Online Learning Readiness Level and Perceived Social Presence of The Teacher Candidate's in The Online Learning Environment an E.M.U Example

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ABSTRACT

Recent developments on the ICT's have led to the emergence of major changes not only in people's lives but also in educational environment. It is observed that distance learning programs are being very popular from many institutions. It is known that evaluation of the quality of the learning environment is very important for the distance education program's achievements.

The aim of this study is to investigate the online learning readiness level and perceived social presence of teacher candidates in terms of gender and branch. The research group of the study is consisted of, 94 students who's registered at the online pedagogical formation program at the 2014-2015 academic fall term of the Eastern Mediterranean University. Online learning readiness scale developed by Hung, Chou, and Chen and Own (2010) which is translated into Turkish by Yurdugül and Alsancak Sirakaya (2013) and social presence scale developed by Arbaugh (2008) which is translated in Turkish by Kilic Cakmak, Cebi and Kan (2014) were apply for data collection.

The result of this research identified that major numbers of teacher candidate's online readiness level is relatively high and the online social presence level of the teacher candidates is medium. Although, there was some significant differences among males and females students in terms of social presence in the online learning environment.

Keywords: Online Learning Readiness Level, Online Social Presence Level, Teacher Candidates

ÖZ

Bilgi ve İletişim Teknolojileri üzerindeki yeni gelişmeler sadece insan yaşamında değil, eğitim çevresinde de önemli değişikliklerin çıkmasına öncülük etmiştir. Uzaktan eğitim programlarının birçok kurumda popüler olduğu gözlenmektedir. Öğrenim çevresinin kalite değerlendirmesi uzaktan eğitim programının başarısı için çok önemli bir gereklilik olarak görülmektedir.

Bu çalışmanın amacı, öğretmen adaylarının çevrimiçi öğrenme ortamına hazır olma durumları ve sosyal bulunuşluk düzeylerinin belirlenmesidir. Bu çalışmanın araştırma grubunu, Doğu Akdeniz Üniversitesi 2014-2015 Akademik Yılı Çevrimiçi Pedagojik Formasyon Sertifika programına kayıt yaptıran 94 öğrenci oluşturmaktadır. Veri toplama aracı olarak, Hung, Chou ve Chen ve Own (2010) tarafından geliştirilen, Yurdugül, and Alsancak Sirakaya (2013) tarafından Türkçe 'ye uyarlanan çevrimiçi öğrenme algı ölçeği ve Arbaugh (2008) tarafından geliştirilen, Kiliç Çakmak , Çebi and Kan (2014) tarafından Türkçe 'ye uyarlanan sosyal varlık ölçeği kullanılmıştır.

Bu çalışmanın sonunda, öğretmen adaylarının büyük oranda çevrimiçi ortama hazır olma durumları ve sosyal bulunuşluk durumlarının orta seviyede sayılabileceği tespit edilmiştir. Ayrıca çalışmada, kadın öğrencilerin çevrimiçi öğrenme ortamındaki sosyal bulunuşluk düzeylerinin erkeklere göre daha yüksek olduğu belirlenmiştir.

Anahtar Kelimeler: Çevrimiçi öğrenmeye hazır olma durumu, Çevrimiçi sosyal bulunuşluk, Öğretmen adayları

To My Father and Mother

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Chapter 1

INTRODUCTION

In today's society, many organizations started using distance education applications in the teaching environment. The use of information and communication technology is becoming widespread all around the world and affecting all aspects of life, including, alternations of education into different forms. The findings of these alternations in the educational environment, a considerable number of technologies such as mobile tablets, smart devices were included in the academic environment. Teaching and learning methods in the universities and higher education institues is recognized as the essential basis of human development and the main rights of IT training (Anderson and Elloumi, 2004).

As a result of the facilities that the information age has provided for universities, can see a growing tendency toward distance education, because the traditional methods of education are insufficient to meet the massive amount of demands for education. Distance education as an educational method has started its activity to remove the climate and geographical barriers of educational environment, age and gender restrictions of learners and in addition, as an educational system it developed a philosophy and some special goals according to the full-fledged ideas of experts (Holmberg, 1986).

The researches have shown that distance education will be as successful and useful as traditional education, only if the educational content is developed properly. In the recent years , with the advent of computers, internet and various software universities and educational centers have experienced many changes. The education based on the internet helped many people to reach higher education, that's why nowadays universities have started the distance education system (Keegan, 1985). Distance education besides solving the problems of traditional education like the need for more trainers, lack of buildings for instruction, and lack of education instructors removed the age and gender restrictions between students and learning education so that all or part of communication between instructors (teachers) and learners (students) occurs through an electronic media (Mupinga, 2005).

In distance education instructors and learners are physically distant from each other and to connect the gap between learners and instructors and maintain a connection between them these two various technologies (computer, cell phone) were used (Perraton, 2000). Choice of distance education is respond to the technological age opportunities that can has seen in the universities, because traditional education can't responding for great level demand of education (Schachar and Neumann, 2003).In distance education usually teacher and learner are separated from each other and the learner is the only responsible for his learning and no face to face interaction is needed between learner and teacher (Keegan, 1985). Simonson and et al (2006) argued distance education is defined as institution-based, formal education where the learning group is separated, and where distance educational telecommunications systems are used to connect learners, resources, and instructors.

Holmberg (1986) suggested that distance education is a term used to describe different methods of teaching and learning that are not directly monitored by teacher on a specified time and place but has an organized plan of learning and is prepared by a special educational system . According to Perraton (1988), distance education is an educational process in which a significant relation of the teaching is conducted by someone removed in space and/or time from the learner.It can be seen that , distance education is a learning method in which learning is done individually, independently and based on the learner. The education forum is conducted by media and educational system and while paying attention to the interaction between teacher and learner the emphasis is on the distance between educational components.After explaining the definitions and different points of view regarding distance education, now take a look at its historical background.

Distance Education traces its origins in late 18th century Europe and the United States. According Taylor (2001), distance education practice and theory has evolved through five generations in its 150 years of existence. The first generation of distance education was done Correspondence course study started in Europe. Correspondence courses took utilize written and printed texts and postal services for delivering such texts in the forms of books, newspapers, and manuals. Interaction of correspondence has been prepared by letters and written and printed documents that are set by the postal system (Moore, 1994).

After correspondence distance education has been often with audio visual components such as audio cassettes and videotape. The second generation was broadcast. This generation is characterized by the use of variety of transitional technologies, such as satellite and cable television radio and live presentations and

records. Unfortunately, this generation provides a limited interaction between students and instructors (Bowles, 2004).

The third generation of distance education utilizes information and communication technologies (ICT) that are interactive and computer-based as its basis for distributing information and facilitating communication between learners and teachers, learners and learners is Open University. It is observed that the virtual universities with distance education do not make enough use of technology; therefore in the case of virtual universities the importance of pedagogic technology has been highlighted (McLellan, 1999).

The fourth generation of distance education is based on communication through Teleconferencing facilities. During this process, voice and video conference system used in distance education environment and enables increased student-teacher and student-student interaction at a distance, collaborative group work, flexibility for learners to study anywhere at any time, and economies of scope, in that courses for relatively small numbers can be developed without high start-up costs (Perraton, 1988). Instead of this term, the fifth term is replaced in which the computer and the internet is more developed.

The fifth generation based on new technologies of learning is internet (online learning environment). Fifth generation distance education technology, especially helped instructors to modify a wider range of systems. Interaction is able to make materials in higher levels with the spread of Internet teaching staff remote students could reestablish communication with each other much more easily (Perraton, 2000).

In recent years, constructivism was important in all areas of education specially distance education. Constructivism is a theory of learning that stresses the importance of experiences, experimentation, problem solving, and the construction of knowledge by the learner. According to Whiteman (2002), constructivism is a fundamental departure in thought about the nature of knowing, hence of learning and thus of teaching. Piaget (1967) defines constructivism theory is a theory of learning knowledge based on observation and scientific study about how people learn. Online educators suggested that constructivism theory should be applied in distance education and educational technology. An overview of the concept of constructivism is a type of learning theory that explains human learning as an active attempt to construct meaning in the world round us.

Constructivists considered that learning is more active and self-directed than either behaviorism or cognitive theory would postulate (Tam, 2000). Two of the key constructivism concepts are, accommodation and assimilation. The learner is an information constructor, teachers have very important role in the constructivism learning theory. The final goal of classroom applications of constructivism is to support the attitude of learning which builds students' and teachers' understanding.Interaction is basis of constructivism. Interaction is a field of social presence, Teachers' interactions, ways of communication and verbal-nonverbal performances, class management, and activities affect not only students' performances but also teaching system directly (Acikgoz, 1996). Learners benefit in online courses from a variety of advantages such as convenience (Poole, 2000), flexibility (Chizmar and Walbert, 1999), and opportunities to work and to get

together with teachers and other students. One of the variables which affect the value of online learning is readiness to online learning.

The Online Learning Readiness Scale (OLRS) has five dimensions. These dimensions were computer and internet self-efficiency learning, self-directed learning, learner control, motivation for learning, online communication self-efficiency.

To better understand how to design better online courses, guide students and to achieve effective online learning experiences by teachers, it is necessary to re-examine students' readiness and to re-improve a measure of students' readiness in the online learning institutions in order to achieve learners' performance in web-based learning environments using computers and the internet and learners knowledge of internet involving the learner's online behaviors (Tsai and Lin, 2004). Asynchronous communication tools, such as email and synchronous ones such as skype, facilitate interpersonal communication among teachers and students in the online course environment (Hew and Cheung, 2008; Roper, 2007).

Social presence is the degree of quality silence between two combinations using a communication media (Video or Audio media) (Tu, 2002). Actually, in web based courses, the higher the social presence level, the better the understanding of both speaker and message. Social presence effect on some features such as learners' success, satisfaction , and performance (Lomicka and Lord, 2007; Richardson and Swan, 2003). Benefits of social presence are that learners can to participate more excitedly and to share their understandings easily in e-learning environments. Sometimes developing problems in social presence such as learners not being able to

get adapted and explained themselves to the e-learning environment (Gunawardena and Lowe, 2001).

Social presence consists of some items. The first item is affective statements that are individual expressions of feeling in response to specific positive or negative behaviors of others. Another item is Interaction. This item is continuing a thread delivering from other messages referring explicitly to other messages asking ,answering questions complimenting and expressing appreciation. The last item is ownership, which is concern with communication activities that builds group commitment such as greeting ,salutations and group or personal reference (Richardson and Swan , 2003).

Although there are many studies on online learning, few studies were undertaken on the relationship between readiness levels and social presence of the teacher candidates in online learning. Throughout the years of the survey on readiness level and the social presence research area, there has not been any study conducted with teacher candidates.

1.1 Purpose of the Study

The main aim of this research is to investigate readiness levels and social presence of the teacher candidates for online learning environments. This study will explain how teacher condidates can use readiness level and social presence to improve students in the online courses.

1.2 Research Questions

This research intends to attain the purpose through of the below questions :

1. What are online learning readiness levels of the teacher candidates?

1.1 Does the gender make any difference on the online learning readiness level of the teacher candidates?

1.2 Does the field (teaching subject) make any difference on the online learning readiness level of the teacher candidates?

2. What is the online social presence level of teacher candidates?

2.1 Does the gender make any difference of perecived online social presence of teacher candidates?

2.2 Does the teaching subject make any difference of perceived online social presence in the online learning of the teacher candidates in the online learning environment?

3. How is the online social presence perception in terms of interaction; ownerships; effective statements of teacher candidates in the online learning environments?

3.1 Is there any difference between gender and the online social presence perception of the teachers candidates in terms of interaction; ownerships; effective statements of the teacher candidates in the online learning environments?

3.2 Is there any difference between teaching subject and the online social presence perception of teachers candidates in terms of interaction; ownerships; effective statements of the teacher candidates in the online learning environments?

1.3 Importance

The importance of this study is to provide teachers candidates with enhacing their readiness level and social presence in the distance education environment.

1.4 Limitation

This research is limited to who's register, to Eastern Mediterranean Fall Semester of Pedagogical Formation Certification (2014-2015) in the Faculty of Education.

1.5 Definition of Key Terms

Online Learning: Online learning is a way of studying for an internationally recognised qualification without needing to attend classes on campus. It is aimed at those who wish to study for a postgraduate qualification alongside work or other commitments (Perraton, 1988).

Online Learning Readiness Level: this is defined as the measure of the degree to which a country is ready to make benefit of using ICT (Dada, 2006).

Online Social Presence: Picciano (2002) define online social presence as "the degree of salience of the other person in the communication and the subsequent salience of the interpersonal relationships".

Chapter 2

LITERATURE REVIEW

In this chapter, related literature is reviewed; particularly several studies have demonstrated the effect of readiness level and social presence in the online learning environment.

2.1 Distance Education

Distance education has become a major form of learning teaching around the world and it has become an important part of higher educations. The development knowledge, the progress complexity of human life, and the present nature of technology has joined with the worldwide development which enhanced the methods and formats of teaching and learning. Nowadays , the growth of the internet and the World Wide Web has effected the higher education by enabling the phenomenal transformation of e-learning. Furthermore, the altered learning environments which is created by web-based courses not only eliminate barriers of time and space , but also it has increased the access to higher education and improved the traditional notions of teaching and learning.

Over the years, instruction has moved from the traditional face-to-face delivery to instruction that is done from a distance. Distance education is instruction that occurs when the instructor and student are separated by distance, time, or both (Hew and Cheung, 2008).

distance education, has been applied to a great variety of programs serving numerous audiences via a wide variety of media such as using print, telecommunications, and

many use both (Stary and Totter, 2006). There is a rapid changes in technology that challenges the traditional learning. Distance education is defined With the advancements in telecommunications technologies and distance learning programs ,therefore, it is also defined as "the acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance" (Keegan, 1986). Moreover, distance education is a kind of education that focuses on teaching methods and technology with the aim of asserting teaching, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Some common technologies used in distance education are videotape, broadcast television, ITFS (instructional television fixed service), satellite, interactive video, audio tapes, audio conferencing, CD-ROM, and computer. More recently, the computer and Internet have played a main role in distance education through computer-based instruction (CBI) and Web-based (online) courses. These innovations is changed the face of distance education and revolutionized the concepts of teaching and training (Salaberry,2000).

In related finding by various authors distance education is a planned learning that normally occurs in a different places from teaching and as a result requires special techniques of course design special instructional techniques special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements. Moore (1994) defined distance not only in terms of place and time, but also in terms of structure and dialogue between the learner and the instructor. In this theory, distance becomes more pedagogical than geographical. Since online learning is different from the traditional learning, the online educators need to use some special techniques and perceptions to lead to success.

There is a history behind the distance education, the origins of some of the most important ideas and techniques is used in distance education. Additionally, the development of modern information and communication technologies has changed rapidly since early 1980.

2.1.1 Generation of Distance Education

Distance education operations have evolved through the following five generations. The first generation is the Correspondence Model based on print technology that implies a linearity and heredity and do not necessarily exist among types of distance education technologies. Moreover, distance education established as a form of education as correspondence study 150 years ago (Holmberg, 1986). The second generation is the broadcast (Multi-media Model) that is based on print, audio and video technologies and it has been a commonly used model for distance-based teacher instruction and primarily in terms of upgrading existing teachers' content knowledge skills. The third generation is the Tele learning Model (open university), it is based on applications of telecommunications technologies to provide opportunities for synchronous communication. This model is a tool for teacher's education and the virtual university that used to show teachers a real teacher-student interactions in the classroom, thus enabling them to observe the management of learning activities (Perraton, 2000).

The fourth generation is, the Flexible Learning Model (computer) ,it is based on online delivery via the Internet. This generation is a developing generation of distance education where interactivity or two-way communication between teachers and students(Taylor, 2001). The fifth generation of distance education is essentially a derivation of the fourth generation, which aims to capitalize on the features of the

Internet and the Web. Although, none of these generations has completely displaced previous ones.

Distance educators, students, administrators, and parents are daily forced to make choices regarding the pedagogical, economic, systemic, and political characteristics of the distance education systems within which they participate. Distance learning is improved capabilities in knowledge and/or behaviors as a result of mediated experiences that are constrained by time and/or distance such that the learner does not share the same situation with what is being learned. Distance education continues to be a major trend in education. Despite the fact that ,the development of online education has been developing rapidly, further research is needed on the experiences of students in online courses and specific factors related to learning outcomes and satisfaction (Holmberg, 1986).

Perraton (1988) defines distance learning as "an organized educational program during in which teacher and learners are physically separated. Distance learning has improved the capabilities in knowledge and/or behaviors as a result of mediated experiences that are constrained by time and/or distance such that the learner does not share the same situation with what is being learned.

2.2 Learning Theories in the Constructivism

Constructivism is a major theory of knowledge and learning that has been reborn in the study of educational technology and in a broader sense as a philosophy of education, used as a general title to classify several theories. According to Wilson (1996), the instructional strategies merged in 1960 and were concerned with how

teaching impacted on the learner. The cognitive learning theory was next to come through in 1980, whose interest was how people perceived information meant to enhance education. However, 1990s brought about another shift and this time to constructivism came to limelight ,raising awareness on quality reasoning.Wilson (1996) accounts a constructivist classroom requires that students take responsibility for their own learning.

Therefore, students think about what they need to learn, are able to manage their own learning activities, and utilize metacognitive skills. Constructivist classrooms are very different from traditional classrooms. The basis of constructivism is students actively construct their own knowledge by connecting new information to preexisting knowledge, which helps them to make sense of the world (Strommen and Lincoln, 1992). Also, Piaget (1967) suggested in constructivist classrooms, students have the chance “to take personal responsibility, exercise initiative, and be in control in the instructional setting through a variety of learning experiences”.

Learning actions in constructivist settings are characterized by active arrangement, survey, problem solving, and collaboration with others. Rather than a point of knowledge, the teacher is a guide, facilitator, and co-explorer who encourage learners to question, challenge, and formulate their own ideas, opinions, and conclusions. "Correct" answers and single interpretations are de-emphasized (Açıkgöz, 1996).
Wilson (1996) identifies constructivism is a theory of learning, not a theory of teaching and translating theory to practice is very difficult.

Tam (2000) states constructivism, the construction of technology supported collaborative environments, and the practice of distance education. Distance learning

provides a meaningful context to infuse constructivist skills, where learners are expected to function as self-motivated, self-directed, interactive, and collaborative participants in their learning experiences. The analysis by conducted Tam (2000) provides how the combination of constructivism theory and education technology combines to transform distance learning from a highly effective figure production model to one that emphasizes particular construction of knowledge and meaning derivative from individual practices. In this study tried to determine readiness levels of the teacher condidates in online learning environments.

2.3 Online Learning Readiness Level

Educational institutions rapidly accept concepts and practices of e-learning for students. Many institutions todays are starting to provide online learning programs that supplement classroom-based courses. Online courses face enormous difficulty in achieving successful strategies. In online courses, it is important to provide students with a variety of advantages such as convenience, flexibility, and chances to work closely with instructors and other students from different institutions or even across the world (Chizmar and Walbert, 1999).

Access to course resources varied widely from student to student but imitated an overall commitment to learning. Student posts to the threaded discussion were very focused on the course content. Participation in the course changed while students served as course manager, suggesting the positive effect such a role may have on learning and community structure (Dada, 2006). A strong sense of community was recognized as students involved in dialogue with each other and with the instructor.

Readiness factor is one of the most important variables of successful online learning in higher education. With considering OLRS of learners, instructors and the institutions as key elements for better online learning courses, Student readiness is the most important element (Bowles, 2004). Dada (2006) found that Readiness is a variable which is often highlighted and measured in online learning, e-learning and distance learning researches. Online programs are publishing thre learner readiness studies to help future students measure their own readiness for online learning or to predict the level to which a student will be successful in the online learning (Bowles, 2004).

Readiness in an educational application by having condition knowledge and skills. Readiness for online learning is very important in terms of performance learning in online environment because student's success and their ensuing with the system will be affected by their readiness (Wang, Zhu, Chen and Yan, 2009).

Palloff and Pratt (1999) define online learning readiness (OLR) of students in three major aspects: preferences for online learning as opposite to face-to-face learning instructions, ability and confidence in using the technological tools and capability to learn independently. Existing surveys of online student readiness, readiness concepts focusing on general learner behavior and attitudes.

McVay (2001) developed a survey to consider their students' interest in learning online as well as their students' readiness for distance education. According McVay's (2001) survey requested students not only about their previous knowledge with distance and their access to technology, but also about their plans (or not) to later register in an online education. McVay's(2001) survey is a usable instrument

for determining two factors: self-management of learning and comfort with e-learning that these instruments, includes self-efficacy / self-concept with information, academics, technology, and position of control and equipment (e.g., computers).

According to Hung, Chou, Chen and Own (2010) measuring learners' readiness for online learning, contains five dimensions of readiness for online learning including: computer/Internet self-efficacy (CIS), learner control (LC), motivation for learning (ML), and online communication self-efficacy (OCS), self-directed learning (SDL).

2.3.1 Computer and Internet Self-Efficiency Learning: The first dimensions of online learning reediness level is Computer/Internet self-efficacy. It is described as the view that one can successfully perform a different set of skills required to establish, continue and utilize efficiently the Internet over basic personal Computer skills (Peng, Tsai and Wu , 2006).

The attitudes and the self-efficacy that characterize learners relative to the Internet have been identified as an important factors that affect learner's motivation, interests and performance in Internet-based learning environments. Meanwhile, learner's perceptions of the Internet may shape learner's attitudes and online behaviors. However, students who perceive the Internet as a leisure tool (e.g. as a tour or a toy) show more positive attitudes and communicative self-efficacy than students who use the Internet as a functional technology. Instructors need to be aware of these differences and to take them into consideration in their instruction (Peng, Tsai and Wu, 2006).

Tsai and Lin (2004) used a survey to find out that male students perceived the Internet more as a "toy," while female students perceived the Internet more as a

"technology," "tool". More importantly, females are joined to show higher Internet self-efficacy than did males. In other study conducted with Tsai and Lin (2004) showed that high Internet self-efficacy students had better Information searching strategies and learned better than those with low Internet self-efficacy in a Web-based learning task.

2.3.2 Learner Control: The second dimensions is learner control with the development of online-based learning systems, learner control of the instructional process has emerged as an essential key inherent to technology-based learning. Besides,learner control are an instructional activities that are based on or provided by a computer (including interactive videodisc, CD-ROM, and related technologies) (Joppe, 2000).

Stary and Totter (2006) conducted the learner control as an essential subject for the employment and re-development of online learning environments. Hence, learners should be able to control the selection and management of content, as well as the transfer process itself, according to their needs, learning styles, and preferences. Moreover, it is related to freedom and flexibility in web based study resources and is the degree to which a learner can direct his or her own learning experience and process. In online learning, learners are allowed to choose the amount of content and the pace of learning with maximum freedom thus the dimension of learner control also becomes an important part of students' readiness (Hew and Cheung, 2008).

Wang and Beasley (2002) maintain that Students with a low hypermedia preference level benefited significantly from the presence of learner control with advisement. Students with a high hypermedia preference level were not significantly affected by the presence of learner control with advisement.

2.3.3 Motivation: Motivation for learning is related to online learners' learning attitudes. Considering perspectives of students, motivation for learning is based on getting a higher grade on exams, getting awards, and getting prizes or personal ability rather than their performance on a specific learning task (Roper, 2007).

According to Salaberry (2000) Motivation has several effects on students' learning and behavior. The first, motivation directs behavior toward particular goals. Moreover,it determines the specific goals toward which student struggle; thus, it affects the choices students make. Besides,it determines whether a student will pursue a task (even a difficult one) with interest or a boring attitude. Motivation increases the beginning and persistence of activities (Peng, Tsai and Wu, 2006).

2.3.4 Online Communication Self-Efficacy: Another and important sub-dimension of online learner readiness is online communication self-efficacy. Online communication self-efficacy is related to computer-mediated communication.

2.3.5 Self–Directed Learning: Self-Directed Learning (SDL) is one which educators have explored and discussed for many years. Distance education is easier for people who has an ability to direct their own learning rather than for people who are dependent on a degree of direction or feedback. This range of ability to be self-directed is a key concept in distance education (Benson, 2005).

Self-directed learning describes a process by which individuals take the initiative, with our without the support of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement suitable learning strategies, and evaluating learning outcomes (Knowles, 1975).

The ability to undertake all or most of the design of one's own learning, to evaluate performance, and to make adjustments accordingly are the attributes of being a self-directed learner. Self-directed learning is related to student's habits and these are the abilities that are not related to any technological device. Self-directed learners are motivated, persistent, independent, self-disciplined, and self-confident and goal oriented (Stary and Totter, 2006).

2.4 Social Presence Level

The first view of social presence was described by Short, Williams, and Christie (1976) that social presence is a theory which has its base in the communications theory . It assumes that a critical factor of a communication medium is its "social presence," which is defined as the "degree of salience of the other person in the (mediated) interaction and the consequent salience of the interpersonal relationships" (Gunawardena and Zittle, 1997).

According to Gunawardena and Zittle (1997) social presences is as the degree to which a person is perceived as a real person in mediated communication. Originally construed as an essential feature of differing media, social presence may also be explored by examining a variety of subjects which may contribute to the social climate of the classroom while McLellan (1999) claims it is the feeling of presence with others in a social environment. Social presence is a problematic term; it is described in various ways by different researchers. Also, social presence is one variable among many who contributes to assembling a way of community among students at a distance. Social presence has been defined as "the degree of the feeling of community that a learner awareness in an online environment" (Tu, 2002) and the sense of being present in a social conflict with another person" (McLellan, 1999).

Social presence is an important feature for improving instructional efficiency in any setting, and is one of the most important features of distance education.Rouk ,et al (2000) explained social presence as the degree to which a person feels 'socially present. Additionally, Whiteman (2002) defines, it is as a feeling that other participants are involved in the Communication process. Lomicka and Lord (2007) defined social presence is the perception of being together with others in e-learning contexts.

According to Gunawardena ,et al (2001), social presence is necessary to increase the effect of education in face-to-face and e-learning environments. On the other hand, (Tu, 2002) define that the main aim of creating the perception of social presence is to provide a flexible environment for other participants, so that participants can explain themselves better.

As reported by Whiteman (2002), much of the researches to date have examined the relationship between the varying extent of social presence and the level of learning achievement.

Furthermore, Gunawardena and Zittle (1997) report a positive relationship between social presence and success of online collaboration as well as satisfaction. Finally, social presence is viewed as student's perceptions of being in and belonging to a learning group (Picciano, 2002).

Results from several studies indicated that social presence is related to the research showed on teacher immediacy behaviors. The construct of teacher immediacy, originated by Gunawardena and Zittle's work, is a measure of the psychological

distance that a communicator puts between themselves and the object of their communication (Richardson and et al, 2003). The majority of research in instructional communication related to teacher immediacy behaviors that focused on teachers' use of verbal and nonverbal immediacy and the impact of those behaviors on students in traditional, face-to-face communication. Researchers have argued the effects of teacher immediacy on affective learning and cognitive learning (Picciano, 2002).

The overall goal for creating social presence in any learning environment, whether it is online or face-to-face, is to create a level of comfort in which people feel at ease around the instructor and the other participants. For raising social presence perception in e-learning environments allows individuals to participate more eagerly (Rourke and et al, 1999), and to share their experiences more easily (Gunawardena and et al, 2001). An additional benefit of social presence, according to Rourke and et al. (1999), is to support social interaction and affective learning aims.

Short and et al. (1976) defined social presence as a construct comprised of two concepts: intimacy and immediacy. Intimacy is a complex concept in a communication medium is influenced by the factors of physical distance, eye contact, smiling, and personal topics of conversation. Short et al. (1976), suggested that social presence be added to the list of factors that contribute to intimacy of a communication medium. Gunawardena and Zittle (1997) described immediacy as a measure of psychological distance that a communicator puts between himself and the object of his communication. Immediacy and non-immediacy can be conveyed verbally or non-verbally through physical proximity, formality of dress, and facial expressions.

According to Short, Williams, and Christie (1976) framework, text-based computer-mediated communication The existing instrument, developed for non-computer-mediated communication, is unable to measure social presence in an online learning environment (CMC) could be considered to be potentially low in social presence. (Tu, 2002) argued that social factor, developed for non-computer-mediated communication, is unable to measure social presence in an online learning environment.

An analysis of the studies on social presence is accomplished leading to the development and validation of an instrument to measure social presence in the computer-mediated communication environment. One significant problem in online learning is a lack of social presence. Social presence relates to the need for users of technology-based communication to perceive each other as real people. Low social presence can be a particular issue in text-based, asynchronous systems such as discussion forums, leading to feelings of impersonality and disengagement from online learning (Richardson and Swan, 2003).

Social presence consists of three dimensions between students and instructors: affective statements, interaction, and ownership. Each of these dimensions is discussed in more detail in the following.

2.4.1 Affective Statements: Provide information that can be used to restore a good feeling between people when harm has been done to their relationship.Picciano (2002) defines affective statements are personal expressions of feeling in response to specific positive or negative behaviors of others.

2.4.2 Interaction: With considering relationship among social presence and interaction in online classes, social presence is described as "a measure of the feeling of Community that a learner experiences in an online environment" (Tu, 2002).

2.4.3 Ownership: According to Picciano (2002) Ownership is related to the process towards meaning making and understanding is seen as relevant especially to improve physics instruction. Two dimensions developed of ownership, individual student ownership of learning refers to an individual student's own idea that comes from own experiences, interests or an idea that comes back several times and leads to new insights and group ownership of learning refers to the groups' actions of choice and control of the management of the task; how the task is determined, performed and finally report.

2.5 Related Literature

The research studies chosen for review readiness level included ten studies, seven of which used both quantitative and qualitative methods, typically participants surveys that included short-answer questions or interviews which represented the qualitative aspect of the studies (Peng, et al , 2006; Palloff and Pratt, 1999; Bowles, 2004; Dada ,2006; Wang, et al, 2009; Hung, et al, 2010; Stary and Totter ,2006). three studies were purely quantitative with all participants standard surveys either sent via campus mail, regular mail or on an online website (McVay, 2001; Chizmar & Williams, 1999; Beasley ,2002). Finally, one study was purely qualitative using interviews as the method of data collection (Salaberry ,2000). The research studies chosen for review online social presence included seven studies, four of which used both quantitative methods, (Gunawardena and Zittle ,1997; Anderson, and Archer ,2000; Whiteman ,2002; Benson ,2005). three studies were qualitative using method of data collection (McLellan, 1999; Tu, 2002; Rourke ,et al, 1999). The studies are all set in

higher education institution and colleges. Only a few studies noted a public or private institutional connection.

Chapter 3

METHODOLOGY

3.1 Research Method

This chapter describes the research design, sample, data collection tools, perception by students, procedures, data analyses, and expected results. This research has used a quantitative method. This method is explaining phenomena by collecting numerical data that are analyzed by using mathematic based methods (Joppe, 2000).

Quantitative method has advantages such as scientific composition, easy data analysis, quicker data interoperation (McVay, 2001). Furthermore,it uses measurable data to express facts and uncover patterns in research. Additionally, it manipulates and measures experiments with certain variables and outcomes.

The research is conducted based on surveying the readiness level and social presence scale with gender and the branch of students.

3.2 Participants

In this study participants were pedagogic formation pedagocical students who registered in Eastern Mediterranean University North –Cyprus in the academic year 2014-2015 fall semester. According to details generated from the university's Moodle, there are around 300 students registered in the various programmers. The pedagogic formation certification student's information is summarized in Table 3.1.

Table3.1 Gender of Participants

	Frequency(f)	Percent(%)
Gender		
Male	46	48.9
Female	48	51.1
Total	94	100

In Table 3.1 above, the participants were 94 students (51.1% of them were females and 48.9% of them were males).Table 3.2 showed of the field participant's.

Table 3.2 Field of Participants

	Frequency (f)	**Percent (%)**
Field		
Chemistry	14	14.9
Turkish Language	55	58.9
Biology	2	2.1
Health	1	1.1
Marketing	8	8.5
Accounting	9	9.6
Information Technology	3	3.2

According to the field of the pedagogic students in Table 3.2, 14 (14.9%) participants were chemistry, 55 (58.5%) were Turkish Language, 2 (2.1%) were biology, 1 (1.1%) were health, 8 (8.5%) were marketing, 9 (9.6%) were accounting and 3 (3.2%) Information Technology.

3.3 Data Collection Tools

The online readiness level scale survey instrument in this study is a questionnaire that developed by Hung, Chou, and Chen and Own (2010) which is translated into Turkish by Yurdugül and Alsancak Sirakaya (2013) and the social presence scale

section is developed by developed by Arbaugh (2008) which is translated in Turkish by Kilic Cakmak, Cebi and Kan (2014). These questionnaires, provided questions that are addressing demographic factors and 35 items for readiness level and social presence. The questioners of readiness level and social presence is translated into Turkish by Yurdugul and Alsancak Sirakaya (2013) and Kilic et al (2014) is used in this study. Furthermore, this questionnaire containes two sections (online readiness level and social presence survey instrument).The first section is consist of 18 items for obtaining online readiness level of teacher candidates while the second section was 17 items for obtaining social presence. Moreover, the responds were asked about readiness level and social presences with teacher candidates are in 5-point likret types (strongly agree, agree, uncertain, disagree, and strongly agree). According to this questionnaire, the survey instrument used mainly from the best choice, because this study basically focused on readiness level and social presence. The questionnaire contains two parts (demographic information and readiness level and social presence survey instrument).

The first part includes 2 items for obtaining the students demographic information and the second part includes 35 items for readiness level and social presence survey instrument that is used by Hung, Chou, and Chen and Own (2010), Arbaugh (2008). This study is used the survey method in order to collecting the data. The Surveys are advantageous because it is flexible, efficient, consume less time and cost effective (Tu, 2002).

3.4 Data Analysis

The data were collected in response to the questions posed in chapter1 of this study

All the collected data were copied into SPSS statistic version 18.0 for analysis. The frequencies, means, and percentages are calculated for all variables. For each participant an overall measure of readiness level and social presence was calculated by averaging the readiness level and social presence items.

3.5 Reliability and Validity

Acoording to Joppe (2000) , reliability is the degree of the results that are consistent over time and an accurate representation of the total participants under a study. Furthermore, it indicates whether the result of the study can be reproduced under a similar methodology, so the research instrument is considered to be reliable.

Additionally, Joppe (2000) had described the validity level in a quantitative research that determines whether the research truly measures and how truthful the research results are. Researchers generally indicates the validity by asking a series of questions, and exploring the studies of other scientists .

Based on this research, the reliability for each subscale is measured by Cronbach's alpha that was quite strong for all two subscales. These experimental results is illustrated in the Table 3.3, respectively.

Table 3.3 General Reliability

	Cronbach's Alpha	N of Items
Readiness Level	0.94	18
Social Presence	0.96	17
General	0.92	35

According to the Cronbach's coefficient alpha, values calculated based on the sample of this study (n =94) for readiness level (0.94), and social presence (0.96) that are all quite high.

The total reliability alpha coefficient for these two items are 0.92, which has relatively high internal consistency. Besides, the high value of Cronbach's coefficient alpha (> 0.90) may recommend redundancies and display the questionanaire length more shortened (McVay, 2001).

Chapter 4

FINDINGS AND DISCUSSIONS

In this chapter the results of the data analysis are presented. The data were collected and then processed in response to the questions posed in Chapter1 of this study. The purpose of this study was to examine readiness level and social presence on teacher candidates. It further examined whether demographical information such which are gender and branch affect these scales.

4.1Online Readiness Level of Teacher Candidates for Online Learning

In this section, readiness level of teacher candidates are examined. Table 4.1 below shows the N value (number of samples), mean and standard deviations on the readiness level of teacher candidates.

Table 4.1 Online Learning Readiness of Teacher Condidates Level

	N	**X**	**%**	**Std. Deviation**
Readiness level of Teacher Condidates	94	54.66	60.7	10.68

As can be seen Table 4.1 readiness level of teacher candidates is 54.66. And Std. Deviation is 10.68%.18 item (min=18, max=90) was combined to determine teacher candidates readiness level. According 18 item of readiness level, the Std. Deviation value for teacher candidates readiness level (54.66) is quite high. Morever,the

majority of the teacher condidates (60.7%) are ready for online learning. Similar finding were achieved in the Açıkgöz's (1996) study that aimed to determine student perception about learner readiness for online readiness. According this results online learning readiness level is really an important issue in online environment. Also, Table 4.2 shows the teacher candidates answers to items of readiness level.

Table 4.2 Readiness Level of Teacher Candidates in Terms of Items

Items	strongly agree		agree		uncertain		disagree		strongly disagree	
	n	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**n**	**%**
1.) I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).	7	7.4	35	**37.2**	21	22.3	25	26.6	6	6.4
2.) I feel confident in my knowledge and skills of How to manage software for online learning.	7	7.4	43	**45.7**	17	18.1	25	26.6	2	2.1
3.) I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning.	9	9.6	43	**45.7**	29	29.7	9	9.3	4	4.3
4.) I carry out my own study plan.	9	9.6	27	27.8	33	35.1	21	22.3	4	4.3
5.) I seek assistance when facing learning problems.	13	13.8	25	25.6	25	26.6	23	24.5	5	7.7
6.) I manage time well.	15	16	49	**51.1**	31	33	6	6.4	4	4.3
7.) I set up my learning goals	12	12.8	25	26.6	35	37.2	16	17	6	6.4
8.) I have higher expectations for my learning performance.	7	7.4	30	31.9	27	27.7	23	24.5	7	7.4
9.) I can direct my own learning progress.	9	9.6	27	27.7	26	27.7	19	24.5	8	8.5

10.) I am not distracted by other online activitiesWhen learning online (instant messages, Internet surfing).	4	4.3	20	21.3	26	26.7	19	20.2	15	16
11.) I repeated the online instructional materials on the basis of my needs.	25	26.7	39	40.3	21	30.9	4	**4.7**	6	**6.4**
12.) I am open to new ideas.	16	17	49	51.1	16	17	4	**4.7**	9	**9.6**
13.) I have motivation to learn.	8	8.5	24	25.5	28	29.8	24	25.5	9	9.6
14.) I improve from my mistakes.	10	10.6	27	28.7	19	**20.7**	28	**29.8**	9	**10.6**
15.) I like to share my ideas with others.	15	16	23	25.5	29	30.9	18	19.1	9	9.6
16.) I feel confident in using online tools (email, discussion) to effectively communicate with others.	12	12.8	24	24.5	23	**23.4**	26	**27.7**	9	**9.6**
17.) I feel confident in expressing myself emotions and humor through text.	13	13.8	19	20.2	30	31.2	21	22.3	11	11.7
18.) I feel confident in posting questions in online discussions.	12	12.8	20	20.3	29	39	24	25.9	9	9.6

As it can be seen, Table 4.2 reveals, most teacher candidates have said “agree” to the Questions, for all items more than 25% of the responds answered as “agree”. It means that the readiness level among teacher candidates is high. Similar finding was attained in the Hung, Chou, and Chen and Own (2010) study that aimed to develop an instrument for understanding college student’s readiness level in online environments. This study presents that readiness level of students is high. However, detailed information about online readiness level has been provided from readiness for online learning questionnaires.

As shown by above Table 4.2, 37.2% participants responded to the item 1 that they feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint), from statement 2, 45.7% of teacher candidates

responses “agree” .it can be said, and participants feel confident about knowledge and skills to manage software for online learning. From item 3, the highest percentage is 45.7% which is agree, only a few percentage of the teacher candidates feel disagree about this statement, with 9.3% disagree a 4.7% on strongly disagree. It can be seen, majority of participants to find information for online learning uses of internet. From statement 6, displays that the highest percentage is 51.1% agree. Majority of the teacher candidates ‘manage time well of a few percentage of teacher candidates feel disagree about this statement, with 6.4% disagree and 4.3 strongly disagree. From statement 11(I repeated the online instructional materials on the basis of my needs), there is response gotten with just 4.7 of the teacher candidates with disagrees and also 6.4with strongly disagree. From statement 12 (I am open to new ideas), there is good response gotten with just 4.7% of the teacher candidates with disagree and also 9.6% with strongly disagree. From statement 14, there is highest percentage 51% of teacher candidates feel disagree about improve mistakes.from statement 16,majority of teacher condidat’s feel disagree about using of online tools.

4.1.1 The Gender Make any Difference on the Online Learning Readiness Level of the Teacher Candidates for Online Learning

In order to test whether the readiness level of teacher candidates differ significantly between male and female respondents, independent sample t-test is used. Table 4.3 shows , number of samples (n), mean (X) and sum of squares (SS) for both samples and standard deviation (Sd), t value ,significance (p) for teachers candidate’s readiness level in the online learning.

Table 4.3 Teacher Candidates Readiness Level Depending on Their Gender

Gender	n	X	SS	Sd	t	P
Female	48	55.95	1.57	92	1.06	0.29
Male	46	53.56	1.85			

According to Table 4.3, there is no significant difference in the readiness level of teacher candidates according to gender (t (92) =1.06 and P>0.05). It was comprehended that male and female teacher candidates were similar in terms of the readiness level. The results of the analysis, there is no significant difference in the online learning readiness level for males and females. The above results became similar with the findings of study which tried to determine the learner readiness for online learning of student perceptions according to their gender (Hung, Chou, and Chen and Own, 2010). Furthermore, this result reveals that readiness level is equal for male and female learners in all dimensions.

4.1.2 The Field Make any Difference on the Online Learning Readiness Level of the Teacher Candidates for Online Learning

One- way **ANOVA** test is used to find any difference in the online learning readiness level for different fields of the teacher candidates shown in Table 4.4 described the results, respectively. Teacher candidates, who responded to the questionnaire, were studying in a wide range of fields. In our case, the fields were included as; Chemistry, Turkish Language, Biology, Health, Marketing, Accounting and Information Technology. Slightly more than 58.9% of the teacher candidates

identified their major as “Turkish Language.” Table 4.4 displays, number of samples (N) ,mean (X) and standard deviation (Sd) for each filed of teacher condidates.

Table 4.4 Descriptive Statistics of Teacher Candidates Readiness Level Depending on Field

Field	N	X	Std.Deviation
Chemistry	14	14.9	9.43806
Turkish Language	55	58.9	12.78194
Biology	2	2.1	16.9705
Health	1	1.1	1.23132
Marketing	8	8.5	13.20173
Accounting	9	9.6	8.18705
Information Technology	3	3.2	6.50641

Table 4.5 displays , Sum of Square (SS), Standard deviation (Sd), Mean Square (MS), F-statistic and P-value for each group of teacher condidates that are normally distributed with equal variance.

Table 4.5 Teacher Candidates Readiness Level Depending on Field

	Variance Source	Sum of Squares	Sd	Mean Squares	F	P
Readiness Level	**Between Groups**	640.414	7	91.488	0.653	0.711
	Within Groups	11776.14	84	140.192		
	Total	12416.554	91			

As can be seen from Table 4.4, the arithmetic average figures of teacher candidates readiness level for various field groups are different but as can be seen from the

matching p-value in Table 4.5, the level of readiness level for teacher candidates did not differ significantly between teacher candidates of different fields ($p>0.05$). According to findings, average readiness level did not differ between different fields of teacher candidates. These results became dissimilar the findings of study which tried to determine online readiness level about s adolescents' perceptions according their departments (Tsai and Lin, 2004). This results means that the field is not important source of differentiation for online learning readiness level abut teacher candidates.

4. 2 Online Social Presence of Teacher Candidates

In this section, Social Presence level of teacher candidates was examined. Table 4.6 below shows the mean and standard deviations samples t-test results for on the social presence of teacher candidates.

Table 4.6 Social presence Level Scores

	N	**X**	**%**	**Std.Deviation**
Social presence	94	45.57	53.6	12.97

In this Table 4.6, mean overall social presence of teacher candidates is 45.57. And Std. Deviation is 12.97%.17 item (min=17, max=85) was combined to determine teacher candidates social presence. According 17 item of social presence level, the Std. Deviation value for teacher candidates social presence level (45.57) is midium. Furthermore, it can be say that majority of teacher condidates (53.6%) are ready for onine learning. Similar finding were achieved by Gunawardena and Zittle (1997). Also, Table 4.7 reveals the detailed answers of the teacher candidates to each item of social presence.

Table 4.7 Social presence Level for Teacher Candidates in Terms of Items

Items	strongly agree		agree		uncertain		disagree		strongly disagree	
	N	**%**	**n**	**%**	**n**	**%**	**n**	**%**	**N**	**%**
1.) When I get access to the online forms , I know I am interacting with others.	10	10.6	29	**31.9**	28	29.8	16	17	11	11.7
2.) In the online forums as word coming from people instead of people.	17	18.1	30	30.9	29	30.9	10	10.6	8	8.5
3.)Each time when I return to the online forms I say hello my friends.	28	29.8	32	**34**	12	12.8	13	13.8	7	7.4
4.) I feel comfortable with the people In online forums.	11	11.7	25	26.6	37	39.4	14	14.9	6	6.4
5.) I pay attention to what other students say in the online forums.	16	17	29	30.9	25	**26.6**	15	**16**	9	**9.6**
6.) I direct my thoughts to the people in the online forums.	22	23.4	26	26.7	29	30.9	15	16	11	11.7
7.) I am always not able to ask questions from people in the forums.	19	20.2	30	**31**	25	26.6	11	11.7	7	7.4
8.) I enjoy taking part in the online forums.	4	16	33	**35.1**	31	31.1	12	12.8	4	4.3
9.) I feel like we are like a bunch of online friends in the forums.	16	17	36	**38.3**	26	27.7	11	11.7	5	5.3
10.) I feel it easy to takepart in online formus.	15	16	28	29.8	31	33	14	14.9	6	6.4
11.) I like to read the discussions in the online forums.	23	23.4	34	36.2	19	**20.2**	13	**13.8**	6	**6.4**
12.) I know the online forum I am interacting in is shared by others.	12	12.8	35	**37.2**	31	31.2	11	11.7	5	5.3

13.) I was able to form distinct individual impressions of some course participants even though we communicated only via a text-based medium.	15	16	28	29.8	26	27.7	14	15	10	10.6
14.) I felt comfortable conversing through this text-based medium in online forums.	16	17	25	26.6	33	34	13	13.8	8	8.5
15.) I feel confident use of humor in online forums.	14	14.9	33	35.1	24	25.5	7	**7.4**	4	**4.6**
16.) I always help the people in the forums who have problem in their life	18	18.5	26	27.7	14	14.9	39	7.4	7	7.4
17.) I feel confident in expressing myself emotions and humor) through :) ;p	27	28.7	33	35.1	16	17	10	7.4	7	7.4

As it can be seen, Table 4.7 reveals, most of teacher candidates have said “agree” to the Questions, for all items more than 35% of the responds answered as “agree”. It means that the social presence level among teacher candidates is really high. Similar finding were attained by Gunawardena and Zittle (1997) that social presence scale are presented is reliability and validity. High social presence scale means that students feel comfortable and satisfied in online courses.

As can be seen from Table 4.7, there were 7 items in the interaction subscale, 5 Items in the ownership subscale, 5 items in the effective statements subscale.

As shown by above table, 31.9%of the teacher candidates interacting with others in the online forums.it can be said that most teacher candidates try to interact with people in online forums. 34% of teacher candidates respond (Each time when I return to the online forms I say hello my friends). It can be said that most of teacher

candidates feel comfortable with people in online forums. These finding were consist with result of Tu (2002) study, that students have communication with people in online forums. From statement 4, more than 50% teacher candidates stated they don't feel comfortable with the people in online forums. It is possible to say that teacher candidates are concern about communication with people in the online forums.

From Item 7 (I am always not able to ask questions from people in the forums) the highest percentage is 31% which is agree, only a few percentage of the teacher candidates response disagree about this statement, with 11.7% disagree an 7.4%on strongly disagree. It can be said that teacher candidates feel shy in online forums. According item 8, 35.1% of teacher candidates enjoy taking part in online forums. It indicates that teacher candidates communication is high in online forums. Also, a few of participant said "strongly disagree" or "disagree "to this item.

From Statement 9, 38.3%of teacher candidates stated feel like a group with friends in online forums. Only a few percentages of teacher candidates answered "disagree" or "strongly disagree" for this item. Zhan and Mei (2013) found the same results for this item. From statement 11, more than 37% of teacher candidates to read discussions in online forums. It can be said that most of teacher candidates are aware and interest in online forums.

From Statement 12 (I know the online forum I am interacting in is shared by others) the highest percentage is 37.2% agree, only a few percentage of the teacher candidates response disagree about this statement, with 11.7% disagree a 5.3%on strongly disagree. From Statement 15 (I feel confident use of humor in online forums), there is good response gotten with just 7.4%of the teacher candidates with

disagree and also 4.6% with strongly disagree. These results were consist with result of Tu (2002) study, that students are more likely spent time in online forums.

4.2.1 Gender Differences on the Social Presence Level of Teacher Candidates

Independent t-test was used to understand whether social presence level differed based on gender. Table 4.8 shows , number of samples (n), mean (X) and sum of squares (SS) for both samples and standard deviation (Sd), t value ,significance (p) for teachers candidate's social presence in the online learning.

Table 4.8 Teacher Candidates Social Presence Level Depending on Their Gender

Gender	**n**	**X**	**SS**	**Sd**	**t**	**P**
Female	48	48.5	9.54	88	2.17	0.007
Male	46	42.59	15.12			

Table 4.8 shows the arithmetic average informations of teacher candidates social presence level for gender are different form the corresponding p-value in Table 4.8 ($t(88)=2.17$ and $P=0.007<0.05$). This table indicates that the mean scores for the female students (48.5) and the male (42.5) teacher candidates are relatively not equal. The t-test displays that the probability rate of $p= 0.007$, which indicates that $p<.05$. The results of the analysis, there is a significance difference between the mean scores obtained from the female and male teacher candidates. It can be said that, the female perceived have greater social presence, than male. The above results became similar with the findings of study which tried to determine the gender difference in social presence (Tu, 2002).

4.2.2 Field Make any Difference of Perceived Online Social Presence in the Online Learning of the Teacher Candidates in the Online Learning Environment

The one- way ANOVA test was used to determine whether social presence level differed based on fields of the teacher candidates shown in Table 4.9 described the results, respectively. Teacher candidates, who responded to the questionnaire, were studying in a wide range of fields.

In our case, the fields were included as; Chemistry, Turkish Language, Biology, Health, Marketing, Accounting and Information Technology. Slightly more than 48.3% of the teacher candidates identified their major as “Turkish Language”. Table 4.9 displays the range of fields identified in this study. Independent t-test was used to understand whether social presence level differed based on gender.

Table 4.9 Descriptive Statistics of Teacher Candidates Readiness Level Depending on Field

Field	N	X	Std.Deviation
Chemistry	14	39.2	6.45
Turkish Language	51	48.3	14.85
Biology	2	38	5.65
Health	1	33	2.98
Marketing	8	40.25	11.27
Accounting	9	40.5	5.83
Information Technology	3	38.3	14.36

Table 4.10 Teacher Candidates Social Presence Level Depending on Field

	Variance Source	Sum of Squares	Sd	Mean Squares	F	P
Social presence	**Between Groups**	1790.697	1	255.819	1.59	0.15
	Within Groups	13187.403	82	160.822		
	Total	14978	89			

As it is seen in Table 4.9, the arithmetic average figures of teacher candidates social presence level for various field groups are different but as can be seen from the matching p-value in Table 4.10, the level of social presence level for teacher candidates did not differ significantly between teacher candidates of different fields ($p=0.15>0.05$).

According to results, the social presence level of teacher candidates did not differ significantly between different fields of teacher candidates.

These results became dissimilar the findings of study which tried to determine social presence in online learning about student perceptions according their course groups (Zhan and Mei, 2013). This results means that the fields are not important source of differentiation for social presence level abut teacher candidates.

4.3 The Online Social Presence Perception in Terms of Interaction; Ownerships; Effective Statements of Teacher Candidates

Tables 4.11 to 4.13, show the descriptive statistics of social presence in terms of interaction; ownerships; effective statements of teacher candidates.

Table 4.11 Social Presence in Terms of Interaction Scores

	N	X	Std.Deviation
Interaction	92	18.84	6.27

Table 4.11 shows means, standard deviations for online social presence perception in terms of interaction of teacher candidates. The overall mean scores for online social presence in terms of interaction is (M=18.84, SD=6.27).

Table 4.12 Social Presence in Terms of Ownership Scores

	N	X	Std.Deviation
Ownership	94	13. 4	4.54

Table 4.12 displays means, standard deviations for online social presence perception in terms of ownership of teacher candidates. The overall mean scores for online social presence in terms of ownership is (M=13. 4, SD=4.54).

Table 4.13 Social Presence in Terms of Effective Statements Scores

	N	X	Std.Deviation
Effective Statements	92	13. 53	4.6

Table 4.13 shows means, standard deviations for online social presence perception in terms of effective statements of teacher candidates. The overall mean scores for online social presence in terms of effective statements is (M=13. 53, SD=4.65). These findings became similar the findings of study which viewed the degree of social presence in terms of of interaction; ownerships; effective statements of primary student perceptions (Short, Williams and Christie ,1976).

4.3.1 Gender Make any Difference Online Social Presence Perception of Teacher Candidates in Terms of Interaction; Ownerships; Effective Statements of Teacher Candidates

To determine whether there is significant difference between male and female social presence perception of teacher candidates in terms of interaction, the one –way ANOVA test was performed. Table 4.14 displays means, standard deviations, and dependent samples t-test results for online social presence in terms of interaction among female and male**.**

Table 4.14 Teacher Candidates Social Presence Level in Terms of Interaction Depending on Their Gender

Gender	n	X	SS	Sd	t	P
Male	45	18.11	5.85	90	1.088	0.65
Female	47	19.53	6.63			

According to Table 4.14 there is no important difference in the social presence in terms of interaction of teacher candidates for males and females (t=1.088 and P>0.05). It is understood that males and females teacher candidates were similar in the interaction.

Table 4.15 Teacher Candidates Social Presence Level in Terms of Ownership Depending on Their Gender

Gender	n	X	SS	Sd	t	P
Male	46	12.21	3.58	92	2.32	0.33
Female	48	14.33	5.12			

Table 4.15 shows, there is no significant difference in the social presence in terms of ownership of teacher candidates for men and women (t=2.32 and P>0.05). It was comprehended that male and female teacher candidates were similar in terms of the ownership.

Table 4.16 Teacher Candidates Social Presence Level in Terms of Effective Statements Depending on Their Gender

Gender	n	X	SS	Sd	t	P
Male	45	12.62	3.36	90	1.881	0.00
Female	47	14.403	5.50			

Table 4.16 displays means, standard deviations, and dependent samples t-test results for online social presence in terms of effective statements among male and female.

There is a significant difference in the overall mean scores for male (M=12.62, SD=3.36) and female (M=3.58, SD=5.50). It can be said that, the female perceived have greater social presence in terms of effective statements, than male.

4.3.2 The Field Make any Difference of Perceived Online Social Presence in the Online Learning of Teachers Candidates in Terms of Interaction; Ownerships; Effective Statements

The one- way ANOVA test was used to determine whether social presence level differed based on fields of the teacher candidates social presence level in terms of interaction for different fields of the teacher candidates shown in Table 4.17 described the results, respectively. Teacher candidates, who responded to the questionnaire, were studying in a wide range of fields. In our case, the fields were included as; Chemistry, Turkish Language, Biology, Health, Marketing, Accounting and Information Technology. Slightly more than 20 % of the teacher candidates identified their major as “Turkish Language.” Table 4.17 displays the range of fields identified in this study.

Table 4.17 Descriptive Statistics of Teacher Candidates Social Presence Level in Terms of Interaction Depending on Field

Field	N	X	Std.Deviation
Chemistry	14	16.7	6.21
Turkish Language	53	20.7	6.89
Biology	2	12.5	3.53
Health	1	15	0
Marketing	8	19.75	11.27
Accounting	9	15.8	3.82
Information Technology	3	17.3	4.72

Table 4.18 Teacher Candidates Social Presence Level in Terms of Interaction Depending on Field

	Variance Source	Sum of Squares	Sd	Mean Squares	F	P
Interaction	**Between Groups**	340.4444	7	48.635	1.262	0.279
	Within Groups	3236.11	84	38.525		
	Total	3576.554	91			

As it is seen in Table 4.17, the arithmetic average figures of teacher candidates social presence level in terms of interaction for various field groups are different but as can be seen from the matching p-value in Table 4.18, the level of social presence in terms of interaction for teacher candidates did not differ significantly between teacher candidates of different fields ($p=0.27>0.05$).

According to results, the social presence level in terms of interaction of teacher candidates did not differ significantly between different fields of teacher candidates. Teacher candidates field is not affect in their social presence level.

Table 4.19 Descriptive Statistics of Teacher Candidates Social Presence Level in Terms of Ownership Depending on Field

Field	N	X	Std.Deviation
Chemistry	14	11.57	1.78
Turkish Language	55	15.3	5.02
Biology	2	9	1.41
Health	1	4.05	0
Marketing	8	14.05	11.27
Accounting	9	14.03	3.82
Information Technology	3	10.66	403

Table 4.20 Teacher Candidates Social Presence Level in Terms of Ownership Depending on Field

	Variance Source	Sum of Squares	Sd	Mean Squares	F	P
Owner ship	**Between Groups**	220.031	7	32.376	1.647	0.133
	Within Groups	1691.029	86	19.663		
	Total	1917.66	93			

As it is seen in Table 4.19, the arithmetic average figures of teacher candidates social presence level in terms of ownership for various field groups are different but as can be seen from the matching p-value in Table 4.20, the level of social presence in terms of ownership for teacher candidates did not differ significantly between teacher candidates of different fields ($p=0.13>0.05$).

According, to these results, the social presence level in terms of ownership of teacher candidates did not differ significantly between different fields of teacher candidates.

Table 4.21 Descriptive Statistics of Teacher Candidates Social Presence Level in Terms of Effective Statements Depending on Field

Field	N	X	Std.Deviation
Chemistry	14	11	3.1
Turkish Language	53	16.5	5.02
Biology	2	14.3	3.5
Health	1	10	0
Marketing	8	15.01	6.03
Accounting	9	13.01	3.82
Information Technology	3	10.3	4.07

Table 4.22 Teacher Candidates Social Presence Level in Terms of Effective Statements Depending on Field

	Variance Source	Sum of Squares	Sd	Mean Squares	F	P
Effective statements	**Between Groups**	228.302	7	32.686	1.58	0.153
	Within Groups	1738.1	84	20.692		
	Total	1966.92	91			

As it is seen in Table 4.21, the arithmetic average figures of teacher candidates social presence level in terms of effective statements for various field groups are different but as can be seen from the matching p-value in Table 4.22, the level of social presence in terms of ownership for teacher candidates did not differ significantly between teacher candidates of different fields ($p=0.15>0.05$).

According to results, the social presence level in terms of effective statements of teacher candidates did not differ significantly between different fields of teacher candidates.

Chapter 5

CONCLUSION

The findings of this study showed that teacher candidates have relatively high online learning readiness level and the level online learning social presence of the teacher candidates is medium. According to this research, participant's gender seems to make no difference in the online learning readiness level. Both males and females had shown high online learning readiness level .

According this research, readiness level of teacher canditates in the online learning environment is high. The findings of this research, readiness level of teacher candidates make not differ on participant's gender. Both males and females shown high readiness level.

According responses from questionniers of readiness level, it is revealed that response can predict participant's performance, readiness level scores in online environments.

Also, this research revealed, social presence level do highly differ depending on participant's gender. This result means that female exhibited greater social presence in the online environment. This study also served to determine branch differences in online learning readiness level and social presence of teacher candidates. The results

of this research reveal participant's branch do not seem to be a major source of difference in participant's readiness level and social presence.

In addition the findings of this research show that, participants are aware about online education and communication required to online courses. .

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APPENDICES

APPENDIX I

Online Learning Readiness Level and Online Social Presence Questionnaire

1. Cinsiyetiniz? Erkek [ ] Kadın [ ]

2. Branşınız?

[ ] Bilişim Teknolojileri [ ] Biyoloji [ ] Fizik [ ] İngilizce

[ ] Kimya/Kimya Teknolojisi [ ] Sağlık [ ] Matematik [ ] Tarih

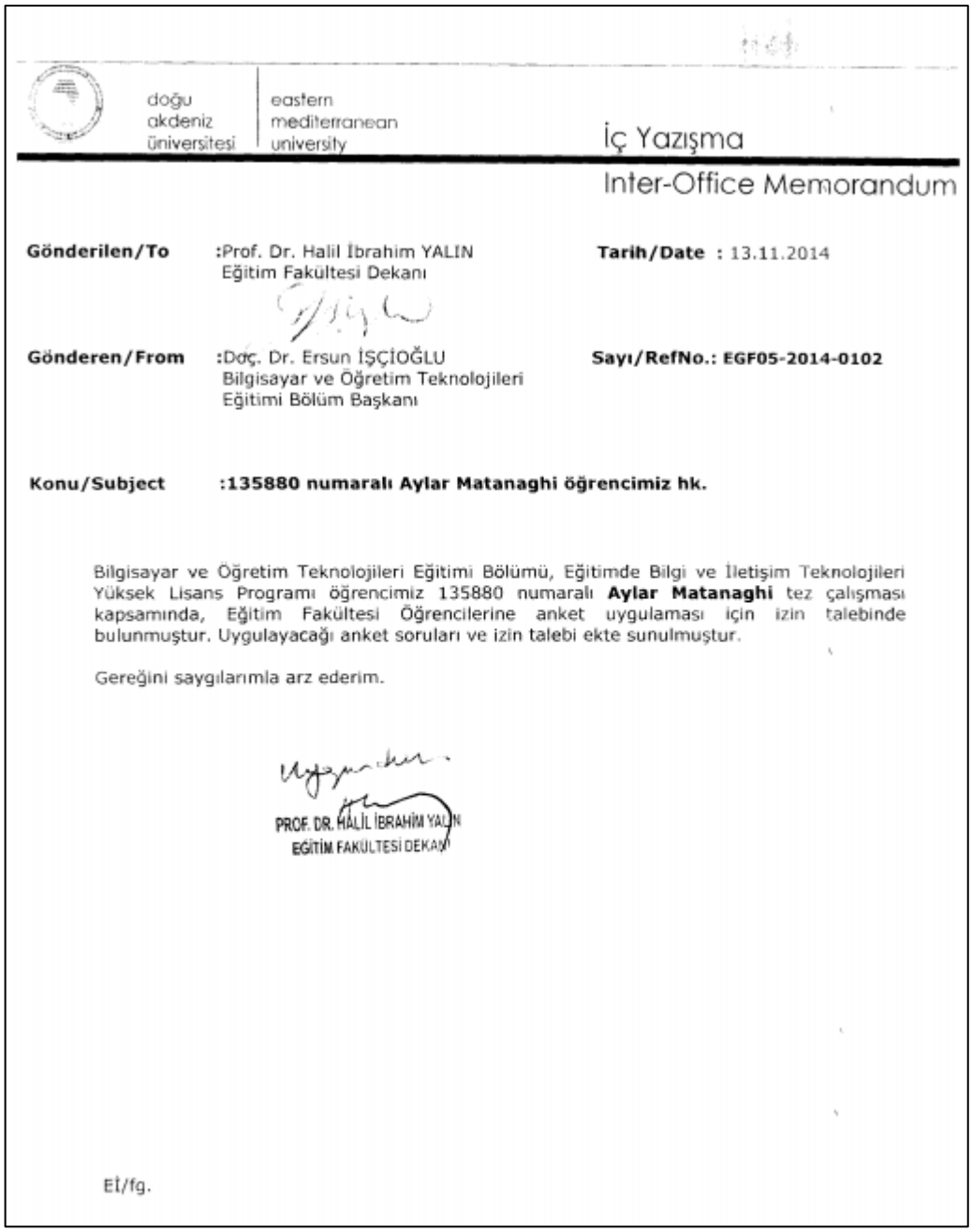
[ ] Muhasebe ve Finansman [ ] Pazarlama ve Parekend [ ] Rehberlik

[ ] Türk Dili ve Edebiyatı [ ] Diğer

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Microsoft Office programlarının (MS Word, MS Excel ve MS PowerPoint) temel fonksiyonlarını kullanma konusunda kendime güvenirim.					
2	Çevrimiçi öğrenme yazılımlarının nasıl yönetileceği konusundaki bilgime ve becerime güvenirim.					
3	Çevrimiçi öğrenme konusunda bilgi edinmek ya da toplamak amacıyla internet (Google, Yahoo) kullanabilme becerime güvenirim.					
4	Kendi çalışma planımı uygularım.					
5	Öğrenme problemleriyle karşılaştığımda yardım ararım.					
6	Zamanı iyi yönetirim.					
7	Öğrenme hedeflerimi belirlerim.					
8	Öğrenme performansım ile ilgili yüksek beklentilerim var.					
9	Kendi öğrenme sürecime yön verebilirim.					
10	Çevrimiçi eğitim sürecinde, diğer çevrim-içi aktiviteler (Chat yapmak, internette sörf yapmak) dikkatimi dağıtmaz					
11	İhtiyaçlarım doğrultusunda çevrimiçi öğrenme materyallerini tekrar gözden geçiririm.					
12	Yeni fikirlere açığımdır.					
13	Öğrenme motivasyonuna sahibimdir.					
14	Hatalarımdan ders alırım.					
15	Fikirlerimi başkalarıyla paylaşmayı severim.					

16	Başkalarıyla etkili bir şekilde iletişim kurmak için çevrim-içi araçları (e-mail, sohbet/görüşme gibi) kullanma konusunda kendime güvenirim.					
17	Yazışarak kendimi ifade etme (duygularımı ve mizah anlayışımı) konusunda kendime güvenirim.					
18	Çevrimiçi tartışmalarda soru yöneltebilme konusunda kendime güvenirim.					
19	Sanal ortamdan ayrılırken diğer kişilere ayrılacağını belirten ifadeler kullanırım (iyi akşamlar, yarın görüşmek üzere, ben çıkıyorum... vb.)					
20	Sanal ortamda belirtilen fikirlere katılıp katılmadığıma ilişkin görüşlerimi bildiririm.					
21	Sanal ortama girdiğimde, ortamdaki diğer kişileri selamlarım.					
22	Sanal ortamda diğer kişilere hitap ederken isimlerini kullanırım.					
23	Sanal ortamdaki yazışmalara hiç bir tepkide bulunmam.					
24	Fikirlerimi diğer öğrencilere açıkça ifade ederim.					
25	Sanal ortamda diğer kişilere soru sormaktan çekinirim.					
26	Kendimi ekibin/takımın bir parçası gibi hissederim					
27	Kendimi diğer öğrencilere yakın hissederim.					
28	Sanal ortamdaki arkadaşlarımdan bahsederken “biz, bizimkiler, bizim grup... Vb.” ifadeler kullanırım.					
29	Grup arkadaşlarımla birlikte anılmaktan mutlu olurum.					
30	Ortamda bulunan diğer kişilerle bilgi paylaşımında bulunurum.					
31	Sohbet ortamında farklı renkler kullanarak duygularımı ifade ederim.					
32	Sohbet ortamında yazışırken duygularımı (kızgınlık, şaşırma… vb.) ifade etmek için büyük harfleri kullanırım.					
33	Sanal ortamda diğer öğrencilerle iletişimimde mizahi öğeler kullanırım.					
34	Sanal ortamdaki arkadaşlarımla kişisel konularım hakkında konuşurum.					
35	Sohbet ortamında yazışırken duygularımı ifade etmek için gülen yüz gibi ifade ikonları [:) , ;), :P] kullanırım.					

APPENDIX II



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İç Yazışma

Inter-Office Memorandum

Gönderilen/To :Prof. Dr. Halil İbrahim YALIN
Eğitim Fakültesi Dekanı

Tarih/Date : 13.11.2014

Gönderen/From :Doç. Dr. Ersun İŞÇİOĞLU
Bilgisayar ve Öğretim Teknolojileri
Eğitimi Bölüm Başkanı

Sayı/RefNo.: EGF05-2014-0102

Konu/Subject :**135880 numaralı Aylar Matanaghi öğrencimiz hk.**

Bilgisayar ve Öğretim Teknolojileri Eğitimi Bölümü, Eğitimde Bilgi ve İletişim Teknolojileri Yüksek Lisans Programı öğrencimiz 135880 numaralı **Aylar Matanaghi** tez çalışması kapsamında, Eğitim Fakültesi Öğrencilerine anket uygulaması için izin talebinde bulunmuştur. Uygulayacağı anket soruları ve izin talebi ekte sunulmuştur.

Gereğini saygılarımla arz ederim.

PROF. DR. HALİL İBRAHİM YALIN
EĞİTİM FAKÜLTESİ DEKANI

Eİ/fg.