

## The Relationships of Academic Achievements and Social Presence among University Students in Hybrid Learning Environment

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### Abstract



Now a day's educational settings become the technologically equipped environment which led learners to become more creative with Academic achievements and social presence. As social presence is a reflection of awareness with one person to another as well as with the community. The world has converted into a global community where the learning environment needs to change for the improvement of students' education and awareness for the globe to survive in the global community. This study participated in the existing body of knowledge by describing the relationship between Academic achievements and Social presence in the hybrid learning environment. After the covid-19 pandemic hybrid learning has become the need of educators and learners. The purpose of this study was to find the relationship between Academic achievements and social presence. The study was conducted with university students by using a questionnaire through Google documents. The analysis revealed a strong relationship with Academic achievements and social presence and a moderate relationship with the hybrid learning environment and social presence.

**Keywords:** Academic Achievements, Social Presence, Hybrid Learning Environment.

### Introduction

Social presence has been referred to as a need to enhance schooling in every conventional and online getting-to-know environment (Gunawardena, 1995). Brief, and Christie 1977, described social presence as "the degree of salience of some other man or woman in interplay and the resultant salience of an interpersonal courting" (p. 56). Truly, social presence is the belief there's some different actual person taking element inside the interplay (Tu & McIssac, 2002).

Social presence has an important concept for teaching presence also because online management of education is not so easy way where the teacher could manage the students. Similarly as a collaborative approach which again not easy to work with the hybrid group. Making an environment for the study for unknown people instead of real to online that's why we consider social presence important because of its capacity to work with social and academic aspects (Rourke, et. al, 2001). One of the popular models for social presence and teaching presence for a meaningful concept was presented by the community of inquiry method.

Social media is one of the most common factors which play a key role in the combination of social presence and academic achievement (Jha & Bhardwaj, 2012). As we know, nothing interesting is ever completely one-sided, so it is for social media as it comes with both positive and negative effects. There is a correlation between social media usage and the academic performance of students in universities. There have been various views and opinions which recognize four major advantages of social media use in higher education. These include; enhancing relationships, improving learning motivation, offering personalized course material, and developing collaborative abilities (Wheeler, et. al.2008).

### Statement of the problem

The present study aims at finding out the relationship between academic achievement and social presence. The study is focused on the two most important areas of education; one is academic achievement and the other is a social presence that deals wisely with the hybrid learning environment. Significance of the study

The significance of the study was determined in relation to improving practice in the field, advancing knowledge in the field, encouraging hybrid learning practices, and contributing to positive social change. Concerning advancing knowledge in the field, this study also has the potential to help researchers develop a deeper understanding of hybrid learning environments, and the use of technology. Students may provide insight on practices and technology that are perceived as most and least effective. By specifically considering student perceptions, this study will reveal further insights related to hybrid learning and add new depth to the knowledge base surrounding innovative teaching practices that advance the social change process of improved student learning with social presence.

**Delimitation of the study**

The study was delimited to

BSc students

Hybrid universities

Secession 2019-2020

**Objectives**

1. To find relationships between Academic achievements, and social presence
2. To find relationships between Academic achievements, and a hybrid learning environment

**Hypothesis**

1. There is no relationship between Academic achievements and social presence
2. There is no relationship between Academic achievements and a hybrid learning environment

**Literature Review**

This research deal with academic achievements and social presence in the hybrid learning environment, first we deal with variable academic achievement and then social presence for this research. For a hybrid learning environment, academic achievements and social presence have a vital role in the whole educational process of the learners. Sally's hybrid learning environment provides the best sources for learning with the usage of material collected from the internet. The scholars can make more contributions to their academic achievements when they were more social interaction with each other to know the cooperation for their academic goals. A well-organized environment for the social presence and academic attainments to increase their perception of active learning is necessary for their social presence. (Knetemann & Jacobson, 2017).

All the actions from people based on their degree of social presence for conversational medium and it was more emphasized because of this medium for conversation, (Williams & Christie, 1976). So it has been crucial to decide the face-to-face communication when we have all technological media with audio and video communication. (Tu, 2002). For that, if social presence was not executed with proper communication skills it may cause frustration for getting knowledge for effectiveness and active learning. And it may cause too much frustration. Hample and Dallinger (1995).

From past decades there have been rapid changes and development in technology and it also changes the way of education with the use of the internet and technology. There are many types of research for this aspect and observations results that social presence facilitates the learners in a hybrid environment which cause to produce effective academic achievements for the scholars. Allen and Seaman (2009) revealed that out of four goof colleges at least one college is taking online classes. The environment for this online learning has a key role in the creation of a social presence for the students to achieve their good academics. Gunawardena (1995) presents that engagement in study and for learners is also a social aspect for getting good achievements. He also states that computer instructed classrooms are also part of the social presence for students.

For achievement of good academics results in students considered internet for their learning source and they expect that they can achieve more by using and exploring from Google sources. (Warschauer, 1997).

Cain (2005) suggests some of the feasible factors of why there may be an excellent affiliation amongst using CMC and analyzing gains stem from the effectiveness and ease of use. The want to percentage expertise is not constrained to the pc laptop, textual content-primarily based environment, considering data lives in the world and cell packages supply university students with the possibility for ubiquitous getting to know (Wei, et. al., 2007).

For the solution of problem during online learning process when students face the problem conferences' were conducted, these computer medicated conferences are beneficial for social presence

as well as for academic achievements. During these conferences, there was plenty of time for discussion from which they solve their problems. (Rourke, et. Al., 2001).

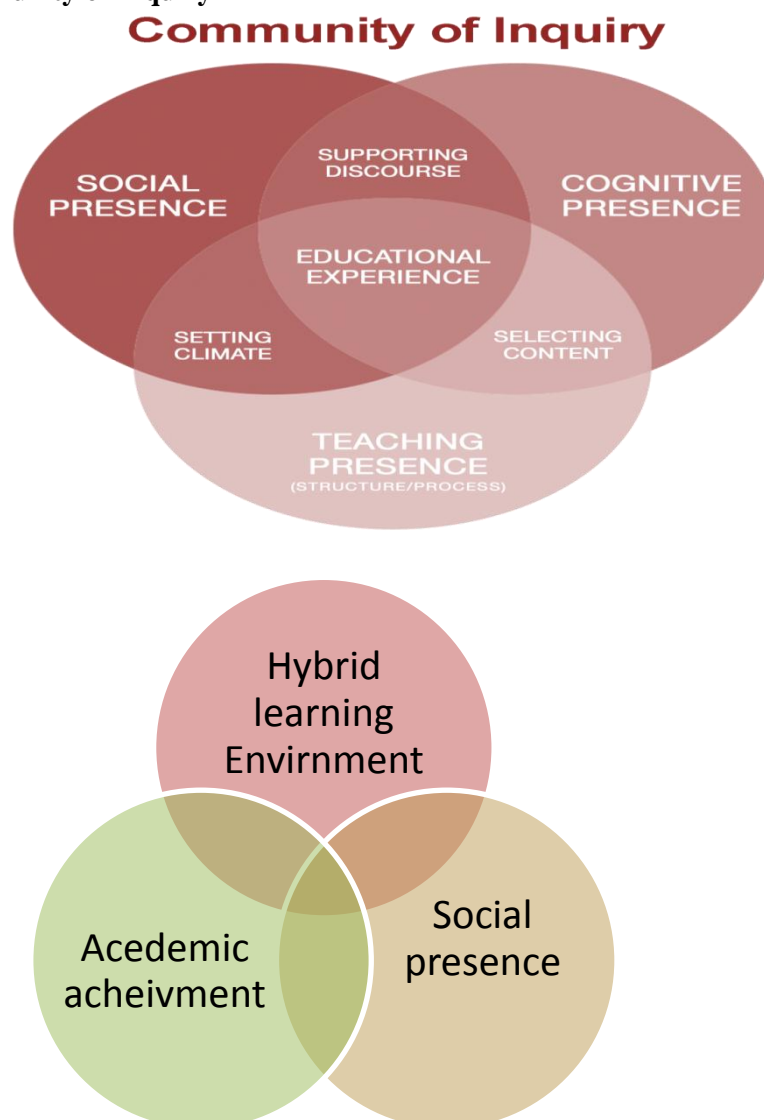
As online investigating of publications keep in reputation and direction improvement turns into a concern for many educators, Rourke, Anderson, Garrison, and Archer (2001) advise it is "critical (a) to broaden research techniques that discover the man or woman of coaching and analyzing in the one's environments (b) to use this equipment in authentic contexts, and (c) to use the consequences to develop academic models that use this technology correctly" (p. fifty-one).

Online educators at the moment are looking to apprehend the intricacies of learning. Researchers have begun to pick out high-quality practices elements for online getting to know. Over the past decade, researchers have recognized social presence, social interaction, collaborative reading, and satisfaction as vital constructs of an internet route.

**Theoretic Potential**

This study was based on a community of inquiry method which was presented by (Garrison & Anderson, 2001). Where he addresses three elements of education which academic achievements were teaching presence and social presence. In this study, we find a relationship between social presence and cognitive presence in the hybrid learning environment.

**Model for Community of Inquiry**



**Research Methodology**

The research design was based on a relationship study. All the university students were the population of this study Eighty students studying in BS were selected for the sample of the study. Variables were involved as follows: Hybrid learning environment was an independent variable of this research academic achievements and social presence was an independent variable of this research

questionnaire were used in this research. Google documents were used for the collection of data. Reliability was checked by Cronbach Alfa which was .088. The questionnaire was distributed to students through email and WhatsApp numbers, SPSS was used for the analysis of data, the further correlation was used.

**Results**

This section involved the statistical analysis and interpretations from results which were divided into two main parts as two variables were involved in analysis which correlated with one another.

**TABLES**

**Correlations**

		Academic Achievement	1
Academic Achievement	Pearson Correlation	1	.074
	Sig. (2-tailed)		.516
	N	80	80
1	Pearson Correlation	.074	1
	Sig. (2-tailed)	.516	
	N	80	80

\*\*Correlation is significant at 0.01 levels

Table 1 shows that there is a slightly moderate correlation between academic achievements and a hybrid learning environment in university students. Academic achievements' were positively correlated based on this result. There was a positive relationship between academic achievement and a higher learning environment. It also shows that there is a positive linear relation between two variables as both sides result positively.

The relationship is slightly moderate.

**Correlations**

		Social presence	2
Social Presence	Pearson Correlation	1	-.071
	Sig. (2-tailed)		.531
	N	80	80
2	Pearson Correlation	-.071	1
	Sig. (2-tailed)	.531	
	N	80	80

\*\*Correlation is significant at 0.01 levels

Table 2 showed a moderate relationship with this result as a negative correlation with social presence and hybrid learning environment. There was a slightly negative correlation between social presence and a hybrid learning environment.

**Conclusion**

This study was the relationship between academic achievements and social presence during a hybrid learning environment, Keeping in mind the importance of this learning style and both variables the results revealed that the majority of students were in favor of Academic achievements and a little bit were not in favor of social presence as it showed a moderate relationship with a social presence, Thus it is suggested that other variables like teaching presence should be addressed with these variables. Overall Students were in favor of a hybrid learning environment. . Thus, it is suggested that future studies should be conducted to determine the relationship of other factors to Academic achievements because there are many independent variables whose effect and relationship to Academic achievements are not yet studied.

**Recommendations for future studies**

The following recommendations are for prospective scholars who are interested in hybrid learning and social presence. To test the investigative findings more in-depth research is required. And it may be noticed with the teaching presence and social presence of students in hybrid learning.

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