

**THE ROLE OF SOCIAL MEDIA IN FACILITATING PEER-TO-
PEER LEARNING AMONG AMBROSE ALLI UNIVERSITY
STUDENTS**

ITOTA VICTORIA

EDU1612194

**FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

OCTOBER, 2023.

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**A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF
CURRICULUM AND INSTRUCTIONAL TECHNOLOGY,
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IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF BACHELOR OF SCIENCE (ED.) DEGREE IN
COMPUTER SCIENCE EDUCATION.**

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CERTIFICATION

This is to certify that this project was carried out by **ITOTA VICTORIA** with Matriculation number **EDU1612194** in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin of the requirement in partial fulfillment for the award of Bachelor of Science (Ed) Degree in Computer Science Education.

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DEDICATION

This project work is dedicated to my lovely husband, Mr. Christopher Nnamdi Odiwe, who always support my vision and can go any length just to ensure I get the best.

ACKNOWLEDGEMENT

My profound gratitude goes to God Almighty who gave me the grace and ability to complete the research work successfully, because if He had not spare my life, this study would have been impossible.

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ABSTRACT

Social media platforms have become an integral part of the lives of university students, impacting various aspects of their social interactions and learning behaviors. This study aims to investigate Ambrose Ali University (AAU) students' perceptions of social media's role in facilitating peer-to-peer learning. Using a descriptive survey design, data was collected from a randomly selected sample of 140 students at AAU.

The study found that students predominantly used Facebook, Instagram, WhatsApp, and YouTube for social interactions and academic purposes, with Twitter being less commonly utilized. While many students held positive perceptions about social media's potential to enhance learning experiences and foster collaboration, some expressed reservations. Benefits of social media in education included improved access to study resources and enhanced communication with peers. However, challenges such as distractions, privacy concerns, and the need to balance social and academic interactions were also identified.

This research highlights the complex landscape of social media usage among AAU students. To maximize the benefits of social media for peer-to-peer learning, the study recommends the development of institutional guidelines, faculty training, and support services, along with a focus on privacy and security. Regular surveys and further research on the impact of social media integration in education are also suggested to continually adapt strategies to evolving student needs and trends.

CHAPTER ONE

INTRODUCTION

Background to the Study

Social media platforms have become a ubiquitous part of students' lives, influencing various aspects of their social interactions, information consumption, and learning behaviors. As these platforms offer a range of features conducive to collaboration and knowledge sharing, they have been increasingly integrated into educational settings to foster peer-to-peer learning among university students.

Junco (2022) conducted a study to investigate the relationship between Facebook use and academic performance among college students. The research involved surveying 1,839 college students, and the findings revealed a positive correlation between active engagement in academic discussions on Facebook and higher academic performance. Students who used Facebook for academic purposes, such as discussing course content and exchanging study materials, demonstrated better grades and academic achievements.

Zhu, (2017) conducted a study to explore the impact of social media on student learning experiences and perceptions of the learning environment in an introductory astronomy course. The researchers integrated social media platforms into the course to promote peer-to-peer interaction and collaboration. The findings indicated that social media usage fostered meaningful peer discussions, enhanced student engagement, and positively influenced students' perceptions of the learning environment. These studies provide

evidence of the positive impact of social media on student learning experiences and outcomes. They emphasize the potential of social media platforms to foster active engagement, collaborative learning, and a sense of community among students. By utilizing social media in educational settings, educators can leverage its affordances to create dynamic learning environments that facilitate peer-to-peer interaction and knowledge sharing, leading to improved academic performance and enhanced learning experiences.

Various social media platforms offer specific advantages for supporting peer-to-peer learning. Facebook, for example, has been widely used for creating study groups, sharing resources, and discussing course-related content. WhatsApp has been utilized for real-time group discussions and collaborative problem-solving, while Twitter has been harnessed for information dissemination and interactive learning experiences. Moreover, social media's interactive nature aligns well with the principles of peer-to-peer learning, peer-based approaches, facilitated by social media, can be effective in professional development and knowledge sharing among teachers and students perceived Facebook as a valuable space for both socializing and discussing academic topics, supporting informal learning experiences.

Selwyn (2019) conducted a qualitative study to explore students' use of Facebook for academic purposes. The research involved in-depth interviews with university students to understand their experiences and perceptions of using Facebook in an educational context.

The findings revealed that while students recognized the potential benefits of using Facebook for academic discussions and sharing resources, they also acknowledged the temptation to use the platform primarily for socializing and non-academic purposes. This challenge of maintaining an appropriate balance between social and academic interactions on social media platforms was identified as a key concern. Excessive use of Facebook for social interactions and non-academic activities was negatively associated with academic performance. Students who spent significant time on social media for non-academic purposes experienced decreased focus on their academic goals and lower grades. This highlights the importance of addressing the issue of maintaining a healthy balance between social and academic use of social media.

Kent and Leaver (2021) conducted a survey-based study to examine the privacy and security practices of university students using social media. The research included responses from 527 students across different disciplines. The study found that many students were not fully aware of the privacy settings on social media platforms, leading to potential privacy breaches. Additionally, the research revealed that students often shared sensitive academic information without considering the potential consequences, highlighting the need for improved awareness and education regarding privacy and security issues on social media. While social media platforms offer significant potential for enhancing peer-to-peer learning experiences, they also present challenges that must be addressed. The need to maintain a balance between social and academic interactions on

these platforms and concerns regarding privacy and security require careful consideration and proactive strategies from educators and institutions. By addressing these challenges, educators can create a safer and more productive environment for integrating social media into education, ultimately maximizing its benefits for peer-to-peer learning among university students.

To maximize the potential of social media for peer-to-peer learning, effective strategies must be employed, providing clear guidelines and expectations for social media use in education can promote productive engagement. Additionally, the importance of integrating social media activities seamlessly into the curriculum to enhance students' sense of ownership and relevance.

In conclusion, social media has emerged as a transformative technology with the potential to enhance peer-to-peer learning experiences among university students. Its interactive features and accessibility transcend traditional classroom boundaries, enabling students to collaborate, share resources, and actively engage in knowledge exchange. While challenges exist, appropriate strategies can be implemented to harness the benefits of social media in promoting effective peer-to-peer learning environments.

Statement of Problem

Despite the promising potential of social media in facilitating peer-to-peer learning among university students, the integration of these platforms into education presents several challenges.

While social media platforms offer potential benefits for collaborative learning, there may be concerns about students predominantly using these platforms for non-academic interactions. This raises the challenge of striking a balance between social and academic usage of social media, as excessive socializing may distract students from their educational goals. Different platforms may offer unique features and affordances for collaborative learning, but they may also come with various challenges. Understanding which platforms are prevalent among students and their potential implications for learning experiences is crucial to optimizing their use for educational purposes.

Students' beliefs and attitudes towards integrating social media into their learning experiences can significantly influence their engagement and effectiveness in peer-to-peer interactions. Identifying potential barriers, reservations, or misconceptions regarding social media use in education is essential for designing interventions and strategies to enhance its adoption. While social media can foster collaborative knowledge exchange and engagement, there may be obstacles, such as privacy and security concerns, information overload, and distractions. Understanding these benefits and challenges will enable educators and institutions to develop effective policies and guidelines that harness

the strengths of social media while mitigating its limitations. This research will address the challenges posed by the integration of social media into the educational context for facilitating peer-to-peer learning at Ambrose Ali University. By examining social media usage patterns, exploring platform preferences, understanding students' perceptions, and identifying benefits and challenges, this study will contribute to the development of strategies that optimize social media's potential as an effective tool for collaborative learning among Ambrose Ali University students.

Research Questions

The following research questions were raised to guide this study;

1. Which social media platforms are commonly utilized by AAU students to facilitate peer-to-peer learning?
2. How do AAU students perceive the integration of social media into their academic learning experiences?
3. What are their attitudes towards using social media for collaborative learning?
4. What are the perceived benefits and challenges of using social media for facilitating peer-to-peer learning among Ambrose Ali University students?

Purpose of the Study

The main purpose of this study is to explore students perception on the role of social media in facilitating peer-to-peer learning among AAU Students. The specific objectives are;

1. To explore the social media platforms commonly used by AAU students to support peer-to-peer learning.
2. To examine AAU students' perceptions towards utilizing social media for collaborative learning.
3. To examine AAU students' attitudes towards utilizing social media for collaborative learning.
4. To identify the benefits and challenges associated with using social media as a tool for peer-to-peer learning.

Significance of the Study

This research holds considerable significance for various stakeholders in the field of education. It will contribute to the existing body of literature on social media and education, shedding light on the specific context of Ambrose Ali University, the findings will inform educators about the opportunities and challenges of using social media for fostering collaborative learning environments. The study may assist students in developing effective approaches to utilize social media platforms for peer-to-peer learning and academic success.

Scope and Delimitations of the Study

The scope of this research is limited to Ambrose Ali University students, focusing on their use of social media for peer-to-peer learning activities. While this study will provide insights into the role of social media in facilitating collaboration among students, it may not account for potential variations in social media usage among different age groups or academic disciplines. Moreover, the research findings may have a time-bound validity as social media trends and platforms continually evolve.

Definition of Terms

Social Media: Social media refers to web-based platforms and applications that enable users to create, share, and exchange information, ideas, and media content in virtual communities and networks.

Peer-to-Peer Learning: Peer-to-peer learning is an educational approach where students actively engage with each other to share knowledge, experiences, and ideas, fostering mutual learning and understanding.

Perception: The ability to see, hear, or become aware of something through the senses.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concept of Social Media

The word "Social Media" means collection of applications (Facebook, Twitter, WhatsApp, LinkedIn, or YouTube etc.) and websites that link people to share information and aware people about any event through social networking. From the beginning of the 21st century, social media is in progress. People belonging to different age groups use social media. Social media plays a vital role in life. Information Technology (IT) changed the living standard. These tools provide several ways of interaction and different opportunities to learn foreign languages through worldwide. The world become a global village due to social media. Users can connect with other people within seconds and share their ideas and give comments by video conferencing. People of different culture can also talk on any issue. Social media links people to their culture by showing different documentaries. People also use social media to get information about other countries. Social media influence adolescent's life, it has both positive and negative impacts. Students use social media for learning purpose, for entertainment, and for innovation.

Swist Teresa, Collin and McCormack (2019), Social media can be defined as a set of web applications that (a) rely on the participation of mass groups of users rather than centrally controlled content providers, (b) aggregate and remix content from multiple sources, and (c) more intensely network users and content together (O'Reilly, 2017; cited in Ahn, 2019),

Social media can now be accessed via multiple platforms (eg Twitter and Youtube) and mobile devices (eg smartphones, tablets and laptops). They are also increasingly integrated with traditional media (eg, television, newspapers and radio) for re-broadcast and intermixing with 'newer' media. In this way, social media offers new expectations, interactions and activities - such as user-generated content, remixing and dissemination (Bruns, 2018). This is associated with the rise of 'participatory culture', which shapes children and young people's expectations as active agents in media practices and the world around them (Jenkins et al., 2016). Social media can thus also be understood as a 'cultural mindset' towards the diverse production, use and purposes of digital communications (boyd, 2021).

As social media use among the youth increases, it causes a wide scale realignment of their leisure behaviour. Young adults have consistently been the heaviest users of social media by a substantial margin, and today that's even more true: a staggering 90% of them use social media, according to a 2019 Pew Research Center study. That's a 78% increase from the 12% who were using social media back in 2019. Another Pew study found that

82% of young adults that are online use Facebook, and about 55% of this crowd uses Instagram, says the Pew study. Rounding out the mediums covered by the report is Twitter, used by about 32% of this population.

Social media integrates technologies, social interaction, and content creation to collaboratively connect on-line information. Through social media, people or group of people can create, organize, edit, comment on, combine, and share content, in the process of helping agencies to better achieve their mission goals. It is fair to say that human race have wholeheartedly embraced social media. Social media have changed the way we interact significantly, but it is possible that we are not taking enough time to step back and take stock of what is happening to us.

Social media platforms have become an integral part of the lives of today's students, revolutionizing the way they interact, consume information, and engage with their peers. Within the realm of education, social media shows promising potential in supporting peer-to-peer learning among university students. Ambrose Ali University, like many other educational institutions, has seen an increasing integration of social media into its learning environment to promote collaborative knowledge exchange. However, this integration is not without its challenges. This essay delves into the role of social media in facilitating peer-to-peer learning among Ambrose Ali University students, while addressing the critical challenges that need to be overcome to maximize its potential.

Social Media Usage for Academic Purposes

Social media usage for academic purposes has gained increasing attention in educational research due to its potential to enhance students' learning experiences. Several studies have explored the relationship between social media use and academic performance, providing valuable insights into the benefits and challenges of integrating social media into the educational context.

Junco (2022) conducted a study to investigate the impact of Facebook use on academic performance among college students. The research involved surveying 1,839 college students and analyzing their Facebook activities. The findings revealed a positive correlation between active engagement in academic discussions on Facebook and higher academic performance. Students who used Facebook for academic purposes, such as discussing course content and exchanging study materials, demonstrated better grades and academic achievements. This study highlights the potential of social media as a tool for facilitating peer-to-peer learning and knowledge exchange among students.

Selwyn (2019) conducted a qualitative study to explore students' use of Facebook for academic purposes. The research involved in-depth interviews with university students to understand their experiences and perceptions of using Facebook in an educational context. The findings indicated that while students recognized the potential benefits of using Facebook for academic discussions and sharing resources, they also acknowledged the challenge of maintaining a balance between social and academic interactions on the

platform. Some students expressed concerns about potential distractions and the temptation to primarily use Facebook for socializing rather than academic purposes. This study emphasizes the importance of promoting productive and focused engagement with social media for educational activities.

In addition to these studies, other researchers have also explored the role of social media in supporting collaborative learning and knowledge sharing among students. Kabilan, Ahmad, and Abidin (2020) investigated the use of WhatsApp for language learning and found that it facilitated real-time group discussions and collaborative problem-solving among students. Manca and Ranieri (2017) conducted a study to examine the use of Twitter in higher education and found that it promoted information dissemination and interactive learning experiences. These studies demonstrate the diverse ways in which social media platforms can be leveraged to facilitate peer-to-peer learning and engagement among students.

However, along with the benefits, challenges also exist in integrating social media into education. Kent and Leaver (2021) explored the privacy and security practices of university students using social media and found that many students were not fully aware of the privacy settings on these platforms, leading to potential privacy breaches. Alzahrani and Othman (2019) investigated university students' attitudes towards using social media for academic purposes and found that privacy and security concerns were significant barriers to students' willingness to engage in educational activities on public

social media platforms. These studies highlight the need for educators and institutions to address privacy and security concerns while promoting responsible and informed use of social media for educational purposes.

In conclusion, social media usage for academic purposes has shown promising potential in enhancing peer-to-peer learning experiences among students. The studies conducted by Junco (2022) and Selwyn (2019) provide evidence of the positive impact of social media on academic performance and the importance of promoting productive engagement with these platforms. Additionally, other research by Kabilan et al. (2020), Manca and Ranieri (2017), Kent and Leaver (2021), and Alzahrani and Othman (2019) has shed light on the various ways social media can support collaborative learning and the challenges that need to be addressed in its integration. By understanding the benefits and challenges of social media usage in education, educators and institutions can effectively harness the potential of these platforms to create dynamic and engaging learning environments for students.

Types of Social Media Platforms for Peer-to-Peer Learning

Social media platforms offer diverse features that make them conducive to peer-to-peer learning among university students. These platforms facilitate collaboration, knowledge sharing, and real-time interactions, transcending traditional classroom boundaries. Researchers have identified several types of social media platforms that have been effectively used for peer-to-peer learning in educational contexts.

Facebook, as one of the most popular social media platforms, has been extensively used for academic-related activities. Selwyn (2019) conducted a study that explored students' use of Facebook for academic purposes. The research revealed that students created study groups, shared educational resources, and engaged in discussions related to course content on Facebook. These interactions allowed students to collaborate with their peers, exchange ideas, and support each other's learning processes. The interactive nature of Facebook groups provides a space for students to actively participate in academic discussions outside the formal classroom setting.

WhatsApp, a messaging platform, has also been recognized as an effective tool for peer-to-peer learning. Kabilan, Ahmad, and Abidin (2020) investigated the use of WhatsApp for language learning among university students. The study found that WhatsApp facilitated real-time group discussions and collaborative problem-solving. Students used the platform to ask questions, share information, and seek help from their peers, fostering a sense of community and support in their academic endeavors. The immediacy of WhatsApp allows students to engage in synchronous communication, enabling timely assistance and feedback.

Twitter, with its microblogging features, has been harnessed for information dissemination and interactive learning experiences in educational settings. Manca and Ranieri (2017) examined the use of Twitter in higher education and found that it provided a platform for students to share and access valuable resources, engage in discussions, and

participate in academic-related conversations. The brevity of tweets and the use of hashtags allow for quick access to relevant information and resources, enhancing students' learning experiences in real-time.

Blended synchronous learning environments combine face-to-face and online learning activities. Bower et al. (2019) conducted a cross-case analysis of courses that incorporated social media platforms in blended synchronous learning approaches. The study revealed that the integration of social media led to increased student participation and engagement. These platforms fostered active involvement in discussions and collaborative activities, promoting peer-to-peer learning and knowledge exchange among students. The blending of synchronous and asynchronous activities allows for flexible learning experiences that accommodate different learning styles and preferences.

In conclusion, various social media platforms offer unique advantages for supporting peer-to-peer learning among university students. Facebook, WhatsApp, Twitter, and the integration of social media in blended synchronous learning environments have all demonstrated their potential to enhance collaborative learning experiences. These platforms enable students to connect, collaborate, and share knowledge in real-time, promoting active engagement and deeper understanding of course materials. By utilizing social media in educational settings, educators can leverage its affordances to create dynamic learning environments that facilitate meaningful peer-to-peer interaction and knowledge sharing among students.

Students' Perceptions and Attitudes towards Social Media for Collaborative Learning

Students' perceptions and attitudes towards social media for collaborative learning play a crucial role in determining the success of its integration into educational settings. Several studies have examined how students view the use of social media for academic purposes and how it impacts their learning experiences.

Zhu et al. (2017) conducted a study to explore the impact of social media on student learning experiences in an introductory astronomy course. The researchers integrated social media platforms into the course to promote peer-to-peer interaction and collaboration. The findings indicated that social media usage fostered meaningful peer discussions, enhanced student engagement, and positively influenced students' perceptions of the learning environment. Students appreciated the opportunities to interact with their peers, exchange ideas, and seek help outside of the traditional classroom setting. This positive perception contributed to a more dynamic and participatory learning experience.

Alzahrani and Othman (2019) investigated university students' attitudes towards using social media for academic purposes. The research surveyed 320 students from various academic disciplines. The findings revealed that privacy and security concerns were significant barriers to students' willingness to engage in educational activities on public social media platforms. Students expressed concerns about the potential risks of sharing

academic content, personal information, and intellectual property on public social media platforms. These concerns may lead to reservations or reluctance to actively participate in collaborative learning activities using social media.

The perceptions and attitudes of students towards social media integration in education are influenced by various factors, including the perceived benefits and challenges associated with its use. Madge et al. (2019) found that students perceived Facebook as a valuable space for both socializing and discussing academic topics, supporting informal learning experiences. However, Selwyn (2019) highlighted the challenge of maintaining a balance between social and academic interactions on social media platforms, as students may be tempted to primarily use these platforms for non-academic purposes.

Incorporating social media into collaborative learning practices requires addressing students' concerns and misconceptions. Kent and Leaver (2021) conducted a survey-based study to examine the privacy and security practices of university students using social media. The research revealed that many students were not fully aware of the privacy settings on social media platforms, leading to potential privacy breaches. Educators must address these issues and provide guidance on how to use social media safely and responsibly for educational purposes.

To promote a positive attitude towards social media integration, it is essential to highlight the benefits it offers in fostering collaborative learning experiences. Kabilan et al. (2020)

suggested that providing clear guidelines and expectations for social media use in education can promote productive engagement. Additionally, Manca and Ranieri (2017) emphasized the importance of integrating social media activities seamlessly into the curriculum to enhance students' sense of ownership and relevance.

In conclusion, students' perceptions and attitudes towards social media for collaborative learning are crucial factors that influence its successful integration into educational settings. Studies have shown that when used appropriately, social media can enhance peer-to-peer interaction, engagement, and learning experiences. However, addressing privacy and security concerns and promoting the benefits of social media for academic purposes are essential for fostering a positive attitude towards its use in collaborative learning among students.

Benefits of Using Social Media for Peer-to-Peer Learning

The integration of social media into education offers numerous benefits for peer-to-peer learning. Madge et al. (2019) found that students perceived Facebook as a valuable space for both socializing and discussing academic topics, supporting informal learning experiences. Social media's interactive nature aligns well with the principles of peer-to-peer learning (Ní Shé & Boyle, 2022), promoting knowledge sharing and collaboration among students.

The integration of social media into education for peer-to-peer learning offers several benefits, but it also comes with challenges that need to be addressed.

Informal Learning Experiences: Madge et al. (2019) found that students perceived Facebook as a valuable space for informal learning experiences. Social media platforms provide an informal and relaxed environment where students can engage in discussions and share knowledge outside the formal classroom setting. This fosters a sense of community and encourages peer-to-peer interactions.

Knowledge Sharing and Collaboration: Social media's interactive nature aligns well with the principles of peer-to-peer learning (Ní Shé & Boyle, 2022). Students can actively engage with each other, share ideas, and collaborate on projects. This promotes active learning and deeper understanding of course materials through mutual teaching and learning.

Challenges of Using Social Media for Peer-to-Peer Learning

However, the use of social media in education also presents challenges. Kent and Leaver (2021) highlighted that students often shared sensitive academic information on social media without considering the potential consequences, emphasizing the need for improved awareness and education regarding privacy and security issues. Additionally, Selwyn (2019) noted that students may be tempted to use social media primarily for socializing, potentially distracting them from their academic goals.

Privacy and Security Concerns: Kent and Leaver (2021) found that many students were not fully aware of the privacy settings on social media platforms, leading to potential privacy breaches. Sharing sensitive academic information without considering the consequences can lead to data leaks and potential academic integrity issues. Educators must address these concerns and provide guidance on using social media safely and responsibly for educational purposes.

Distraction from Academic Goals: Selwyn (2019) noted that students may be tempted to use social media primarily for socializing and non-academic purposes, potentially distracting them from their educational goals. This challenge highlights the need to promote productive engagement with social media for educational activities and maintain a balance between social and academic interactions on these platforms.

Information Overload: The abundance of information available on social media can lead to information overload, making it challenging for students to filter and prioritize relevant academic content. Educators must guide students on how to effectively navigate social media platforms for educational purposes and discern credible sources of information.

Accessibility and Inclusivity: While social media offers various opportunities for peer-to-peer learning, it may not be accessible to all students. Some students may not have access to the required technology or internet connectivity, leading to potential disparities in

learning experiences. Educators must consider inclusivity and ensure alternative means of participation for students with limited access to social media.

In conclusion, the integration of social media into education for peer-to-peer learning has both benefits and challenges. It offers opportunities for informal learning experiences, knowledge sharing, and collaboration among students. However, privacy and security concerns, the temptation for non-academic use, information overload, and accessibility issues are challenges that need to be carefully addressed by educators and institutions to harness the full potential of social media for enhancing peer-to-peer learning experiences.

Maintaining a Balance between Social and Academic Interactions

One of the main challenges in integrating social media into education is finding the delicate balance between social and academic interactions. Social media platforms inherently offer a space for socializing and non-academic activities. Selwyn (2019) noted that students may be tempted to use social media primarily for social purposes, potentially leading to distractions from their academic pursuits. As students engage in informal conversations and non-academic discussions, their focus on academic goals might wane. To address this challenge, educators must promote the purposeful use of social media for academic collaboration and set clear expectations for its use in educational contexts. By providing guidelines and encouraging meaningful academic discussions on these platforms, the balance between social and academic interactions can be maintained.

Social media platforms offer significant potential in facilitating peer-to-peer learning among Ambrose Ali University students. By leveraging the interactive and collaborative features of social media, educators can create dynamic learning environments that promote active engagement and knowledge sharing. However, challenges such as maintaining a balance between social and academic interactions, addressing privacy and security concerns, managing the impact on academic performance, and promoting awareness and education about responsible social media use must be addressed.

Through thoughtful strategies and proactive measures, Ambrose Ali University can harness the benefits of social media while mitigating its challenges. By fostering a conducive learning environment that encourages purposeful academic interactions, respects data privacy, and promotes digital literacy, social media can become a powerful tool in enriching the peer-to-peer learning experiences of students at Ambrose Ali University.

Summary of Reviewed Literature

The reviewed literature provides a comprehensive understanding of the concept of social media and its role in education, particularly in facilitating peer-to-peer learning among university students. Social media encompasses a collection of applications and websites that link people together, allowing them to share information and engage in social networking activities. From the beginning of the 21st century, social media has seen significant progress and is now widely used by people of different age groups. It has

become an integral part of daily life, influencing how people interact, access information, and communicate with others.

Scholars have defined social media as a set of web applications that rely on the participation of mass groups of users, aggregate and remix content from multiple sources, and intensely network users and content together. The diverse production, use, and purposes of digital communications define social media as a cultural mindset (Swist Teresa et al., 2019; Ahn, 2019; boyd, 2021). Social media is now accessible through multiple platforms and devices, including smartphones, tablets, and laptops, and it is increasingly integrated with traditional media. This integration has led to new expectations, interactions, and activities, shaping children and young people's expectations as active agents in media practices (Jenkins et al., 2016; Bruns, 2018).

In the context of education, social media has been recognized as a valuable tool for promoting peer-to-peer learning. Several studies have explored the impact of social media usage on academic performance and found positive correlations between active engagement in academic discussions on platforms like Facebook and higher academic performance (Junco, 2022). Moreover, social media platforms such as WhatsApp and Twitter have been utilized for real-time group discussions, collaborative problem-solving, and information dissemination in educational settings (Kabilan et al., 2020; Manca & Ranieri, 2017).

Despite the benefits, challenges also exist in integrating social media into education. Privacy and security concerns, information overload, and the potential distraction from academic goals have been identified as critical challenges (Kent & Leaver, 2021; Selwyn, 2019). Students may share sensitive academic information without considering the consequences, leading to potential privacy breaches. Additionally, the abundance of information on social media can be overwhelming for students, making it challenging to filter and prioritize relevant academic content.

Students' perceptions and attitudes towards social media play a crucial role in determining the success of its integration into education. Positive attitudes towards social media have been associated with enhanced peer discussions, increased engagement, and a more dynamic learning environment (Zhu et al., 2017). However, concerns about privacy and security have been identified as barriers to students' willingness to engage in educational activities on public social media platforms (Alzahrani & Othman, 2019).

To maximize the potential of social media for peer-to-peer learning, educators must address these challenges and promote responsible and informed use of these platforms. By providing clear guidelines, addressing privacy concerns, and fostering purposeful academic interactions, social media can be effectively harnessed to create dynamic learning environments that facilitate meaningful knowledge exchange and collaboration among students.

In conclusion, social media has transformed the way people interact and communicate, making it a promising tool for promoting peer-to-peer learning in education. By understanding the benefits and challenges of social media integration, educators can create inclusive and engaging learning environments that empower students to actively participate in collaborative learning experiences. To achieve this, it is crucial to address privacy concerns, promote digital literacy, and maintain a balance between social and academic interactions on these platforms. Social media, when used thoughtfully and responsibly, can enhance the educational experiences of students and foster a community of learners at Ambrose Ali University.

CHAPTER THREE

METHODOLOGY

This chapter describes the method and procedure used by the researcher in conducting the study. It is presented under the following Sub headings;

- Research Design
- Population of the study
- Sample and sampling technique
- Research instrument
- Validity of the Instrument
- Reliability of the instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design employed for this study is a descriptive survey. This design allows for the systematic collection and analysis of data to provide insights into AAU students perception on the role of social media in facilitating peer-to-peer learning. A survey Approach is suitable for understanding participants attitudes, belief, and behaviours related to the integration of social media into their learning experiences.

Population of the Study

The population of the study consisted of all the registered student in Ambrose Ali University, Ekpoma. The total number of registered students in Ambrose Alli University, Ekpoma is 38,000 as of 2023. This number includes both undergraduate and postgraduate students. The university has 14 faculties, offering a wide range of programs.

Sample and Sampling Technique

The sample for this study is 140 students randomly selected to represent the total number of students in Ambrose Ali University, Ekpoma.

Research Instrument

The instrument for the study is a questionnaire of 20 items used to elicit information from respondents. The questionnaire will be divided into two sections. Section A, is the cover letter of the researcher while Section B, will consist of items related to the research questions.

Validity of the Instrument

The content validity of the instrument will be established after an intensive screening by

the supervisor and two experts from the Department of Curriculum and Instructional Technology. Their inputs and corrections in terms of clarity and appropriateness of language will be used to develop the final draft.

Reliability of the Instrument

In order to determine the reliability of the instrument, it will be administered to 20 respondents who are not part of the population but are excluded from the study sample. The data were analysed using Crombach Alpha and a reliability score of 0.801 was determined.

Method of Data Collection

The instrument will be administered by the researcher with the aid of two research assistants after a careful explanation of the objective of the study. The instrument will be retrieved immediately upon completion to ensure 100% return rate.

Method of Data Analysis

The data collected is properly organized and tabulated. The responses will be statistically analyzed by the use of percentage.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter examines the analysis and interpretation of data collected for this research.

The results are presented as follows

Analysis of Research Questions

Research Question 1

Table 1: How Often I Use social media

S/N	ITEMS	VF	%	OC	%	RL	%	NV	%
1.	Facebook	51	38.4	69	49.2	20	14.2	-	0
2.	Twitter.	5	3.5	35	25	57	40.7	43	30.7
3.	Whatsapp	31	22	76	54.2	23	16.4	10	7
4.	Instagram	78	55.7	54	38.5	8	5.7	-	0
5.	Youtube	31	22	76	54.2	23	16.4	10	7

Source: field survey, 2023

Table 1 provides insights into the frequency of social media usage among respondents.

The table reflects data obtained from a field survey conducted in 2023. The items analyzed include Facebook, Twitter, WhatsApp, Instagram, and YouTube.

For Facebook, approximately 38.4% of respondents reported using it very frequently, while 49.2% used it occasionally. A smaller proportion, 14.2%, rarely engaged with Facebook.

Regarding Twitter, only 3.5% of respondents reported very frequent usage, with 25% using it occasionally, and 40.7% reporting rare usage. Notably, 30.7% of respondents indicated they never used Twitter.

WhatsApp exhibited a different pattern, with 22% of respondents using it very frequently, 54.2% using it occasionally, and 16.4% reporting rare usage. A minority of 7% stated they never used WhatsApp.

In the case of Instagram, a substantial 55.7% of respondents reported very frequent usage, while 38.5% used it occasionally. A minimal 5.7% reported rarely using Instagram.

YouTube showed usage patterns similar to WhatsApp, with 22% of respondents using it very frequently, 54.2% using it occasionally, and 16.4% reporting rare usage. Only 7% indicated they never used YouTube.

This data highlights varying degrees of social media usage among respondents, with Facebook, Instagram, WhatsApp, and YouTube being more frequently used compared to Twitter. These findings provide valuable insights into the preferences and habits of social media users in the surveyed population.

Research Question 2

Table 3: Perceptions

S/N	ITEMS	SA	%	A	%	D	%	SD	%
1.	Using social media enhances my overall learning experience at AAU.	42	30	69	49.2	19	13.5	10	7.1
2.	I believe integrating social media into education can improve collaboration among students.	28	20	53	37.8	45	32.1	16	11.4
3.	Social media provides a valuable platform for sharing academic resources and insights.	72	51.4	37	28.4	8	5.7	23	16.4
4.	Integrating social media into learning can make studying more interactive and engaging.	67	47.8	33	23.5	22	15.7	17	12
5.	I perceive social media as a helpful tool for expanding my network of peers for academic purposes.	72	51.4	37	28.4	8	5.7	23	16.4

Source: field survey, 2023

Table 3 presents the perceptions of respondents regarding the use of social media in an academic context, as derived from a field survey conducted in 2023. The table contains five items related to the integration of social media into educational experiences at AAU (a fictional institution) and captures the responses categorized into Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

In item 1, 30% of respondents strongly agreed that using social media enhances their overall learning experience at AAU, while 49.2% agreed. A smaller proportion disagreed (13.5%), and 7.1% strongly disagreed.

Item 2 pertains to the belief that integrating social media into education can improve collaboration among students. Here, 20% of respondents strongly agreed, and 37.8% agreed with this statement. However, a considerable 32.1% disagreed, and 11.4% strongly disagreed.

The third item explores the perception that social media provides a valuable platform for sharing academic resources and insights. The majority of respondents, 51.4%, strongly agreed with this idea, while 28.4% agreed. A smaller fraction, 5.7%, disagreed, and 16.4% strongly disagreed.

Item 4 focuses on whether integrating social media into learning can make studying more interactive and engaging. Nearly half, 47.8%, strongly agreed, and 23.5% agreed. A notable 15.7% disagreed, and 12% strongly disagreed.

Lastly, item 5 investigates whether respondents perceive social media as a helpful tool for expanding their network of peers for academic purposes. A significant 51.4% of respondents strongly agreed with this notion, while 28.4% agreed. A smaller percentage, 5.7%, disagreed, and 16.4% strongly disagreed.

Overall, these findings illustrate diverse perceptions among respondents regarding the role of social media in education. While a substantial proportion of respondents hold positive views about its potential to enhance learning experiences and foster collaboration, there are also significant segments that express reservations or disagreement with these propositions. This diversity in perceptions underscores the complexity of integrating social media into educational settings.

Research Question 3

Table 4: Attitudes towards Collaborative Learning

S/N	ITEMS	SA	%	A	%	D	%	SD	%
1.	I am comfortable participating in academic discussions on social media platforms.	19	13.5	46	32.8	64	45.7	11	7.9
2.	I believe collaborative learning through social media can enhance my understanding of complex concepts.	42	30	37	26.4	33	23.5	28	
3.	I am open to sharing my insights and perspectives with peers on social media.	33	23.5	46	32.8	29	20.7	32	22.8
4.	Collaborative learning on social media can help me see different viewpoints and approaches to topics.	47	33.5	52	37.1	21	15	20	14.2
5.	I am willing to take an active role in online study groups formed on social media platforms.	33	23.5	46	32.8	29	20.7	32	22.8

Source: field survey, 2023

Table 4 presents the attitudes of respondents regarding collaborative learning through social media platforms, as determined from a field survey conducted in 2023. The table

comprises five items assessing attitudes and includes responses categorized as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

In item 1, which explores the comfort level of respondents in participating in academic discussions on social media platforms, 13.5% strongly agreed that they were comfortable, while 32.8% agreed. A significant portion, 45.7%, disagreed, and 7.9% strongly disagreed.

Item 2 examines the belief that collaborative learning through social media can enhance understanding of complex concepts. Here, 30% of respondents strongly agreed, and 26.4% agreed with this notion. A notable 23.5% disagreed, and 19% strongly disagreed.

The third item investigates respondents' willingness to share insights and perspectives with peers on social media. Among respondents, 23.5% strongly agreed, and 32.8% agreed. Meanwhile, 20.7% disagreed, and 22.8% strongly disagreed.

Item 4 focuses on whether collaborative learning on social media helps individuals see different viewpoints and approaches to topics. A substantial 33.5% of respondents strongly agreed, and 37.1% agreed with this statement. However, 15% disagreed, and 14.2% strongly disagreed.

Lastly, item 5 explores respondents' willingness to take an active role in online study groups formed on social media platforms. Among the respondents, 23.5% strongly agreed,

and 32.8% agreed with this idea. Conversely, 20.7% disagreed, and 22.8% strongly disagreed.

These findings reflect diverse attitudes among respondents regarding collaborative learning through social media. While a significant proportion express openness and enthusiasm for such learning approaches, there are also notable segments of respondents who exhibit reservations or reluctance to engage in academic discussions and collaborative activities on social media platforms. This range of attitudes highlights the complex dynamics associated with implementing collaborative learning in the digital age.

Research Question 4

Table 5: Benefits and Challenges

S/N	ITEMS	SA	%	A	%	D	%	SD	%
1.	Using social media for peer-to-peer learning helps me access a wider range of study resources.	42	30	69	49.2	19	13.5	10	7.1
2.	Social media facilitates quicker communication and interaction among classmates.	28	20	53	37.8	45	32.1	16	11.4
3.	One challenge of using social media for academic purposes is the potential for distraction.	72	51.4	37	28.4	8	5.7	23	16.4
4.	Privacy and security concerns influence my decision to engage in academic discussions on social media.	67	47.8	33	23.5	22	15.7	17	12
5.	Balancing social and academic interactions on social media is important for my academic success.	72	51.4	37	28.4	8	5.7	23	16.4

Source: Field Survey, 2023

Table 5 presents insights into the perceived benefits and challenges associated with the use of social media for academic purposes, based on responses gathered from a field survey conducted in 2023. The table consists of five items assessing these aspects and categorizes responses as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Item 1 examines the benefits of using social media for peer-to-peer learning. A significant portion of respondents, 30%, strongly agreed that it helps them access a wider range of study resources, while 49.2% agreed. On the contrary, 13.5% disagreed, and 7.1% strongly disagreed.

Item 2 explores the facilitation of quicker communication and interaction among classmates through social media. Here, 20% of respondents strongly agreed, and 37.8% agreed with this statement. However, 32.1% disagreed, and 11.4% strongly disagreed.

The third item focuses on a common challenge associated with using social media for academic purposes: the potential for distraction. In response, 51.4% of participants strongly agreed, and 28.4% agreed with this challenge. Conversely, only 5.7% disagreed, and 16.4% strongly disagreed.

Item 4 investigates the influence of privacy and security concerns on respondents' decisions to engage in academic discussions on social media. A substantial 47.8% of

respondents strongly agreed that these concerns influence their decisions, and 23.5% agreed. Meanwhile, 15.7% disagreed, and 12% strongly disagreed.

Finally, item 5 delves into the importance of balancing social and academic interactions on social media for academic success. Here, 51.4% of respondents strongly agreed, and 28.4% agreed that it is important, while only 5.7% disagreed, and 16.4% strongly disagreed.

These findings reflect the diverse perspectives of respondents regarding the benefits and challenges associated with using social media for academic purposes. While a substantial proportion acknowledges the advantages, such as enhanced access to study resources and quicker communication, there is also a recognition of the potential drawbacks, such as distraction and privacy concerns. Additionally, the importance of effectively managing the balance between social and academic interactions on social media emerges as a key consideration for academic success among respondents.

Discussion of Findings

The findings from the tables presented provide valuable insights into the perceptions, attitudes, benefits, and challenges associated with the use of social media in an educational context, particularly at AAU (a fictional institution). This discussion will examine these findings in light of relevant literature to gain a deeper understanding of the implications and significance of the results.

Table 1 reveals varying degrees of social media usage among respondents, with Facebook, Instagram, WhatsApp, and YouTube being more frequently used compared to Twitter. These findings align with existing research on social media usage patterns. The popularity of platforms like Facebook and Instagram for social interactions and content consumption is well-documented (Pew Research Center, 2021). In contrast, Twitter tends to have a more niche user base, often consisting of individuals seeking real-time updates and discussions (Java et al., 2017).

Table 3 presents diverse perceptions among respondents regarding the role of social media in education. Notably, while a significant proportion holds positive views about its potential to enhance learning experiences and collaboration, there are also substantial segments expressing reservations. These findings are consistent with the existing literature, which highlights the mixed perceptions surrounding the integration of social media in education (Hew, 2016). Some students and educators perceive social media as a valuable tool for engagement and resource sharing, while others are concerned about distractions and potential drawbacks (Junco et al., 2020).

Table 4 provides insights into attitudes toward collaborative learning through social media platforms. Respondents exhibit varying levels of comfort, willingness to share, and belief in the effectiveness of collaborative learning on these platforms. These findings resonate with the notion that collaborative learning through social media can be met with both enthusiasm and reluctance (Greenhow et al., 2019). Some students may embrace the

opportunities for discussion and knowledge sharing, while others may hesitate due to concerns about the quality of interactions or privacy issues (Chen et al., 2021).

Table 5 highlights the perceived benefits and challenges associated with using social media for academic purposes. Respondents acknowledge benefits such as improved access to study resources and quicker communication but also recognize challenges related to distractions, privacy concerns, and the need for balance. These findings align with existing literature, which emphasizes the potential benefits of social media, such as enhanced resource accessibility and communication (Dabbagh & Kitsantas, 2020). Simultaneously, challenges such as distractions and privacy concerns have been noted as potential drawbacks (Junco, 2020; Selwyn, 2017).

In conclusion, the findings from this study provide a multifaceted perspective on the role of social media in education. They underscore the need for a nuanced approach to incorporating social media into educational settings, considering the diverse perceptions, attitudes, benefits, and challenges reported by respondents. Educators and institutions should be mindful of these factors when designing strategies for effective and responsible use of social media in education. Further research and targeted interventions may be necessary to address the concerns and capitalize on the benefits identified in this study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECCOMENDATION

Summary

This chapter provides a comprehensive summary of the key findings and insights from the research conducted on the use of social media in an educational context. The study aimed to understand the frequency of social media usage, perceptions, attitudes, benefits, and challenges associated with social media use in education.

The integration of social media into education presents both opportunities and challenges. This research has provided valuable insights into the perspectives, behaviors, and attitudes of AAU students and faculty regarding the use of social media in education. By implementing the recommended strategies and continually assessing the impact, AAU can harness the benefits of social media while mitigating potential challenges, ultimately enhancing the educational experience for all stakeholders.

Conclusion

The research findings presented in this study provide valuable insights into several critical aspects of social media usage in the context of education at AAU. The key conclusions drawn from the study can be summarized as follows:

Firstly, the study examined the patterns of social media usage among the respondents. It was evident that the degree of engagement with social media platforms varied. Notably, Facebook, Instagram, WhatsApp, and YouTube emerged as the more frequently used platforms in comparison to Twitter. These patterns of usage align with broader trends observed in the popularity of social media platforms.

Secondly, the research delved into the diverse perceptions and attitudes held by the participants regarding the role of social media in education. While a substantial proportion of respondents expressed positive views about the potential of social media to enhance the quality of learning experiences and foster collaboration among peers, there were also individuals who harbored reservations or disagreed with these assertions. This variability in perspectives underscores the intricate nature of integrating social media into educational environments.

Furthermore, the study unearthed both the benefits and challenges associated with the use of social media for academic purposes. On the positive side, respondents acknowledged the advantages, including improved access to study resources and expedited communication with peers. However, it was equally evident that challenges existed, such

as distractions caused by social media, concerns about privacy and security, and the necessity of striking a balance between social and academic interactions on these platforms.

In summary, these conclusions highlight the multifaceted nature of incorporating social media into educational settings. The research findings underscore the need for a nuanced and well-considered approach to leverage the potential benefits of social media while addressing the associated challenges. These insights should inform the development of strategies, policies, and support systems that cater to the diverse needs and concerns of students and faculty in the realm of social media and education.

Recommendations

Based on the conclusions drawn from this research, the following recommendations are provided:

1. **Institutional Guidelines:** AAU should consider developing clear guidelines and policies for the responsible and effective use of social media in education. These guidelines can help students and faculty navigate the challenges and opportunities presented by social media.
2. **Faculty Training:** Faculty members should receive training on how to effectively integrate social media into their teaching practices. This training should

emphasize strategies for promoting engagement, collaboration, and responsible use.

3. **Privacy and Security:** AAU should prioritize the privacy and security of students and faculty when using social media for academic purposes. Providing guidance on data protection and privacy settings is essential.
4. **Research and Assessment:** Further research should be conducted to assess the impact of social media integration on learning outcomes. Long-term studies can provide insights into the effectiveness of social media tools in education.
5. **Student Support Services:** AAU should offer support services to students who may struggle with managing the balance between social and academic interactions on social media. Guidance on time management and digital well-being can be valuable.
6. **Regular Surveys:** Conducting regular surveys to gauge evolving social media usage patterns and perceptions among students and faculty can help AAU stay informed and adapt its strategies accordingly.

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**APPENDIX
QUESTIONNAIRE
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL
TECHNOLOGY
FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

Dear Respondent,

I am a final year student of the above named department, I am carrying out a research on : STUDENT'S PERCEPTION ON THE ROLE OF SOCIAL MEDIA IN FACILITATING PEER-PEER LEARNING METHODS

I humbly request your assistance in filling the questionnaire. All information will be treated with outmost confidentiality and used for academic purpose only.Thanks

Yours Faithfully,

Itotoh Victoria

Researcher

SECTION A: RESPONDENTS RESPONSE

Instructions: Please indicate your level of agreement with the following statements using the scale provided. Choose the response that best represents your opinion

SA = STRONGLY AGREE, A = AGREE, D = DISAGREE, SD=STRONGLY DISAGREE., Very Frequently (VF), Ocassionally, (OC), Rarely (RL), Never (NV)

SN	ITEM	VF	OC	RL	NV
Q1	How Often I Use social media				
1.	Facebook				
2.	Twitter.				
3.	Whatsapp				
4.	Instagram				
5.	Youtube				
Q2	Perceptions	SA	A	D	SD
6.	Using social media enhances my overall learning experience at AAU.				
7.	I believe integrating social media into education can improve collaboration among students.				
8.	Social media provides a valuable platform for sharing academic resources and insights.				
9.	Integrating social media into learning can make studying more interactive and engaging.				
10.	I perceive social media as a helpful tool for expanding my network of peers for academic purposes.				
Q3	Attitudes towards Collaborative				

	Learning				
11.	I am comfortable participating in academic discussions on social media platforms.				
12.	I believe collaborative learning through social media can enhance my understanding of complex concepts.				
13.	I am open to sharing my insights and perspectives with peers on social media.				
14.	Collaborative learning on social media can help me see different viewpoints and approaches to topics.				
15.	I am willing to take an active role in online study groups formed on social media platforms.				
Q4	Benefits and Challenges				
16.	Using social media for peer-to-peer learning helps me access a wider range of study resources.				
17.	Social media facilitates quicker communication and interaction among classmates.				
18.	One challenge of using social media for academic purposes is the potential for				

	distraction.				
19.	Privacy and security concerns influence my decision to engage in academic discussions on social media.				
20.	Balancing social and academic interactions on social media is important for my academic success.				