implementation was always been

challenging with the deficiency of extensive ICT infrastructure to provide for the growing number of users and the internet service provider may have overlooked the reliability and connectivity issues until today. Although online learning is seen as being more cost-effective and accessible than face-to-face educational settings as well as prospects for more learners who want to continue their education whenever and wherever as cited from (Richardson and Swan 2003). Their acceptance and the general views of students have really been challenging its position in the teaching and learning process in the Philippines.

Self-Efficacy

Bandura, 1986 first coined the term self-efficacy which identifies the extent of effort made by the individual and the average, and extent of his/her commitment to continuing or perseverance of the target activity. The perseverance linked with a high level of self-efficacy will lead to a high performance, which dates back again to rise to affect the level of self-efficacy, and thus affects the social skills and the quality of decisions that may be taken by the individual. The person's beliefs have been viewed as more central or inescapable amongst human mechanisms. And this primal belief tends to establish the foundation for humans to inspire and find the motivation to perform or accomplish something to achieve an emotional balance. Though not all may perceive the same, not all people believe that they have the capacity to create desirable effects when knowing that there are minimal incentives or to pursue tasks when faced with difficulties.

It is attached to the Social Cognitive Theory developed by Bandura in 1997. It has four components which are perceived control, competence, persistence, and self-regulated learning. Perceived Control refers to a personal belief that one has control and that one could control threats or mishaps. Hence, Perceived Control is believed to be the capacity of a person to psychologically adjust to any given situation. In this study, the identified situation is the drastic transition from traditional learning into pure online modality where the student-respondents have no or limited experience of such mode. Competence is characterized by having a sense that we have the qualities (including social, emotional, physical, and intellectual/cognitive skills) order to overcome any struggle. Persistence, on the other hand, is a person's belief in his or her ability to succeed in a particular situation whereas Self-Regulated Learning refers to the perceived capability of individuals to resist enticement and keep themselves focused on whatever their minds and hearts put into it. Furthermore, they have these qualities where they can avoid destruction or situations where they might have difficulty resolving it. (Caprara et.al, 2008) Hence, the researchers aim to expound on its relationship with the satisfaction of students in their online classes and which component plays the most significant.

Some researchers have connected the relevance of self-efficacy to various aspects of education such as Alinviei (2010) who studied the relationship between social skills and self-efficacy among outstanding and ordinary students in secondary schools and found a positive correlation. In the study conducted by Cruz, 2002 where he explored the relationship between self-efficacy and academic achievement, and it was revealed that there is a positive correlation. While the study of Abdul-Aziz et. Al, 2017 revealed that self-efficacy has a direct significant relationship with social skills and decision-making.

Social Presence

Though there is no clarity on how social presence according to Rettie , 2003 and Tu, 2002. Picciano in 2002 continued to redefine for one based on the definition by Gunawardena (1995) where they said that social presence is what people viewed as "real". While Garrison et al. in 2000 defined social presence as the ability of the students to view themselves as socially and emotionally "real people in the online world. In Computer-mediated communication (CMC) Tu and McIsaac (2002) specified that the being connected in the CMC and their degree of being felt and perceived by one another. Face-to-face Communication and followed by video and audio communications ranked as the most important, more important and important form of socially-present media respectively. (Tu, 2002). To support this study, Hample and Dallinger (1995) stated that when social presence is absent, this may lead to a high level of frustration among the students, furthermore, students may also view the critical level of their teachers' effectiveness resulting in a lower level of learning effectiveness. And with these given claims and the given the present situation, the researchers conducted this study to determine the relationship between social presence in the success of online classes in terms of students' satisfaction.

Satisfaction

Satisfaction on the other hand can be defined as the emotional learning outcome that students respond to the quality of learning and the degree of motivation these online classes may have on them (So & Brush, 2008, p. 323). Though So and Brush argued that the effectiveness of online classes, students' satisfaction would have a significant role. And in this study, the researchers explored the relationship between self-efficacy, social presence, and the satisfaction of the students in the conduct of online classes. As Aragon (2003) viewed there is a development in studying these relationships between students' satisfaction and learning outcomes in terms of their social presence in the conduct of their respective online classes. It is where he claimed that learners with a

higher sense of feel belonging in computer-mediated communication tend to be more satisfied with the online environment.

METHODOLOGY

A reliability test using Cronbach's Alpha as a certification of its research instrument was sought, while a random sampling technique was used to identify the sample size. The respondents were 453 freshman students enrolled for the 1st Semester of the Academic Year 2020-2021. Whereas, Frequency and percentage will be used in part I. Mean and general weighted mean will be used in parts II, III, and IV. While Mann-Whitney U-test, one-way ANOVA, and Pearson correlation will be used to prove the hypotheses.

The study used structured questionnaires using a survey method thru an electronic scheme via google form where the research instrument is composed of 4 Parts: Part 1: Demographic Profile, Part 2: Self-Efficacy, Part 3: Social Presence and Part 4: Satisfaction Part 5: is an open-ended question as to the recommendations to enhance the positive online learning experience of the students. The informed consent is already attached in the first part of the google form survey so as to save time. The respondents of the study will be on a voluntary basis and will focus on a non-probability sampling technique due to the nature of the data gathering process (via google form) and the limitation of mobility due to the pandemic.

RESULTS AND DISCUSSIONS

This descriptive study on the self-efficacy, social presence, and satisfaction of freshman students in online classes was participated by 453 respondents of which 166 or 36.60 % are male students and 286 or 63.10% are female with 1 participant with no response. The majority of the respondents are enrolled in a degree course in Entrepreneurship with 58; Performing Arts with 57, Applied Mathematics with 52; Marketing Management with 40; Human Resources Management with 39; Diploma in Computer Engineering with 49; Education with 43; degree course in Electrical Engineering with 36; while the lowest number of respondents are enrolled in Physical Education with 19.

As with the primary gadget used in their online classes; most of the respondents 226 or 49% were using mobile or smartphones, followed by 163 or 36 % who were using laptops. On the other hand, 46 students, or 10.20% were using a desktop while 11, or 2.40% responded that they were using a tablet. This result can be related to Haruna et.al study conducted in 2016 stating that mobile phones are the most necessary medium of communication for adolescents. There are also various educational benefits of mobile phones in terms of easy access, integration of broad ranges of educational activities which support independent learning, student organization as well as it supports inquiry-based instruction and learning according to Roschelle, 2003. In addition, a study conducted in 2020 by Cleofas and Rocha, revealed that smartphone is the most acquired gadget used by students in their online classes which also supported the result of this study.

As to the primary internet connection, 160 or 35.30% were using Pre-paid WIFI. The least challenge faced by students in their online classes is internet access, however, it must be considered that participants in the said study were enrolled in private higher education institutions and still belong to low and middle-income groups but with basic online learning equipment such as computer, headset, and speakers; whereas, the respondents for this paper are from a state university who are from the low socio-economic status of the society with the majority relying on their smartphones only as their main gadget used.

When it comes to the Reliability of their internet connection, 330 or 72.80% said that their connection is Reliable while only 7 students of 1.50% claimed Strongly Unreliable, and 45, or 9.

90% responded with Highly Reliable. This result is comparable to that of the situation in Ireland at the peak of the pandemic in 2020, where 16.6% or 27,869 student-respondents were at risk of poor broadband access where undergraduate students are more likely to face broadband access issues based on the data from the study conducted by Cullinan et.al, 2021. As to the works of Rotas et.al in 2020 with the title Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis, it was found that internet connectivity that is unreliable rose as the topmost difficulty faced by students alongside learning resources that are lacking, disruptions in electric power, erroneous learning contents, and lesson activities that over bombard the student

Table 1: Respondents' Level of Self-Efficacy- Perceived Control

2.1 Perceived Control		Mean	Verbal Rating
1. I know I can succeed because my study habits are improving		1.69	SA
2. I will be able to finish college because I am smart to do so.		1.97	SA
3. I give right answers during Recitations because I listen well		2.05	A
4. I will pass this course/subject because I know I am performing		1.60	SA
5. How well I do now will determine my future		1.55	SA
6. I deserve the high marks I get from my professors		1.79	SA
7. Because of my good study habits, I learn more		1.75	SA
8. Performance Tasks such as group presentations and oral works are successful because I have control over it.		2.02	A
9. My professors see me as a good student.		1.97	SA
10. I believe I will pass the course/subjects because I can.		1.80	SA
		1.82	SA

The table shows that most of the respondents have a high level of Self-Efficacy- Perceived Control particularly in PC 4 this can be attributed to what Bong, 2002 mentioned that beliefs, where we are resistant to change, can be attributed as self-efficacy as well as when we do not be as responsive to contextual determinants. It was also revealed in several studies that when beliefs about academic performance capacity are measured on multiple occasions over time, though there might be interventions in terms of feedback and monitoring, repeated measurements are consistently strong. Hence, it can be inferred that the student respondents' high level of self-efficacy-perceived control may remain constant over time. Another piece of evidence of this theory was a study conducted by Mediation Analysis, where students' beliefs about the impact of COVID-19 on their academic performance did not directly or indirectly change instead have remained constant. However, a possible follow-up study on this note will be recommended particularly when these students are back to the traditional learning set-up or the face-to-face classes.

Table 2: Respondents' Level of Self-Efficacy- Competence

2.2. Competence - it is characterized as the extent to which we feel we possess the necessary attributes (including social, emotional, physical and intellectual/cognitive skills) in order to succeed.		
Indicators	Mean	Verbal Rating
11. In whatever I do, I strive to attain excellence.	2.00	A
12. I do things creatively and it helps me to get a good mark.	1.95	SA
13. I can perform very well in any field I get into.	2.34	A
14. During exams, I do not feel anxious because I know I can pass the test with high marks.	2.67	A
15. On the spot recitations do not nervous me because I can answer them well.	2.88	A
16. My professors see me as one of the best students in the class.	2.72	A
17. I am convinced that I can master the concepts and topics taught in my class.	2.36	A
18. Compared with my classmates, I think that I am a better academic performer.	2.92	A
19. I can do an excellent job in my subjects	2.12	A
20. I do not worry about any academic tasks assigned to me.	2.67	A
21. I am competent to pass all my subjects.	2.06	A
Overall Weighted Mean	2.43	A

Data revealed that the student-respondents have a high level, particularly in the statement. I do things creatively and it helps me to get a good mark. Got the highest mean, while Compared with my classmates, I think that I am a better academic performer” got the lowest mean. This can be inferred that the student-respondents still feel that they lack the necessary attributes in order to succeed in the online conduct of classes.

Table 3: Respondents’ Level of Self-Efficacy- Persistence

	Mean	Verbal Rating
2.3. Persistence - it is a person's belief in his or her ability to succeed in a particular situation		
22. Amidst the disuasions from other people, I will pursue to finish my study	1.66	SA
23. I overcome difficult subjects/courses	1.78	SA
24. I am determined to understand a difficult lesson	1.80	SA
25. Regardless of obstacles, I keep moving forward.	1.61	SA
26. No matter how difficult an assignment is, I will not stop.	1.78	SA
27. By working hard, I will succeed	1.77	SA
28. Even with the most difficult subject/course, I will be able to figure it out.	2.01	A
29. I will get good grades even when the subjects/courses are difficult.	1.66	SA
30. Even there are many obstacles, I know I will learn from them.	1.58	SA
	1.74	SA

SE-Persistence (SE-P); most of the respondents with a general weighted mean of 1.74 indicated that they have a very high belief in their abilities to succeed in a particular situation. This result is in alignment with the result of the Mediation Analysis 2020; that students’ beliefs about the impact of COVID-19 on their academic performance did not directly or indirectly change.

Table 4: Respondents’ Level of Self-Efficacy- Self-Regulated Learning

	Mean	Verbal Rating
2.4. Self-Regulated Learning - refers to the perceived capability of individuals to resist distractions and stay focused on their learning goals		
31. I can easily adjust to accommodate difficult subjects	2.03	A
32. I can learn on my own	2.02	A
33. I monitor my learning development	2.10	A
34. I submit my requirements ahead of time	1.86	SA
35. Remembering the lessons in class is easy for me	2.30	A
36. I am focus on my study	2.20	A
37. I motivate myself to study hard	1.93	SA
38. I can adjust my behavior and learn from my mistakes	1.63	SA
39. I will excel	1.78	SA
40. Planning ahead is important to succeed in class	1.94	SA

In terms of SE-Self-Regulated Learning (SE-SRL), it is revealed that respondents have very high-level SE-SRL which means that these students have a very strong perceived capability that they can remain focused and may tend to stay away from activities that may distract them and situations where there is difficult remediation. However, it is to take noted that since the study was conducted during the quarantine period, hence, leaving or outdoor activities are limited. This scenario might be seen as a factor in this resistance; however, other temptations might still be present such as the use of social media and the likes.

Table 5: Respondents' Level of Social Presence

Part 3: Social Presence - it is a student's perceptions of being in and belonging in an online course. (Picard & Brush, 2008)		Mean	Verbal Rating
1. The professors communicated the essentials in the topics		2.02	A
2. The professors communicated the the essentials in the goals		1.98	SA
3. The professors clearly explained how to achieve the learning objectives			A
4. The professors clearly presented the due dates and timelines		2.00	SA
5. The professors were helpful in understanding the agreements on the course		1.92	SA
6. The professors helped me understand the course topics		1.98	SA
7. The professors motivated me to participate in the class		1.98	A
8. The professors motivated me to think outside of the box		2.05	SA
9. The professors motivated us to feel that we belong in the class		1.96	A
10. The professors gave timely feedbacks on my works		2.00	
11. The professors provided feedbacks that helped me understand the lesson better			A
12. I felt that I belong in the class		2.13	A
13. I was able to connect with my other classmates		2.18	SA
14. Communication in online classes were impersonal		1.88	SA
15. There is comfortability in communicating online		1.99	A
16. There is comfortability in discussion about the topics online		2.13	A
17. There is comfortability in interactin with one another		2.47	A
18. There is comfortability in disagreeing with my classmates and still maintain the trust.		2.33	A
19. My point of view was not violated		2.31	A
20. There is a sense of collaboration in online discussion		2.39	A
		2.16	A
		2.22	A
		2.10	A

In terms of the level of their Social Presence (SP), it is revealed that they have high level of perceptions of being in and belonging in the online courses. Highlighted in these results are the statements “The professors clearly communicated important due dates/time frames for learning activities. with 1.92 while the statement’ The professors helped to keep me engaged and participated in productive dialogue; got the lowest mean of 2.05.

Table 6: Respondents' Level of Satisfaction

Part 4: Satisfaction - an affective learning outcome indicating the degree of learners' reaction to values and quality of learning, an		Mean	Verbal Rating
1. I am comfortable with online learning.		2.80	S
2. The learning objectives were presented, and well explaine		2.17	S
3. The learning objectives are close to what I expect to learn		2.23	S
4. The learning objectives came with relevant activities		2.12	HS
5. The assessment methods were presented and well explained because I find it important		1.85	HS
6. The resources and materials were readily available		1.74	S
7. The resources and materials were very accessible		2.20	S
8. The resources and materials provided helped me achieve the learning objectives		2.08	S
9. There were a variety of resources and materials available		2.14	S
10. There were a variety of resources and materials available		2.14	S
11. I easily interacted with the professors for each subject/course.		2.43	S
12. The professors were available to help me with my concerns		2.25	S
13. There was enough time to discuss topics with my classmates tha helped me better understand the topics		2.12	S
14. The learning platforms used by the professors functioned very well.		2.17	S
15. The technology used was user friendly and easy to navigate		2.22	S
16. Overall, I am satisfied with online learning		2.59	S
		2.20	S

In terms of Satisfaction, GWM of 2.20 means that the student-respondents are Satisfied with their online class in terms of quality of learning and motivation for learning. Highlighted are the statements with the highest mean of 1.74 The course resources and materials are important to be present all throughout the duration of the semester, while the lowest mean of 2.80 I am comfortable with the online learning.

Is there a significant difference between the student respondents' level of Self Efficacy and their Demographic Profile, Sex?

The result disclosed that in terms of Perceived Control statements I paid attention so when called during recitations, I can give correct answers and My future depends on what I do now; while in Competence, the statement At exams, I know I will pass the test with good grades; in Persistence, the statement Amidst the dissuasion from other people, I still aspire finish my studies has a significant difference between the male and female students while none in the area of Self-Learning. Gallagher posited in 1997 that female students tend to have positive attitudes towards schools, resulting in their outperformance in education and making them distinctive from boys in educational achievement. Nonetheless, it can be inferred that based on the data gathered, generally, there is no significant difference between sex and self-efficacy.

This can be anchored in the study by Busch, 2006 who examined 154 college students where the female students who have significantly lower self-efficacy in the areas of computing and marketing and higher self-efficacy in statistics than the male students, however, generally, there were no significant gender differences in academic performance. This result resounded with a study conducted by Jordan et.al at the Trevecca Nazarene University, where they tested 67 STEM college students. The result showed no relationship between gender and self-efficacy. While a study of 247 independent studies conducted by Huang, 2012 on gender differences, it was revealed that there is a small yet significant difference that favored the male students in terms of academic self-efficacy identifying an overall effect size of 0.08.

However, as part of its recommendation, more studies should be conducted as to factors that may attribute differences such as physical learning environment, age,

Is there a significant difference between the student respondents' level of Social Presence to their Demographic Profile; Primary Gadget used in Online Classes and Type of Internet Connectivity

The data revealed that there is no significant difference between the Primary Gadget Used in Online Classes and the level of Social Presence except for the statement I felt comfortable interacting with other course participants. As Mullenburg and Berg (cited in Whannell & Whannell, 2012: 28) reiterate that the lack of personal interaction is considered to be the most critical role in creating a feeling of belongingness among the students. In addition, where there is a lack of interaction, students view it as a waste of time and lose their motivation to learn as they see it as useless. Hence, it can be implied that there are students who are not still comfortable interacting and may have the feeling of lack of interaction during class (e.g., lecture type) or it is limited, or lack of interactive questions thrown at students for them to participate. This can be attached to the study conducted by Spears, 2012 where 79.7% of the students preferred face-to-face classes as they feel it was more appropriate in terms of their time interacting with their professors as well as with their classmates with 77.5% compared to 64.1 % and 44% respectively. Through, the statement I was able to form a distinct impression of some of my online classmates, can be concluded that these students are developing positive strategies on how they can comfortably interact online with their classmates.

As this online class is a new practice, students are in the adjustment period however, it can still be inferred that though the majority of the respondents were using smartphones as their primary gadget, students' perceptions of being in and belonging or their level of Social Presence is generally high.

While the Type of Internet Connection has generally no significant difference if not for the statement Communication in online classes were impersonal. As revealed in the previous table, 330 students or 72.80% of the respondents answered that they had a Reliable Internet Connection whereas 160, or 35.30 were connected using Pre-paid wireless networking technology from their smartphones. On this note, there is no relevance as to their internet reliability or type of internet connection and their level of Social Presence though, the students felt that their communication with either their professors or classmates was impersonal. As Palloff and Pratt (2003) mentioned the critical roles of the instructors is to provide a warm feeling toward their students a mere reflection of what they would have in a face-to-face setup.

This however can be remediated by implementing other approaches such as Break-out Rooms/ Small Group Discussions as revealed in the study conducted by Akcaoglu and Lee, 2016 where between the small group discussions, their professors facilitated a higher level of social interactions amongst one another compared with the bigger groups (Sociability). As they see this could lead to a higher positive social space where students can develop a stronger learning commitment and a closer feeling with one another (Cohesion). Whereas for the faculty, Farmer and Ramsdale, 2016 developed the Online Teaching Competency (OTC) which can be used as an evaluation tool in professional development.

Is there a significant difference between the student respondents level of Satisfaction to their Demographic Profile; Primary Gadget used in Online Classes and Type of Internet Connectivity?

Level of Satisfaction has no significant difference except on the statement The technology for this online course was available all throughout the duration of the semester. As indicated in the study with title The Identification of Competencies for Online Teaching Success, where Bigatel and Ragan categorized teaching online into eight

competencies. It aims to identify the strengths and weaknesses as one of the indicators, identifying that the learning materials (syllabus, modules, e-learning tools) are available and can be easily accessed by the students. While on the Type of Internet Connection, there is a difference in the statement Overall, I am satisfied with online learning this is due to the fact that if the students have internet connection issues, their online learning is under threat. As stated, earlier majority of the respondents rely only upon Pre-paid WIFI with Reliable connectivity, this is as if their learning experience on a day-to-day basis is directly related to the functionality, condition of their gadget as well as reliability of their connection.

RECOMMENDATIONS

Follow-up study on the student respondents' level of self-efficacy once they are back in the traditional face-to-face setup to accept or reject that self-efficacy belief are resistant to change and that no matter the contextual determinants, it will not be responsive.

More studies should be conducted as to other factors that may attribute differences such as physical learning environment.

For faculty members, implementing other approaches such as Break-out Rooms/ Small Group Discussions where according to Acemoglu and Lee, 2016 students perceived that small group discussions facilitated higher levels of social interactions(Sociability), as well as it could lead to students to feel a stronger sense of commitment in terms of social space where they create a closer connections with other groups.

Faculty Training on making online classes more interesting and interactive so students do not lose motivation and interest.

The adoption of the OTC (Online Teaching Competency) developed by Farmer and Ramsdale in 2016 to be used as an evaluation tool.

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