

The Effect of Interaction between Online Learning Readiness, Regulatory Focus and Perceived Lecturer Presence in Learning Satisfaction through Electronic Learning Environment among Faculty of Education Students

The current study aimed at identifying the correlation between online readiness and its components (learner control, online learning motivation, Internet/Technology self- efficacy and online communication self –efficacy), regulatory focus(promotion focus ,prevention focus) ,perceived lecturer presence and its factors(teaching, cognitive ,social, emotional and leadership presence) , and learning satisfaction through electronic learning environment. Besides, It aimed at knowing the contribution of these variables in predicting learning satisfaction and verifying the effect of interaction among (320) faculty of education , Fayoum university students . The researcher prepared the scales of online readiness, regulatory focus, lecturer presence and learning satisfaction . The researcher employed many statistical techniques such as content validity, exploratory factor analysis, confirmatory factor analysis using SmartPLS.4 program , split half validity, composite reliability, "pearson" correlation, Regression analysis and Two Way Anova to verify psychometric properties of scales and analyze data .

The study results indicated that there is a statistically significant correlation between study variables. In addition, the regression model indicated that learner control, Internet/Technology self- efficacy, promotion focus , teaching presence, cognitive presence , and leadership presence attributed in predicting learning satisfaction of the participants through electronic learning environment. The model explained (63.4%) of the total variance of learning satisfaction. Besides, the factors of social presence, emotional presence, prevention presence, online communication self -efficacy and learning motivation didn't predict learning satisfaction. Moreover, split half analysis indicated that the results of prediction model can be generalized among faculty of education students as there was symmetry between the results of the three samples of analysis(the total sample and the two split samples).Finally ,there was a statistically significant effect of interaction between regulatory focus and lecturer presence, but there was no effect of interaction between online readiness and regulatory focus or between readiness and presence in learning satisfaction. Implications of the findings were discussed. The researcher discussed the results in light of the theoretical framework and previous studies. Accordingly, the research presented a set of recommendations and suggestions for further research based on the results.

Key Words: Online Readiness - Regulatory Focus -Perceived Lecturer Presence - Learning Satisfaction- Electronic Learning Environment