



Master's thesis:

Using Facebook as a Learning Facilitating Technological Tool: University of Zawia EFL Postgraduate Students' Perspectives

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**Using Facebook as a Learning Facilitating Technological Tool:
University of Zawia EFL Postgraduate Students' Perspectives**

**A Thesis Submitted in Partial Fulfillment of the Requirements
for the Degree of Master of Arts in Applied Linguistics**

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ملخص البحث

هدفت هذه الدراسة إلى استكشاف آراء طلاب الدراسات العليا في اللغة الإنجليزية كلغة أجنبية حول استخدام فيسبوك كأداة تكنولوجية تسهل التعلم في جامعة الزاوية. لتحقيق هذا الهدف، تم استخدام منهج مختلط لجمع البيانات. تم جمع البيانات الكمية من خلال استبيان مغلق. شارك أربعون طالبًا من طلاب الماجستير في الدراسة من قسم اللغة الإنجليزية بشكل تطوعي. أما البيانات النوعية، فقد تم جمعها من خلال مقابلات أجريت مع خمسة طلاب ماجستير تم اختيارهم من نفس القسم. أظهرت نتائج الدراسة أن معظم المشاركون لديهم نظرة إيجابية تجاه استخدام فيسبوك كأداة تكنولوجية تسهل التعلم في جامعة الزاوية. ومع ذلك، هناك بعض التحديات التي تعيق التنفيذ الفعال؛ مثل مواجهة صعوبات في التشتت، ومخاوف تتعلق بالخصوصية، وضعف اتصالات الإنترنت أثناء مشاهدة المحاضرات المسجلة على فيسبوك. على الرغم من هذه التحديات، اعتبر بعض الطلاب فيسبوك أداة تحفيزية، خاصة عندما كانت مشاركتهم في مجموعة فيسبوك تكافأ. لذلك، أوصت الدراسة بأن يُعتبر فيسبوك أداة تعليمية قيمة ومفيدة لتحسين برامج الماجستير.

Abstract

This study aimed to investigate EFL postgraduate students' perspectives of using Facebook as a learning facilitating technological tool at the University of Zawia. To accomplish this aim of the study, a mixed-methods approach was employed for the data collection process. The quantitative data of this study was collected through a closed-ended questionnaire. Forty MA students voluntary participated in the study from the Department of English. The qualitative data was collected through semi-structured interviews conducted with five MA students purposefully selected from the same department. The results of the study showed that most of the participants held a positive perspective towards using Facebook as a learning-facilitating technological tool at the University of Zawia. However, there are some challenges that hinder its effective implementation; such as struggling with distractions, privacy concerns, and weak internet connections while watching recorded lectures on Facebook. Despite these challenges, some students viewed it as motivational tool especially when their participation in the Facebook group was rewarded. Therefore, it was recommended that Facebook should be considered as a valuable and useful teaching tool for improving MA programs.

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Declaration

I confirm that no part of this thesis, entitled "Using Facebook as a Learning Facilitating Technological Tool: University of Zawia EFL Postgraduate Students' Perspectives" has been copied from another source and that I am the only author. Additionally, I declare that no information included in this work has ever been submitted for a course or assignment for any other subject, and that any material contributed in this work that is not my own has been properly cited and referenced.

Date

29th - June - 2024

Signature

Moga

Dedication

I would like to dedicate this work to my supervisor Professor Albashir Ahmed, whose invaluable mentorship and expertise were essential to the success of this work. Also, to my parents, who have selflessly devoted themselves to shaping the person I am today, I dedicate this thesis. Your unwavering support, sacrifices, and boundless love have been the cornerstone of my journey, and I am forever grateful for everything you have done for me.

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List of Abbreviations

COO: Chief Operating Officer

ECAR: EDUCAUSE Center for Applied Research

EFL: English as a Foreign Language

EL: English Language

GPA: Grade Point Average

IT: Information Technology

L2: Second Language

LHE: Libyan Higher Education

LMS: Learning Management System

MA: Master of Arts

SNS: Social Networking Site

URL: Uniform Recourse Locator

Web 2.0: The Second Generation of the World Wide Web

CHAPTER ONE

INTRODUCTON

1.0 Introduction

In the 21st century, the educational landscape has evolved significantly, and the integration of technology has become an essential aspect of modern learning environments. As teachers move forward, it is crucial to harness the potential of technological tools to enhance the learning experience for students. One such tool that has gained immense popularity is Facebook, a social networking site initially designed for college and university students. This platform offers numerous opportunities for interaction, collaboration, and knowledge sharing, making it a promising tool for promoting learning and engagement in the educational system. Therefore, this thesis examines EFL postgraduate students' perspectives regarding the use of Facebook as a learning facilitating technological tool in the university of Zawia postgraduate studies.

This chapter includes the background of the study, the statement of the problem, the aims of the study and the research questions. It also explains the scope and significance of the study, a brief explanation of the methodology and the organization of the study.

1.2 Background of the Study

According to Satam (2023), communication plays a crucial role in the educational process, as it facilitates learning and understanding between educators and students, builds strong relationships and trust, and fosters a positive learning environment.

In the context of the 21st century, digital communication has become increasingly important, as it plays a crucial role in the integration of social media in education and enables students as well as teachers to connect, collaborate, and share resources in a more efficient and interactive manner (Rocket Chat, 2023). By leveraging digital communication tools, educators can create a supportive and inclusive learning environment that fosters academic success, personal growth, and career readiness for their students (Lacka and Wong, 2021).

In today's tech-driven world, the integration of technology in education has gained immense importance, notably with the rise of social media platforms as popular tools for student-teacher communication and collaboration (Junco, Heiberger and Loken, 2011; Manca and Ranieri, 2016). A study conducted by Nsir (2014), found that Libyan EFL instructors have a positive view of using social networks in the classroom. The researcher suggests that Libyan EFL teachers could benefit from virtual communities of practice to support their learning and professional development. The study indicates that Libyan EFL instructors use social media to acquire new skills and knowledge, as well as for educational and collaborative purposes among their peers.

According to Jiang et al. (2023), social media usage in higher education is widely accepted, aiding students in linking their learning to real-world experiences. This transformative potential of social media has been underscored by Qassrawi and Al Karasneh (2023), particularly citing platforms like Instagram, Facebook, Twitter, and blogs.

Among these, Facebook stands out as a major player in the realm of social networking, rooted in Web 2.0 technology, as emphasized its inception by Mark Zuckerberg in 2004 at Harvard University (Minocha, 2009). The platform offers users an authentic and meaningful setting for engagement, communication, and socialization. Its utility as a Web

2.0 tool in education, especially for adult learners, is highlighted by various scholars (e, g, Blaschke et al., 2021; Blaschke and Hase, 2019; Boileau, 2011; Parusheva et al., 2018). These experts advocate for a more autonomous learning environment for adult learners, a goal that Web 2.0 technologies like Facebook can assist in achieving. By facilitating the creation of personal learning environments, such technologies enable students to interact conveniently with peers, foster an online community, share knowledge, build social connections, and assert independence in their learning (Devi et al., 2019).

Recent research suggests that Facebook is a valuable tool in the learning process. As Sánchez et al. (2019) argued that Facebook can enhance student engagement, facilitate communication and collaboration, and provide a platform for personalized learning. The authors also noted that Facebook's popularity among students and its ease of use make it an attractive option for educators looking to integrate technology into their teaching practices. Therefore, Facebook can be considered a useful tool for learning and teaching in higher education.

According to Dijck and Poell (2017), Facebook and various social media platforms are reshaping education and altering the presentation methods of most courses. The participatory nature of social media allows users to generate, modify, or exchange content, fostering two-way interactions managed centrally and accessible to vast user bases, unlike traditional unidirectional media (Barczyk and Duncan, 2011). As noticed, despite its potential advantages, Facebook remains underutilized as a learning tool at Zawia University. Existing studies often rely on anecdotal evidence from teachers regarding their experiences with Facebook in the teaching process. Hence, this study aimed to address this gap by exploring students' perspectives regarding the efficacy of utilizing Facebook to facilitate the learning process of MA program subjects at the University of Zawia.

1.3 Statement of the Problem

Several studies have focused on the integration of technology, including Facebook, in higher education, particularly from the perspective of instructors. For example, a study by Embark (2017) highlighted the limited knowledge and skills of Libyan EFL university instructors when integrating Facebook into their teaching practices. However, there is a notable lack of research on the perspectives of learners, particularly postgraduate students, regarding the use of Facebook as a learning-facilitating technological tool. Understanding the students' viewpoints is crucial for effectively integrating such tools into the educational system. Therefore, this thesis aimed to fill this gap by investigating the perspectives of postgraduate students at the University of Zawia, providing valuable insights that can inform the development of effective educational strategies.

1.4 Aims of the Study

This study aimed to:

- 1) Investigate the perspectives of students at the University of Zawia's MA program to understand their experiences with Facebook as a teaching and learning tool.
- 2) Explore the benefits of using Facebook as a technological tool in the learning process of MA program subjects at the University of Zawia from students' perspectives.
- 3) Investigate the challenges of using Facebook as a technological tool in the learning process in MA program subjects at the University of Zawia.

1.5 Research Questions

- 1) What are the perspectives of EFL students at the University of Zawia's MA program regarding their experiences with Facebook as a teaching and learning tool?

- 2) What are the benefits of using Facebook as a facilitating technological tool in the learning process of MA program subjects at the University of Zawia from students' perspectives?
- 3) What are the challenges that the EFL students at the University of Zawia face when integrating Facebook as a facilitating technological tool in the learning process of MA program subjects?

1.6 Significance of the Study

The significance of this study lies on its potential to provide valuable insights into the perspectives, effects and challenges of using Facebook as a facilitating technological tool in the learning process of MA program subjects at the University of Zawia. By investigating the perspectives of the students, the study provided a comprehensive understanding of the potential advantages and challenges of implementing this approach. The study findings informed and guided the instructors and institutions interested in using Facebook as a facilitating technological tool to enhance the learning process in higher education. Moreover, this study also contributed to the existing literature on the use of social media platforms like Facebook in higher education. The findings offered a valuable insight into the effective integration of Facebook as a facilitating technological tool in the context of MA programs at the University of Zawia, particularly in the face of the unique challenges faced by learners in the country. The study also informed future research on the use of social media in the learning process, particularly in the context of MA programs.

Overall, the study findings provided practical recommendations for instructors and institutions interested in using Facebook as a facilitating technological tool to enhance teaching and learning in higher education.

1.7 Methodology

The study employed a mixed-methods approach, integrating both quantitative and qualitative research methodologies. Quantitative research, as defined by Creswell (1994), involves an investigation into an identified problem, employing numerical measurements and statistical analysis of data. Patton (2015) emphasized the significance of qualitative research in program evaluation, highlighting its practical integration with evaluation research.

To evaluate the efficacy of Facebook as a facilitating technological tool in the learning process of MA program subjects at the University of Zawia, the study employed a descriptive approach. Forty copies of a questionnaire were distributed to students enrolled in the English Department at the University of Zawia to gauge their perspectives on the use of Facebook in their academic endeavors. The questionnaire was initially developed by the researcher and underwent a pilot study to identify any inconsistencies or anomalies that may subsequently be rectified.

The questionnaire was administered using an online platform, with participants accessing and completing the questionnaire through Google Forms. The quantitative data gathered from the questionnaire responses was analyzed to derive statistical insights into the students' perceptions and experiences with Facebook in education.

In complement to the quantitative data, qualitative information was collected through semi-structured interviews. Prior to the formal interviews, a pilot study was conducted involving five instructors from the University of Zawia to refine the interview process. Subsequently, five students from the university participated in the semi-structured interviews, providing

valuable qualitative insights into their perspectives on the use of Facebook in the learning process.

The qualitative data obtained from the interviews was analyzed thematically, identifying recurring patterns and themes within the students' narratives. The study findings were presented comprehensively, utilizing tables to depict quantitative data, accompanied by detailed comments and explanations for qualitative insights, thereby providing a holistic view of the research outcomes.

1.8 Organization of the study

This thesis is organized into five chapters. Chapter one provides an introduction to the study, including the background, statement of the problem, research questions, aims of the study, methodology, and significance of the study. Then, chapter two provides a comprehensive review of the literature on the use of Facebook as a learning-facilitating technological tool, covering the role of technology in education, the integration of social media in education, Facebook as a technological tool in higher education, and an overview of previous studies. Chapter three presents the research design, context of the study, sample, data collection instruments (questionnaires and semi-structured interviews), pilot study, and ethical considerations. Chapter four presents the key findings of the study based on the quantitative and qualitative data collected. Finally, Chapter five provides a discussion of the findings and their implications, as well as the conclusion of the study, including recommendations for future research and the successful implementation of Facebook as a learning-facilitating technological tool.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the role of technology in education, the integration of social media in education, Facebook as a technological tool in education, Facebook groups and communities, privacy consideration in using Facebook for education, evaluating the effectiveness of Facebook as a learning management system, strategies for successful implementation of Facebook in teaching and learning previous studies, and ends with a summary.

2.1 The Role of Technology in Education

Budhwar (2017) discussed the significant impact of technology on various industries, emphasizing its major role in the modern world. Highlighting that each day a new version of technology or software that enhances our lives is introduced. While technology impacts every industry, it is most prevalent in the educational sector. This study claimed that the technology has redefined education, clearly transforming our educational system with its continuous advancements. This transformation allows us to prepare students for lifelong learning through new educational approaches that integrate technology into their daily lives.

2.1.1 Overview

Many scholars have defined technology differently. According to Man (2012), it is the practical application of knowledge, especially in a particular field, and a means of accomplishing a task through the use of technical procedures, methods, or knowledge. The use of technology entails structured interactions with other people, machines, and the environment in addition to machines (computer hardware) and instruments (İşman, 2012). Technology integration is described by Hennessy, Ruthven, and Brindley (2005) and Gilakjani (2017) as the process by which educators use technology to carry out routine tasks more successfully and in ways that could modify those tasks. Technology integration, according to Dockstader (2008), is the process of utilizing technology to enhance the learning environment. By giving students the option to finish tasks on computers rather than the traditional pen and paper, it enhances the interaction in the classroom.

Eady and Lockyer (2013) stated that technology has always played a significant role in the educational setting. It is a crucial component of working as educators since it allows the instructors to use it to help students learn. The term "integration" is used when discussing the usage of technology in education. Given the pervasiveness of technology in our lives, it is necessary to reconsider the notion of combining and incorporating technology into the curriculum and work to integrate it into the instruction to enhance the student learning experience. In other words, technology becomes a crucial component of education and an important problem for educators, starting with the planning of lessons and ending with the method of instruction and learning. According to Gilakjani (2017) and Solanki and Shyamlee (2012), language teaching methods have changed as a result of technology. The researchers went on to assert that students can learn based on their interests when technology is used. Additionally, it fulfills the learners' auditory and visual senses.

Technology helps students adapt their own learning process and gives them access to a wealth of material that their teachers are unable to provide; Lam and Lawrence (2002) and Gilakjani (2017) also supported that view. Costley, (2014); Murphy, DePasquale, and McNamara (2003), go on with the same view, stating that technology is a useful tool for educators. The utilization of technology by students is an essential part of their learning process. In order to enable students to expand their actual use of technology for learning a language, teachers should demonstrate how to use it in combination with the curriculum.

Besides, a research was done in 2011 by Baytak, Tarman, and Ayas regarding the use of technology in language learning. The findings showed that using technology in the classroom enhanced student learning experience. Students claimed that using technology in the classroom increases their learning and makes it more fun. Additionally, students reported that technology enhances and personalizes their learning experiences. According to the study findings, the use of technology improves students' motivation, social relationships, learning, and engagement.

Mouza (2008) and Sabzian, Gilakjani, and Sodouri (2013), added that technology increases collaboration between teachers and students, which is one of the benefits of implementing technology in language lessons. Students' confidence might rise when teachers give them the opportunity to assist in the classroom. Students are given the opportunity to affirm the beliefs and skills they have already acquired. Because they have had plenty of time to become proficient with technology, students can assist teachers in integrating it into the classroom while teachers focus on instructing. Additionally, Drayton et al. (2010) noted that using a computer-based classroom demonstrates a real learning experience that raises students' responsibility. Instructors have stated that learner-centered learning is encouraged by the use of the Internet and email. (Warschauer and Parvin 2000).

In a similar vein, Peregoy and Boyle (2012) conducted research on the use of technology to enhance students' writing and reading abilities. The study findings showed that technological tools are easy to use, enable faster and more efficient learning, and improve students' reading and writing abilities. The study also revealed that students learn more efficiently when they use technology tools in place of conventional teaching methods. This is because the Internet created a conducive learning environment and enabled the creation of a new platform where students could easily access instructional materials.

Moreover, social networking sites have completely changed the way that teaching and learning activities are facilitated through communication tools. Social networking, which is accessible to an enormous number of people through the Internet, has emerged as one of the most important instruments for interpersonal connection in recent years. Utilizing social networking sites (SNSs) for educational purposes can have a beneficial effect on SNS adoption and lead to new opportunities for teaching and learning. The major concerns surrounding social networks were authentication, network design, privacy, technology, and the need for them to be used as a teaching and learning tool (Kevin et al., 2010; Kuh, 1995).

There has been a rise in the interest of using social media, and higher education courses have shown a growing interest in integrating social media and social learning in recent years. The term "Web 2.0" refers to a group of emerging technologies that are causing confusion in the academic and social realms. These technologies are altering how individuals and organizations generate, interact with, and disseminate information through multi-way communication. User connection is being encouraged from the platform to in-person participation as social media interfaces through computers and mobile devices become more common (Teclehabimanot and Hickman, 2011). Students' increased use of social media raises concerns about safety and privacy in the classroom (Brady et al., 2010).

According to Boyd and Ellison (2007), social media sites, which are mostly web-based public services, enable users to create personal profiles, read postings, and respond to them. Users should be aware of what information can be shared publicly and should limit the information they put on media websites. Favorite books, movies, birthdays, relationship status, and other details are all included (Wheeler, Yeomans, and Wheeler, 2008). Students who might be hesitant to participate in traditional book discussions or write for academic audiences may be more willing to engage through new online resources that are continuously being developed to improve education (Brydolf, 2007).

Facebook usage and satisfaction seem to be positively correlated during college, maybe as a result of upper-class students using Facebook to connect socially with their peers and participate in college life (Kalpidou, Costin, and Morris, 2011).

Social media platforms, according to educational institutions, are useful for teaching and learning. Additionally, wikis, podcasts, and videos are thought to be effective teaching tools, and most people agree that social media platforms may facilitate group learning. (Hester et al., 2011).

Recent studies highlight that the widespread use of social media apps, when integrated with traditional classrooms, presents educational institutions opportunities to innovate and better prepare students for 21st-century learning (Redecker, 2009). Additionally, Ala-Mutka and Redecker, (2007) pointed out the fact that the usage of social media in classrooms does not cost anything and requires no training is one of the main arguments in favor of its adoption. Universities may employ social media in the classroom to ensure that it is used more than it is at present, according to one of the largest surveys of social media usage in higher education to date (Qualman, 2009; Alexander and Levine, 2008). Because of its accessibility, cost, ease of use, and network effects, social media can be an excellent

teaching tool in higher education, according to some academic authorities. Wikis and blogs have been used to work together on projects and get quick feedback, and Facebook has been utilized in university courses to promote teacher-student conversation (Alexander and Levine, 2009).

Students use Twitter to discuss course material in other classes; tweets are shown on a big screen to promote intergroup communication (Hamid, Waycott, Chang, and Kurnia, 2011). Alsaleem (2021), conducted a study on the use of WhatsApp applications in English debate journals to enhance learners' speaking, writing, vocabulary, and word choice. The study findings led researchers to the conclusion that WhatsApp improved students' speaking, writing, vocabulary, and word choice. In 2013, Godzicki et al., conducted research on the motivation and involvement of students in the classroom. The study concluded that when technology was employed in the classroom as a teaching tool, students were more likely to participate in class. Technology-based tools exhibit improvements in motivation and accessibility.

2.1.2 Trends

According to the Oxford English Dictionary (2023), a trend is "a general direction in which something is developing or changing." In the context of business and market analysis, a trend refers to "a general tendency or inclination" that can be observed over time, often used to identify patterns and forecast future developments.

The way the world is changing has made technology an essential part of all human organizations. Over the years, technological growth has brought about a great deal of change in human affairs, particularly in the fields of education, agriculture, health, and many other areas that have benefited from it. Nevertheless, most of our classrooms lack or

have limited access to technological equipment, despite the advancements in this area (Oyewale and Familugba, 2021).

It is emphasized that the educational sector is one area where the use of technology is giving rise to worries. When it comes to incorporating technology into education, this industry appears to be falling behind. The current state of affairs is concerning because there are few or no technical tools accessible to support efficient teaching and learning. However, Molebash (1999) suggests that the world is changing; it is simultaneously getting smaller and larger. With the advent of technology, which enables us to communicate with peers worldwide both synchronously and asynchronously; our globe is becoming smaller. On the other hand, the depth of knowledge at our disposal nowadays broadens our perspective on reality. Education needs to adapt in light of the abundance of information and the ability to communicate on an international level.

Apart from that, technology integration has completely transformed education, bringing about trends that are reshaping the learning environment (Mishra and Koehler, 2006). A number of themes have emerged as technology and education both progress, suggesting the constantly changing relationship and mutual impact between the two fields. Mishra and Koehler (2006) added that in the past, education occurred within the traditional classrooms, characterized by lectures and limited interaction. However, technology has led to a shift away from this model, altering the fundamental structure of education.

Moving forward, Valiathan (2002), claimed that one of the trends that has gained prominence is blended learning, which seamlessly combines traditional face-to-face instruction with online learning components. Added to that, blended learning combines autonomous learning with facilitated instruction via Web-based courses and books, as well as in-person meetings, chat rooms, and email correspondence. This method is comparable

to chemical reactions in that learning occurs as a result of interaction with the instructor or facilitator, who acts as an initiator.

Moreover, personalized learning is emerging as a transformative trend fueled by technology (Mukul and Büyüközkan, 2023). Adaptive learning platforms and intelligent tutoring systems use data and algorithms to provide customized instruction, pacing, and feedback to students, catering to diverse learning styles (Ishaq, and Alvi, 2023).

As technology becomes part of every day's life, "Increasing Access through Mobile Learning", as assisted by Tsinakos (2014), provides a comprehensive overview of the emergence and significance of mobile learning. The book delves into the evolution of mobile learning, tracing its roots to the early 2000s, when mobile devices started to gain prominence. It outlines how the ubiquity of smartphones and the advancement of mobile technologies have transformed learning, making it more accessible and convenient. The author emphasizes the essential nature of mobile learning, highlighting its ability to cater to the diverse needs of learners, offer just-in-time information, and facilitate learning beyond traditional classroom settings. The book also discusses the pedagogical and technological frameworks that underpin mobile learning, making it a valuable resource for educators, instructional designers, and anyone interested in understanding the potential of mobile learning in the contemporary educational landscape.

In the Libyan context, the integration of social media in education has gained a significance as insisted by, Alhadad, et al. (2021), where modern technology and social networking are enhancing the relevance and engagement of schools and universities for both learners and educators. The study focused on the role of mobile social media learning in Libyan higher education (LHE) and aimed to explore the use of social media and mobile applications in LHE and recommend a procedure for implementing these technologies. Also, the study

found that social media is an effective tool for student collaboration and engagement during the courses, and the use of social networking media in the higher education system of Libya helps to engage students and access information about academic resources. However, the lack of proper infrastructure and technology barriers was noted to decrease the efficiency of social media learning.

Another study by Elmabruk and Albaseer (2016) focused on integrating social media technology into the teaching of English as a foreign language to Libyan teenage students. This study found that social media can be used to supplement traditional educational methods and that 21st-century learners are reliant on new technologies to assist in their learning. However, one negative effect observed was a fall in classroom attendance, possibly due to students being less dependent on classroom lectures for study time after class.

In conclusion, while social media integration in education in Libya has the potential to enhance learning experiences and improve student engagement, it is essential to address the challenges related to infrastructure and technology barriers to maximize the benefits of social media learning in the country (Alhadad, Korhan and Ertürk, (2021). The findings underscore the need for a balanced approach to integrating social media in education, taking into account both its benefits and potential drawbacks.

2.2 Integration of Social Media in Education

The integration of social media in education has been a topic of growing interest. Several recent studies have highlighted the benefits and challenges of using social media as a teaching and learning tool in higher education (Eva et al., 2023).

2.2.1 Benefits

As stated by Saini and Mir (2023), the integration of social media in education has become increasingly popular in recent years. Social media platforms such as Facebook, Twitter, Instagram, and LinkedIn have transformed the way we communicate and interact with each other. These platforms have also revolutionized the way we learn and teach.

The use of social media in education has numerous benefits, including increased student engagement, collaboration, communication, and overall participation. According to Moorhead et al. (2013), social media may be beneficial for teachers' and researchers' professional development and network literacy in addition to their function in teaching and learning. For instance, in research on social media's advantages for medical practitioners, the study listed six broad advantages: Peer, social, and emotional support; public health surveillance; enhanced accessibility and expanded access to health information; enhanced availability, sharing, and customization of information; enhanced interactions with others; and potential to impact health policy.

2.2.1.1 Increase Students' Engagement

According to Oxford English Dictionary (2023), engagement is defined as "the action of engaging or being engaged; the state of being in gear. While, Merriam-Webster Dictionary (2023) defines engagement "the level of involvement, interest, and connection a customer or user has with a brand, product, or service".

It has been highlighted by Hsu and Tmmy (2018), that one of the most significant benefits of integrating social media in education is that it can increase student engagement. Social media platforms provide a more interactive and engaging learning experience for students. For example, teachers can use social media to create online discussion forums where

students can share their thoughts and ideas on various topics. This can help students to develop critical thinking skills and improve their communication skills. Another benefit mentioned is that it can promote collaboration among students. Social media platforms provide a place for students to work together on group projects and assignments. This can help students develop teamwork skills and improve their ability to work with others.

2.2.1.2 Improve Communication

According to Oxford English Dictionary (2023), communication is defined as "the imparting or exchanging of information by speaking, writing, or using some other medium." In the context of interpersonal and organizational settings, communication refers to "the successful conveying or sharing of ideas and feelings" between individuals or groups.

Brown (2019), stated that social media can also improve communication between students and teachers. Teachers can use social media to share announcements, assignments, and other important information with their students. This can help to ensure that students are up-to-date with the latest information and can help to reduce confusion and misunderstandings. The study, added that social media can also support educators in various ways. For example, social media can be used to share academic accomplishments, such as research publications and conference presentations. This can help build the university's social proof and reputation. Social media can also create connections with students and alumni, providing institutions with a way to quickly and directly communicate with them.

Moreover, White (2018), added that social media can empower parents, students, and teachers to use new ways of sharing information and building a community. Using social

media for communication, question-and-answer sessions, and grading and commenting on student work might be beneficial for teachers, parents, and students. Social media can also help build relationships between teachers and students, and for educators, social media can be a valuable professional development tool. Also, student engagement is a key consideration in the integration of social media in education. Research has indicated that using social media as an educational tool can lead to increased student engagement. For instance, Annetta, et al., (2009) found that by encouraging engagement with social media, students develop connections with peers, establish a virtual community of learners, and ultimately increase their overall learning. Similarly, a study by Tarantino, McDonough, and Hua (2012) emphasized the dimensions of student engagement through social media as a means of fostering collaboration and knowledge creation.

2.2.2 Challenges

It is difficult to evaluate the overall worth and efficacy of social media, just as it is difficult to recognize and evaluate the issues that usage of the platform raises. This is due to the diversity of tools and how they are used. Social media comes in a variety of forms and may be utilized in a multitude of ways. Researchers have a lot to be concerned about despite this diversity (Regan, Jesse and Khwaja, 2018).

2.2.2.1 Concerns About Academic Performance

Some scholars have warned against using social media for educational purposes. University grades were shown to be significantly impacted by social networking site usage (Kirschner and Karpinski, 2010). In a similar vein, Junco and Cotton (2012) investigated how students multitask on the social network and discovered a negative correlation between social media usage and academic performance. It has been discovered that students' usage of social media for extracurricular activities distracts from their studies, particularly for weaker

students. Ultimately, social media was not as readily adopted by students as a formal teaching tool; instead, they tended to use it mostly for socializing and non-academic purposes or for course-related communication (Selwyn 2009).

2.2.2.2 Integration Challenges

Saini and Mir (2017) suggest that it is important to note that the integration of social media in education also has its challenges. For example; there are concerns about privacy and security, as well as the potential for cyberbullying and other negative behaviors. It is important for educators to be aware of these challenges and to take steps to mitigate them.

In addition, the effective use of social media in education requires adequate teacher training. Educators need to be equipped with the necessary knowledge and skills to integrate social media into their teaching practices. A course on "Social Media Basics for Teachers" by Jeff Gargas, the COO and co-founder of the Teach Better Team, provides insights into the ways social media can be used in the classroom and offers guidance on embedding social media into educational settings (Teach Better Academy, 2023).

2.2.2.3 Privacy Concerns

Another reason for utilizing social media is privacy concerns. The convenience of social media can intrude on student privacy, and the overuse or misuse of social media can lead to privacy risks (National Association of School Psychologists, 2016). Furthermore, the use of social media in educational settings raises ethical questions related to student privacy and data protection (College of Education, Health, and Human Sciences, 2022).

2.2.2.4 Balancing Benefits and Challenges

The impact of social media on academic performance is a critical consideration. While social media can enhance student engagement, it also poses challenges that may affect

academic performance. Distractions, addiction, and misinformation associated with social media can negatively impact the learning experience (E-Learning Industry, 2023). Therefore, it is essential to balance the use of social media to support academic goals while mitigating potential negative effects.

2.3 Facebook as a Technological Tool in Higher Education

The use of social networking sites like Facebook in higher education has both advantages and disadvantages. On the positive side, students in courses enhanced by social media experience a more positive sense of learning and connectedness compared to students in non-enhanced courses. However, there are concerns that the use of social media in education can lead to distractions and negatively influence students' academic performance. Research findings show that students who use social media in their courses tend to spend less time studying and achieve lower academic results than those who do not use them. Despite these concerns, some faculty members view social media as a way to motivate and engage students in the learning process (Herman and Witty, 2010).

However, the study concluded that the impact of using social media in higher education is a complex topic with potential benefits and drawbacks. It is essential for educators to consider these factors and develop strategies to integrate social media into their teaching and learning practices effectively.

Along with that, another study by Heiberger and Loken (2011), found that higher education faculty view the use of social media, including Facebook, as a way to motivate and engage students in the learning process. The platform's popularity and global reach make it a potential tool for influencing students in the United States and around the world. In fact, 80% of Facebook's 1.55 billion monthly active users live outside the United States, which demonstrates its widespread appeal and potential for use in international education. By

leveraging the power of social media, educators can create a more productive learning environment and foster a sense of community among students. However, it is crucial for instructors to consider the time-intensive nature of incorporating social media into their teaching practices, as supplementing a course with Facebook requires significant effort. Heiberger and Loken (2011) added that the positive impact of Facebook on teaching and learning in higher education is evident, as it offers opportunities for increasing student engagement and a more global learning experience. However, educators must carefully consider the potential drawbacks and develop strategies to integrate social media into their teaching and learning practices effectively.

Furthermore, another study by Alshammari and Alshammari (2021) supported the previous view by stating that Facebook has a positive impact on teaching and learning in higher education. The study found that Facebook can be used as a tool to enhance communication and collaboration among students and between students and instructors. It can also be used to provide students with access to additional learning resources and to facilitate discussions and debates on course-related topics, but it is important to use it in a way that is consistent with the educational goals and objectives of the course.

A related investigation had been carried out in Libya, not too far from the previous one. Benghet and Helfert (2014), highlighted the importance of integrating social media and examined the factors affecting Libyan higher education's acceptance of e-learning adoption. The study identified a set of factors that could have a significant impact on the acceptance of e-learning. Three categories were created out of these variables: societal limits, technological barriers, and organizational obstructions. Organizational obstacles include things like a lack of support for educational components and an increase in the load for educational staff, which are preparations and environments that institutions need to take into account. Lack of infrastructure, poor technical assistance, and insufficient instruction

are examples of technological hurdles. Social and cultural barriers, such as the belief that online learning is less successful than traditional classroom instruction, can influence how well-received e-learning is.

To get more deep view, a focus group research by Ellefsen (2015) found that each focus group member expressed favorable opinions on the possible application of Facebook in higher education. Similarly, Wesseling (2012) stated that students use social networking sites like Facebook for a variety of reasons and in varying proportions. Seventy-one percent of students use these sites for social purposes, and seventy-two percent use them to trade information. Additionally, the survey revealed that 49.7% of students utilize Facebook for learning. The proportion of information shared by Facebook users indicates the current trend of users utilizing this technology to their advantage. Conversely, students hold a strong belief that Facebook may help instructors fulfill their duties in instructional design and organization online by promoting student conversation and offering clear instructions (Al-Dheleai and Tasir, 2016). This result is seen as supportive of the notion that Facebook may be used for education. In contrast, research conducted in the Malaysian setting by Hamat, Embi and Hassan, (2012) indicated that 84% of Malaysian students use social networking sites for informal learning reasons, interacting and communicating with their peers.

Wesseling's (2012) findings are consistent with the fact that only 49.7% percent of students engage with their instructors regarding academic concerns. Thus, AlDheleai and Tasir (2015) recommended the use of Facebook groups as an interaction medium to encourage students to interact more with the instructors. Since students and instructors can interact through Facebook groups without being Facebook friends, this can lessen students' concerns about privacy invasion. It is clear from the results of that research that students are attempting to use Facebook to their advantage when it comes to their academic pursuits.

Idris and Ghani (2012) carried out further study on Facebook learning by examining Facebook discourse. Researchers said that social networking sites might in fact develop into a forum where people create information, engage in reflective thought, and ultimately improve learning. Despite the virtual and asynchronous nature of social networking sites, their studies demonstrated that users essentially used all the markers of knowledge production in their Facebook interactions.

2.3.1 The Impact of Facebook on Teaching and Learning

Facebook's influence on teaching and learning in higher education has been profound. According to Knezek and Christensen (2001), both faculty members and students have increasingly utilized the platform to enhance educational experiences. Research suggests that Facebook has the potential to improve student engagement, satisfaction, and motivation by facilitating collaborative learning, communication, and peer feedback. Nevertheless, effective integration into educational settings necessitates careful planning, instructor expertise, and clear guidelines to maintain a safe and productive learning environment.

2.3.1.1 Facebook Impact on Teaching

Research has found that the use of Facebook in teaching can have a positive impact on the classroom climate. Mazer, Murphy and Simonds (2007) found that computer-mediated teacher self-disclosure on Facebook had a positive effect on student motivation, affective learning, and classroom climate, suggesting that Facebook can be used to optimize extra-curricular student engagement and enhance the learning environment.

Similarly, Li and Pitts (2009) found that virtual office hours on Facebook had a positive impact on student satisfaction with communication between the teacher and students, while Hewitt and Forte (2006) stated that Facebook interactions have a positive impact on the

perception of teacher credibility. Alger (2010) suggested that Facebook can be used as a learning management system (LMS) for various educational purposes.

Studies have shown that students are more likely to use Facebook than faculty and are more open to using it for educational purposes. Roblyer et al. (2010) found that students were more interested in using Facebook for educational purposes than university teachers, and Gruzd, Staves, and Wilk (2012) added that social networking tools, such as Facebook, are popular for educational usage. Mazer, Murphy, and Simonds (2009) found that teacher self-disclosure on Facebook enhanced teacher credibility.

Haverback (2009) observed how students used Facebook to discuss assignments, exchange questions and answers, and encourage one another in their Reading Education Methods class, finding that students with a deeper understanding of the theoretical underpinnings were more likely to participate in Facebook discussions.

Almaloul and Hmouma (2016) found that Libyan university students who use Facebook in their English language learning benefit from increased engagement and the acquisition of new vocabulary and idioms. Embark (2017) also reported that Libyan university instructors had positive and successful experiences with incorporating Facebook into their language teaching, highlighting its benefits for fostering learner autonomy and instructor-student communication.

2.3.1.2 Facebook Impact on Learning

Facebook is part of the broader shift in Web 2.0 technology, which has altered how people connect, interact, and access, manage, and exchange knowledge. This shift has led to the emergence of new learning styles, particularly among young people. Educators believe that social networking sites like Facebook provide dynamic, adaptable learning opportunities

that are often more engaging and captivating than traditional learning environments (Heid, Fischer and Kugemann, 2009).

Junco's (2012) research found that students who use Facebook for educational purposes, such as information gathering, checking on friends, and sharing links, achieve higher academic outcomes than those who use it only for socializing. Students who get in touch with their instructors or visit their websites also benefit (Mazer, Murphy, and Simonds, 2007).

Students in higher education tend to use Facebook extensively, viewing it as their primary social media platform. Researchers have found that the majority of university students use Facebook, with 97.10% of students at the University of Technology Malaysia (UTM) using the platform, compared to 28.50% using blogs and 14.50% using Twitter in addition to Facebook (Tasir et al., 2011).

Studies have revealed that college students use Facebook for significant periods, with Junco's (2012) research showing an average of 100 minutes per day. According to the EDUCAUSE Center for Applied Research (ECAR) study, 90% of college students use social networking sites, with 97% of them being Facebook users (Smith and Caruso, 2010).

Research has also shown that students are more receptive to using social media, including Facebook, for educational purposes compared to faculty members, who may be more concerned with privacy and security issues (Roblyer et al., 2010). The study found that Facebook has the potential to enhance student engagement in extracurricular activities and support instructional communications.

Furthermore, Herman and Witty's (2010) study found a significant positive impact of communication through social media on students' academic performance, as students spent less time studying and achieved higher academic results when they communicated with

their instructors and peers through the platform. Dalsgaard's (2014) study also revealed that higher education students had a positive attitude towards using social media for educational purposes, particularly for course-related discussions.

Junco's (2012) research also found that the use of social media for educational purposes had a significant impact on student motivation, interpersonal relationships, and academic performance. Overall, students' opinions on utilizing social networking tools, including Facebook, as a learning medium are generally favorable, and they have even endorsed the idea of using social networking as an e-learning platform (Tasir et al., 2011).

2.3.1.3 Using Facebook to Engage Students in the Learning Process

Student engagement through Facebook in MA programs has gained attention in recent research. Campbell (2014) examined Facebook's impact on students' academic performance at the University of Jordan, revealing that communication through Facebook had a significant positive effect on performance, while sharing resources and collaboration showed minimal impact. This study underscores the potential of Facebook as a strategic educational tool, though its benefits and limitations must be carefully considered.

Bloom (2023) further explored the relationship between Facebook engagement and college students' interpersonal and intrapersonal functioning. The study found that frequent Facebook use was associated with better relationships and a stronger sense of self, suggesting that the platform can enhance student engagement both socially and personally. However, it also emphasized the need for educators to strategically integrate Facebook to maximize its benefits and mitigate drawbacks.

Al-Rahmi and Othman (2013) and Kirschner and Karpinski (2010) presented contrasting findings, showing that excessive Facebook use could negatively impact academic performance, as it often led to reduced study time and lower grades. However, these studies

also identified ways in which Facebook could support independent and extracurricular engagement, which are essential components of a holistic educational experience.

Bull et al. (2008) highlighted the opportunities Facebook provides for increasing student engagement in formal learning settings, particularly through peer interaction and the sharing of educational content. Their findings support the notion that Facebook can be a valuable tool for enhancing student interaction outside the classroom.

2.3.1.4 Motivating Students Through Facebook in the Learning Process

The Merriam-Webster Dictionary (2023) defines motivation as "the act or process of motivating" or "the condition of being motivated." In the context of education and psychology, motivation refers to "the forces acting on or within a person to initiate behavior".

Motivation plays a critical role in student engagement, and Facebook's role in this area has been explored in several studies. Mazer, Murphy, and Simonds (2007) found that Facebook facilitated peer interaction, which students perceived positively for learning purposes. The study demonstrated a positive correlation between Facebook use for educational interaction and academic achievement, suggesting that motivation can be enhanced when students use the platform to connect and collaborate academically.

Junco (2012) also examined the frequency of Facebook use and participation in Facebook activities, finding that both were positively associated with student engagement. This study indicates that Facebook can be an effective tool for motivating students, particularly when it is used to foster active participation and engagement in educational activities. The research implies that Facebook's integration into the learning process can boost student motivation, provided that its use is focused and aligned with educational goals.

2.3.3 The Advantages of Using Facebook as a Learning Tool

Collaborative learning through Facebook in the MA classroom has become a topic of interest in recent educational research. In particular, higher education students seem to have a positive attitude towards the use of Facebook for educational purposes. A study conducted by Rajaram (2021) found that students believed that their discussions via Facebook should be related to the course content and that course-related discussions via Facebook should help them understand the course content. This indicates that students perceive Facebook as a useful tool for peer interaction and communication, which is essential for collaborative learning.

2.3.3.1 Enhancing Collaborative Learning with Facebook in the MA Classroom

Oxford English Dictionary (2023) defines collaboration as "the action of working with someone to produce or create something." In the context of business and teamwork, collaboration refers to "the process of two or more people or organizations working together to complete a task or achieve a common goal" (Oxford English Dictionary, 2023).

Cooperative learning in particular is a teaching strategy that involves students working together in small groups to achieve a common goal. Cooperative learning is often contrasted with individual learning or competitive learning environments (Johnson & Johnson, 2009).

A study by Li and Pitts (2009) found that virtual office hours on Facebook had a positive impact on student satisfaction with communication between the teacher and students. The study suggests that Facebook can be used as a learning management system for posting announcements, facilitating online discussions, and sharing resources with students. This

highlights the potential of Facebook as a platform for collaborative learning and communication between students and instructors.

A study by Junco (2012) found that students who used Facebook more frequently were more likely to have better relationships with their peers and faculty members, to have a better sense of self, and to be more motivated to achieve their academic goals. This indicates that Facebook can contribute to the development of a supportive and collaborative learning environment where students can engage with course content and each other. Moreover, a study by Idris and Ghani (2012) found that Facebook can be used to construct knowledge and support collaborative learning among students. The study highlighted the potential of Facebook as a platform for students to share information, support each other's understanding of course content, and engage in collaborative learning activities.

2.3.4 Facebook Groups and Communities

Facebook groups have emerged as powerful tools for fostering communication, knowledge sharing, and community building. A recent study by Alqahtani and Rajkhan (2020) examined the use of Facebook groups in higher education. The researchers found that Facebook groups can facilitate effective communication, collaboration, and knowledge exchange among students and instructors. The groups provided a platform for sharing resources, discussing course content, and engaging in peer-to-peer learning.

Another study by Sari and Tedjasaputra (2021) evaluated the effectiveness of Facebook as a learning management system. The findings suggested that Facebook groups can enhance student engagement, motivation, and learning outcomes when used alongside traditional learning management systems. The researchers emphasized the importance of clear guidelines, instructor facilitation, and integrating Facebook groups seamlessly into the overall course design. Facebook groups offer a versatile platform for various activities that

foster community engagement and collaboration. One of the primary activities is welcome posts, where administrators can tag new members to create a friendly atmosphere (Smith, 2022). This practice not only helps new members feel included but also encourages them to participate actively.

Another engaging activity is hosting live videos, which can include Q&A sessions or tutorials. These real-time interactions significantly increase engagement and allow members to connect with each other and the group administrators (Jones, 2023).

Contests and polls are also popular activities that can stimulate participation. By organizing fun competitions or gathering opinions through polls, group administrators can create a lively environment that keeps members returning (Brown, 2021).

Additionally, discussion threads serve as a platform for members to share their experiences and insights. This exchange of ideas fosters a sense of community and can lead to valuable knowledge sharing among members (Taylor, 2023).

The benefits of engaging in these activities are manifold. First, they help in building a loyal community. When members feel welcomed and engaged, they are more likely to develop a sense of belonging (Smith, 2022). Moreover, these activities promote brand awareness. By actively involving members in discussions and events, businesses can enhance their visibility and reputation (Jones, 2023).

Lastly, creating a space for knowledge sharing can lead to increased customer loyalty and engagement. When members share valuable insights and experiences, it enriches the community and encourages ongoing participation (Brown, 2021; Taylor, 2023).

2.3.4.1 Fostering Communication

The technology of today opens up new avenues for communication. "New media" or "digital literacies" refers to new ways of producing meaning as well as emerging forms of communication and engagement that call for a radical rethinking of formal educational settings (Merchant, 2012). As Wodak (2012: 2) stated, "we no longer communicate only in 'traditional' written and spoken genres but also using new ones". Ekoç (2014) explained that social networking sites have been incredibly popular among young people as one of the new communication tools in recent years, and the youngest adults seem to use them on a regular basis. The number of young individuals communicating on those websites is rising. Modern communication has undergone a significant transformation through social media, which has also brought about "fundamentally different from those found in other semiotic situations" modes of interaction (Crystal, 2001: 5).

A registered user of a social networking site often has access to a profile, friend list, chat feature, event creation, private or public messaging, commenting, feedback, and other features. Several SNSs (social networking sites) have many of the same essential features. For example, Facebook, which is relevant to this study, can be used for a variety of purposes by users with different interests and goals. To mention a few, these include staying in touch with friends, making new friends, reconnecting with old classmates or peers, meeting people who share those interests, networking with groups and organizations, exchanging recent news about oneself or learning about current events, and so on (Doğruer et al., 2011).

But in addition to these kinds of socialization goals, an increasing number of college instructors are embracing the notion that this approach can be used for a variety of purposes related to formal education, including academic ones, and that it can be applied at the academic level as well as the social one (Grosseck et al., 2011). Social networking sites may be used to promote learning by encouraging motivation, sociability, conversation, and the sharing of materials on a subject, even though they are not full learning environments

(Walther and D'Addario, 2001; Rachtam et al., 2012). Consequently, an increasing number of educators are utilizing Facebook groups to facilitate learning outside regular class hours and starting class group sites to maintain communication with and among their students.

In many ways, conversations on Facebook group pages are different from traditional classroom papers. Because social media interactions mix the textuality of written communication with the real-time interactivity of face-to-face communication, they provide conceptually fascinating contexts in which to study L2 interaction (Darhower, 2002). Ekoç (2014) stated that certain styles of writing have emerged as a result of text-based yet speech-like computer interaction. This style modifies conventional written rules and methods in order to produce messages quickly, cheaply, and efficiently. They have the ability to provide rapid feedback and are quite interactive because of their multi-modal technologies. Through Facebook, users may communicate and exchange a variety of information formats; such as messages, images, videos, and more with one another through a range of digital devices, such as smartphones, without being limited by time or place. Posting announcements on the wall is permitted and can contain images, videos, and URLs. Moreover, materials may be shared, and comments can be obtained from other users via the wall.

Ekoç (2014), adds that social media interactions have been shown to boost English language learners' motivation. With possible ramifications for language development, students' options for expressing identification views on social media that vary, differ, or depart from the conventional ones they embrace in face-to-face classroom discourse are growing. Pupils publish information, help one another during lessons, and ask and answer questions. There is readily available and maybe important evidence of learning processes among individuals outside of the classroom in social media interactions.

2.3.4.2 Knowledge Sharing

Das and Mahapatra (2018), emphasized that knowledge sharing is primarily between people, teams, and organizations. When someone shares what they have learned with other community members, it is known as knowledge sharing (Ryu et al., 2003). According to Davenport and Prusak (1998), the process of knowledge sharing among community members entails the sender transmitting knowledge, the recipient successfully receiving the knowledge, and the sender providing meaning to the received knowledge. Zach and Agosto (2009) examined the theoretical underpinnings of collaborative online learning strategies used to instruct libraries and exchange information between students. In order to maximize the advantages of online collaboration and information exchange, they also provided a framework model for designing online courses.

More specifically, Suwannatthachote and Tantrarungroj (2012) have looked at how team members may utilize Facebook to collaborate on a project by adding other members, utilizing real-time chat, and exchanging private messages with one another. The emergence of social media services has led to the extension of knowledge management technologies to incorporate Web 2.0 tools such as chat systems, wikis, tagging, and profiles. These tools foster user expression and idea sharing within virtual communities (Doring, 2015). Knowledge sharing may be ensured, according to researchers, by fostering group identity, boosting communication, and increasing the frequency of group encounters (Cabrera and Cabrera 2002; Kane et al., 2005).

A model created by Mazman and Usluel (2010), states that Facebook adoption is primarily driven by its utility, usability, social impact, enabling conditions, and sense of community. According to Davis (1989), usefulness is the possibility that performance will become better. Wang et al. (2011) state in their study that Facebook is a helpful platform for

information and resource exchange. According to research by Baresch (2011) et al., Facebook users submit connections to other content, including written articles with photos, links to social media sites with videos, news, and general information about sports, the arts, and entertainment. In response to inquiries on the many forms of knowledge sharing and interaction patterns, Din and Haron (2013) have found that Facebook culture is centered around knowledge sharing as a way of life. Kurtz (2014) looked at how students' awareness of learning and involvement was impacted by using two platforms: a course website and a Facebook group. They discovered that Facebook may serve as a virtual forum for conversation and education.

As stated by Suebsom (2015), these days using social media as a source of information sharing is the newest trend. Additionally, it is a tool for teaching and learning that students in higher education utilize to discuss and exchange knowledge in the classroom.

2.3.5 Privacy Considerations in Using Facebook for Education

Over the last ten years, social networking sites have clearly become more popular places for people to share information due to the rapid advancement of information technology. However, this has also brought out new ethical complexity and made preexisting ethical issues more complicated. Due to the quick and broad use of information technology (IT), social media developments have also permeated the field of education without maintaining the necessary integrity, which has led to an increase in the number of unethical misbehavior cases. If one has a social networking account, it is not shocking to say that obtaining private, sensitive information has suddenly become "a piece of cake." The proliferation of social networking sites and the internet have made it simpler than ever to obtain information, whether it be private or public. (Başaran, 2017).

Brew, Cervantes, and Shepard (2013) stated that Facebook users' privacy preferences are important because they affect how morally competent counseling practices are conducted. It allows users to share personal information such as name, address, phone number, email, alma mater (high school and college), employment status at the time of posting, and marital status (Facebook, 2013). Questions about political and spiritual views, as well as interests and pastimes, might also be discussed. Last but not least, the wall—a sort of digital bulletin board—provides a way to publish images and allows users to share their thoughts on any subject they want, including current affairs or personal narratives. Users may choose who can see the information in each of these main areas: friends, friends of friends, or the public. Facebook defaults to public, so if a user does not know how to configure privacy, most of their content will be visible to the public. Normally, users may select privacy at one of these three levels.

As noted by Başaran (2017), there is an immediate need to revise ethical norms due to the widespread use of digital technologies and their blatant incorporation in educational environments. Zimmer (2010) used Facebook as an example of a problem of ethics arising from the usage of online communities in educational settings, where academics use user data without taking steps to preserve the privacy and anonymity of the individuals being studied. Henderson et al. (2014) identify many risks associated with the use of social media in the educational setting, including those related to permission, confidentiality, limits, and detection of unlawful conduct.

Mason (1986) must have predicted these concerns three decades ago when the researcher stated that the rapid advancement of information technology constituted a danger to human privacy, necessitating the urgent development of an ethical framework for the evaluation of data in support of decision-making. Mason proposed his ground-breaking framework—which stands for Privacy, Accuracy, Property, and Accessibility—in order to address the

increasing ethical challenges posed by the emerging daily activities of information technology. Mason (1986) limited the discussion of the four aspects of information ethics in this paradigm to privacy, accuracy, property, and accessibility. The type of information and how it is protected are referred to as privacy. The concept of accuracy refers to the information's correctness and the steps taken to ensure its accuracy. Property is concerned with information ownership and the process by which ownership is established. The definition of accessibility includes both the information protection and accessibility.

Parrish (2010) went one step further and modified these four PAPA facets to provide four essential ethical guidelines for sharing information on social networking platforms. These principles are as follows: one is accountable for the accuracy of the information provided; one should preserve the privacy of others and of oneself with regard to the information shared. Only content that is part of someone else's unique creative work may be placed online with their permission. It is the responsibility of users to verify the legitimacy of the stakeholders a person or piece of software through whom the shared information is accessible. Regarding the initial discussion of privacy, correctness, property, and accessibility in Mason's work, the following queries may arise from these principles: How much personal information should be revealed or kept private? How much data should be available for viewing by strangers? What measures are in place to safeguard an individual's information privacy? To what extent may others access the information? To what extent is the data supplied accurate? Who will be in charge of ensuring that the information given is accurate? What sort of data may be shared without risk? Is the information presented the original, imaginative work of someone?

After a brief examination of the previously mentioned literature, it was determined by Başaran, (2017) that the primary issues with Mason's PAPA framework privacy, accuracy, property, and accessibility—remain unresolved. The majority of the target audience for

pertinent ethical research is still students. As of right now, there is not a scale in the literature that evaluates Facebook information sharing in particular from an ethical scenario perspective in the context of education.

2.3.6 Evaluating the Effectiveness of Facebook as a Learning Management System

As a result of social networks' increasing usage in daily life and their growing popularity, integrating them into educational settings has become cause for concern, as stated by Kalelioğlu (2017), who added that nowadays, a lot of social networking sites are being utilized for things other than what they were intended to be. These environments were first primarily used for conversation, but they are now also utilized for collaborative publishing, blogging, sharing multimedia content, tagging and social bookmarking, and establishing digital identities.

The younger generation uses social networking sites routinely; they have incorporated them into their everyday lives for a variety of uses. In 2010, Gülbahar, Kalelioğlu, and Madran provided an overview of the usage of Facebook, Twitter, and Flickr in the context of education. They mentioned that Facebook and Twitter could be used to follow people or groups, share content such as videos, sound files, photos, Word documents, spreadsheets, database files, and webpages, engage in discussion platforms to encourage group learning, and foster critical thinking, questioning, and problem-solving abilities.

According to Kalelioğlu (2017), students have good opinions of social networking sites, which have been the subject of several studies that have been looked into and analyzed. Few studies, meanwhile, concentrated on the full transfer of course material to a social networking platform that may serve as a learning management system. According to Wang et al. and Liu's (2012) survey of the literature on Facebook, a number of studies have looked at Facebook use and social networks in general, the impact of instructors' self-disclosure

on Facebook, and Facebook users' academic achievement. Nevertheless, not much research has looked at Facebook's potential for usage as a learning management system.

Although Facebook was not originally created for educational purposes, it can be used as a virtual environment for discussions and knowledge sharing (Kurtz, 2014). The findings from Dalsgaard's (2014) study show the educational potential of Facebook groups in terms of supporting peer-to-peer learning between students. Moreover, Wang et al. (2012) noted that one possible method for using Facebook in teaching and learning is to use its group function as a learning management system.

Then the researcher added that the learning management system may be used as the basis for managing courses. The creation and delivery of various content types (e.g., lecture notes, articles, links, presentation slides, and video) is permitted. Asynchronous and synchronous communication and collaboration can be facilitated using discussion forums, chat wikis, blogs, and conference tools. Administrative and assessment tools are provided for task recording, grading, and feedback. These three main characteristics of these learning management systems are highlighted by Coates, James and Baldwin, 2005; Meishar-Tal, Kurtz and Pellizzari, 2012; and Morgan, 2003. It can clearly have noticed that the user involvement by using the report option.

Kalelioğlu, (2017), stated that it is simple to illustrate the first two key features with a private Facebook group. A restricted Facebook group might contain assignment instructions, online links, audio-visual materials, presentation slides, and articles created or uploaded by the instructor. In terms of communication, creating and managing chat rooms and wall conversations is simple. Regarding the third feature, Facebook users cannot be directly followed or observed. Facebook also provides information on who views the post and instantly notifies group members when changes are made. Students can submit

assignments and digital artifacts to the group for evaluation choices, and the teacher can give the students comments.

The idea of using Facebook as a learning management system (LMS) is supported by Kalelioğlu, (2017), regarding the experiences of students and faculty. The study examined students' experiences using Facebook as an LMS during a course and found that most students were satisfied with their learning experience using Facebook. They favored features such as sharing course materials, instant messaging, uploading files, having discussions, and receiving instant notifications. Additionally, almost half of the students had positive thoughts about the usefulness of Facebook in education, considering that it has many similar features to a traditional LMS. However, some feedback highlighted the need for more structure, clear learning objectives, and guidelines for participation and assignments when using Facebook as an LMS. Despite the advantages, using Facebook as an LMS may have limitations, such as the lack of a specific structure and the inability to provide feedback on performance. While the use of Facebook as an LMS has both positive and negative aspects, the experiences of students and faculty suggest that it can be a viable platform for learning and collaboration, especially due to its unique interactions and collaborative nature.

2.3.7 Strategies for Successful Implementation of Facebook in Teaching and Learning

The expectations of our internet-generation students to get more from their education, combined with their extreme interest and regular use of social networking sites, have drawn the attention of academic researchers and educators equally. Additionally, given Facebook's large global user base, educators should acknowledge the platform's wealth of educational application possibilities. According to studies, students were thought to be

docile and unable to think critically. Because the classes were frequently very teacher-centered, teachers were perceived as being uninteresting and less innovative (Sidhu, 2003).

It will be feasible if the instructors use such tools and understand the implications for better lesson enhancement (Chapelle, 2003), as online technology makes the classroom interactive and holistic (Plato's Principles of Education).

Previous research findings indicate that Facebook might serve as a forum for virtual academic interactions (Lim, 2010). According to Zhao et al. (2008), nearly every student has a Facebook account and spends a significant amount of time on it. Facebook has become more and more popular among students. Also, prior research on Facebook as a teaching tool has demonstrated that students benefit from utilizing Facebook for learning (Madge et al., 2009). Additionally, as Facebook is helpful for learning environments, instructors may build a positive learning environment by including it in their teaching tools (Kabilan, Ahmad and Abidin, 2010). Facebook will then be able to improve instruction and learning methods (Hamid et al., 2011).

Above all, Facebook is a social networking platform that helps L2 learners communicate online. Facebook may be used to boost motivation, encourage actual-world language contact, and help students perform better in the English language, according to Blattner and Fiori (2009). According to Bugeja (2006), utilizing Facebook as a social networking site for teaching may be both a tool and a distraction in the classroom. Consequently, despite the fact that Facebook offers benefits to students, it also presents obstacles for them. Similarly, Hurt et al. (2012) claim that social media can both divert students from finishing their schoolwork and offer too much encouragement. To address this challenge, Bugeja (2006) suggests that the way forward is to help students develop the capacity to recognize when and where technology is suitable and improper.

Nonetheless, a number of studies have discovered a favorable correlation between students' academic achievement and their usage of social networking sites. According to Luke (2006), students who used the internet more often had higher scores on reading skills tests and good marks. Furthermore, research conducted by Ellison et al. (2007) indicates that social networking site use can help cure a variety of psychological issues, such as poor self-esteem and low life satisfaction.

According to Roblyer et al. (2010), social networking sites give instructors and students a wealth of opportunities for connection. Furthermore, integrating Facebook into the classroom has the potential to enhance learning through personalization, interaction, and integration (Roth, 2009). Students of the internet generation have higher expectations than just books and lectures in the classroom. Students in today's classrooms are no longer challenged and inspired by traditional learning environments. Students today are accustomed to using internet technology on a daily basis. These pupils, who are regarded as digital natives, will benefit from having access to computers and online materials in the classroom (Luke, 2006).

It appears that integrating technology into the classroom can help students become more engaged and motivated. Instructors should employ these tools and learn about their consequences for language instructors and scholars, as stated by Chapelle (2003).

To summarize, the key strategy for successfully using Facebook as a learning tool is to thoughtfully integrate the popular social media platform into teaching and learning. Instructors should leverage Facebook's widespread adoption among students to create interactive, collaborative learning environments that enhance communication, facilitate knowledge sharing, and personalize the educational experience. This can be achieved by incorporating Facebook as a learning management system and platform for class

discussions, while also addressing potential challenges such as avoiding distractions and developing students' digital literacy. By harnessing Facebook's capabilities to increase student motivation, improve academic performance, and foster more dynamic, technology-infused learning opportunities, instructors can harness the benefits of this ubiquitous social network to enhance the educational process.

2.4 Previous Studies

Technological tools have become increasingly important in education, particularly in the context of online learning. The use of digital communication and social media platforms has facilitated collaborative learning, allowing students to connect, interact, and share resources in more efficient and interactive ways (Chat, 2023). This shift towards online education has been driven by the need to meet students' demands for flexible schedules, improve accessibility, and enhance the quality of educational resources (Parsad et al., 2008).

Social media, as a form of digital communication, has also been recognized as a valuable tool for educational practices, enabling engagement, cooperation, and the exchange of knowledge and resources (Mazman and Usluel, 2010).

The social media platform has been leveraged to enhance the quality of education in various ways. It has been found to encourage constructive relationships between students, engage students in learning activities, and cultivate a positive attitude towards learning (Petrovic et al., 2012). Additionally, Facebook has been instrumental in promoting collaborative learning, providing a platform for students to communicate, interact, and submit assignments, thereby improving student usability and learning satisfaction (Roblyer and Ekhhaml, 2000).

Furthermore, the integration of Facebook in education has been shown to create meaningful and real interactions, enhance student motivation, and increase opportunities for teacher-student and student-student interaction (Munoz and Towner, 2009).

Numerous studies have been conducted to investigate the integration of Facebook as a facilitating technology in teaching and learning. For instance, Petrovic et al. (2012) provided a list of the benefits of using Facebook as a tool for improving the quality of education, including encouraging constructive relationships between students, engaging students in the completion of assignments, and cultivating a positive attitude towards learning. Additionally, the researchers highlighted that Facebook can enable teachers to provide positive educational results in a number of fields, exercise comparative pedagogy in the best interests of students, and integrate diagnostic formative evaluation in the learning process. The study by Petrovic et al., (2012) used a survey to investigate the benefits of using Facebook as a tool for improving the quality of education. Furthermore, the study by Munoz and Towner (2009) discussed the "Levels of Integration" for Facebook in education, including the use of profile pages for communication with students, group pages for classes, and the integration of Facebook applications to expand the functionality of Facebook for a class.

Moreover, the significance of using Facebook in teaching and learning has been emphasized by Ru (2011), who found that Facebook-integrated instruction can significantly enhance students' interest and motivation.

Additionally, Selwyn (2009) suggested that social networking offers the opportunity to re-engage individuals with learning and education, promoting 'critical thinking in learners' about their learning, which is one of the 'traditional objectives' of education. The study by Towner et al. (2007) revealed that Facebook was a good tool for class-related activities,

with participants using Facebook to contact students about things happening in class, to get class notes, to set up meetings, and to create study groups. The study by Towner et al., (2007) conducted a survey to investigate the use of Facebook in a campus community. These examples highlight the potential of Facebook as an educational tool for promoting student engagement and facilitating effective communication between teachers and students.

There are many successful examples of case studies that have demonstrated the effectiveness of using Facebook in education. For instance, a study by Nsir (2014) revealed that Libyan EFL teachers have positive perspectives on using social media, including Facebook, for language learning professional development. Nsir (2014) utilized qualitative research methods in exploring Libyan English language (EL) teachers' perspectives on the use of social media tools for language learning professional development. Furthermore, the results of a survey conducted by Towner et al. (2007) showed that Facebook was a valuable tool for class-related activities, such as contacting students, sharing class notes, and creating study groups. These examples highlight the potential of Facebook as an educational tool for promoting student engagement and facilitating effective communication between teachers and students.

On the other hand, there are potential challenges and considerations. Despite the benefits, the integration of social media, including Facebook, in education is not without challenges. Some studies have indicated that excessive use of social media can be negatively associated with academic performance (Gentile et al., 2010). Additionally, concerns have been raised about the potential distractions and time-consuming nature of social media platforms, which may impact students' focus and learning outcomes (Karpinski and Kirschner, 2010). The study by Karpinski and Duberstein (2009) used a survey to investigate the relationship between Facebook use and the academic performance of college students. Furthermore, the

use of social media in education requires careful consideration of privacy, security, and ethical issues to ensure the responsible and effective use of these platforms in academic settings (Selwyn, 2009).

In the Libyan context, a study made by Embark (2017) investigated the beliefs and practices of fourteen Libyan EFL university instructors regarding the integration of Facebook in language teaching and learning. The research employed a qualitative approach, collecting data through an open-ended questionnaire sent to the instructors via Facebook Messenger. The results indicated that all participants favored the idea of integrating Facebook in their teaching and reported useful and successful experiences with its integration. However, challenges such as poor internet connectivity, lack of time convenience, insufficient knowledge and skills in using the social network, privacy and identity disclosure issues, and reluctance of female students and instructors to join mixed-gender Facebook groups were reported as limiting factors. Nevertheless, the study suggests that the improvement in internet service in Libya and the growing popularity of Facebook among university students and instructors should encourage its effective use for academic purposes, as it can be a valuable educational tool, fostering interactive teaching and developing learner autonomy.

Similarly, there is a study made by Eltaher (2020), on the use of social media, particularly Facebook, in education. The study aimed to explore Libyan EFL university instructors' attitudes towards using Facebook as an educational tool and to enhance their awareness of its usefulness in language teaching and learning. The research used a combination of quantitative (close-ended questionnaire) and qualitative (semi-structured interviews) methods, with 43 instructors participating in the questionnaire and five being interviewed. The findings revealed that the majority of participants had a positive attitude towards using Facebook in language teaching and learning, especially for teaching vocabulary and reading, as it helps in building language learners' self-confidence and promoting their

interaction skills. However, the study also highlighted some challenges in using Facebook as an educational platform. Despite these challenges, the study recommended that Libyan EFL university instructors should start utilizing Facebook in their teaching. The research provides valuable insights into the attitudes of Libyan EFL university instructors towards integrating Facebook in language teaching and learning, and it emphasizes the need for further exploration of this educational tool in the Libyan context.

From the previous review, it can be seen that there have been a number of studies that have investigated the perspective of the instructors and the benefits as well as the challenges from using Facebook as a facilitating technological tool in Libya. However, there is not any study specifically aiming to identify the university of Zawia students' perspectives' nor the benefits as well as the challenges of using Facebook as a facilitating technological tool. Therefore, the purpose of this study is to investigate these issues.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter introduces the methodology used in this study. It presents information about the research design, the context of the study, the sample, the instruments that have been used to gather the data, the pilot study, ethical considerations, and the data collection. Finally, a summary of all these contents were concluded this chapter.

3.1 Research Design

This study adopts a mixed-method research design, integrating both qualitative and quantitative approaches. The mixed-method design allows for a comprehensive and multifaceted exploration of the use of Facebook as a facilitating technological tool in the learning process, specifically the student perspectives on the MA program subjects at the University of Zawia. This approach enables a deeper understanding of the phenomenon by examining both quantitative data from questionnaires and qualitative insights gathered through interviews, as recommended by Creswell (2017).

The quantitative approach employs a structured questionnaire to gather quantitative data from a sample of MA students at the University of Zawia. This component allows for the collection of numerical data, enabling the assessment of students' perceptions, experiences, and preferences regarding the use of Facebook in their learning environment, which aligns with established research methodologies (Creswell, 2017). While the qualitative approach, as recommended by Merriam et al. (2005) involves conducting semi-structured interviews with a selected group of students from the University of Zawia, which facilitates the in-

depth exploration of the students' perspectives, experiences, and challenges related to integrating Facebook as a tool in MA program subjects. The qualitative component adds depth and context to the quantitative findings, offering valuable insights into the challenges associated with the use of Facebook.

The combination of quantitative and qualitative data sources enhances the validity and reliability of the research findings and aligns with established practices in mixed-method research (Johnson and Onwuegbuzie, 2004). This approach ensures that the study captures the multifaceted nature of the subject and provides a solid foundation for addressing the research questions and achieving the study's objectives.

3.2 Context of the Study

Due to the researcher's position as an English department student, this study was conducted at the English department specifically applied Linguistic section in the University of Zawia. As a result, the procedure of getting in touch with the participants is made easier by the researcher's solid relationships with the staff members and the students. Additionally, the enormous number of students at the University of Zawia as well as their experience with the use of Facebook as a facilitating technological tool in their journey of studying encouraged the researcher to select an appropriate sample for the study.

3.3 The Sample

The term "sample of the study" according to Babbie (2016), typically refers to a subset of individuals or elements selected from a larger population for the purpose of conducting research and drawing inferences about the population. Samples are used in research to make data collection more manageable and cost-effective while still allowing researchers to draw meaningful conclusions about the entire population. A carefully selected sample should ideally be representative of the population from which it is drawn.

The participants of this study consisted of forty Zawia MA students from the English Department during the academic year 2024-2025. They were volunteer sampled from each of the four semesters: first, second, third, and fourth, whose major is English. Volunteer sampling is a non-probability sampling method where participants self-select to participate in a study. This approach allows individuals to choose whether to join based on their interest, rather than being randomly selected (Formplus, 2023). In addition, the researcher interviewed five students from the same department, including those who have experience with the use of Facebook as a technological tool, in order to investigate their perspectives about the issue. They were chosen through purposive sampling. "A purposive sample avoids representing the wider population; it seeks only to represent a particular group, such as a group of students who are taking a particular examination or a group of teachers" (Cohen et al., 2007: p. 110).

3.4 Data Collection Instrument

The adoption of a mixed-method research design is a suitable choice made in this study, enabling an investigation of the research questions from multiple angles (Cohen et al., 2007). This approach is grounded in the recognition that the use of different research methods can complement each other, enhancing the credibility of findings. This research design benefits from triangulation, a fundamental characteristic of the mixed-methods approach, where different research methods are applied to explore a single phenomenon (Berg, 2007). Consequently, the findings derived from distinct research methods can serve to corroborate or challenge one another, contributing to the overall robustness of the study (Cohen, 2007).

For this research, questionnaire and semi-structured interview were selected as they were well-suited to the study's objectives. The questionnaire was chosen as the first instrument

for quantitative data collection. Questionnaires provide a systematic means of eliciting individuals' emotions, beliefs, experiences, perceptions, or attitudes (Kumar, 2004). While questionnaires offer distinct advantages, they may exhibit limitations, such as a low response rate and participants' reluctance to complete them. To address this, the study incorporated semi-structured interviews as the second data collection method. As Denscombe (2010: 65) noted, interviews excel at delivering in-depth insights and value, particularly when participants can provide a unique perspective derived from their specific vantage point.

In employing these two research instruments, the study aimed to acquire both qualitative and quantitative data to gain comprehensive insights into the perspectives of students at the University of Zawia, its effect on student engagement, collaboration, and resource sharing, as well as the challenges they encounter while using it. By doing so, it was anticipated that the chosen research instruments would yield data that is both valid and reliable, thereby strengthening the quality and integrity of the research outcomes.

3.4.1 Questionnaire

A closed-ended questionnaire was used to collect data about students' perspectives and the effects of using Facebook as a facilitating technological tool on student engagement, collaboration, and resource sharing. It is a structured survey instrument commonly employed in research and data collection. This questionnaire comprises a predetermined set of questions or statements, each accompanied by a limited range of response options that participants are required to choose from. Closed-ended questions are recognized for their fixed-choice format, where respondents are constrained to select their answers from a list of alternatives supplied by the researcher. (Trochim and Donnelly, 2008). Quantitative technique enables large-scale numerical data to be gained in a

comparable amount of time (McLeish, 2009). Also, dichotomous questions were part of the questions used in the questionnaire. A dichotomous query is a type of closed-ended inquiry that provides respondents with only two potential choices, often in the form of 'affirmative' or 'negative,' or 'correct' and 'incorrect.' These inquiries are intentionally structured to elicit straightforward responses, rendering them especially valuable for surveys, questionnaires, and research tools when seeking binary answers is appropriate. In the realm of research, encompassing fields such as psychology, sociology, and public opinion polling, dichotomous questions are widely employed to efficiently collect data and gauge binary attributes or traits (Galton, 1883).

The questionnaire was designed purposefully for this study. It consisted of 23 clear and easy statements. It indicated the students' opinions based on their perceived experiences. Twenty-two of the items in the questionnaire were designed on a Likert scale response using a five-point rating scale of the following range: strongly agree, agree, neutral, disagree, and strongly disagree. Only one item used a dichotomous question (see Appendix 1). The quantitative data obtained from the questionnaire was analyzed using Google Forms and presented in tables.

3.4.2 Semi-structured Interview

A semi-structured interview was used in order to collect data about the challenges that the learners at the University of Zawia face when integrating Facebook as a facilitating technological tool in the learning process of MA program subjects. A semi-structured interview is a qualitative research method employed to gather in-depth information and insights from participants by using a flexible and partially predetermined set of open-ended questions. In a semi-structured interview, the researcher has a core list of questions or topics to be explored, but they also have the freedom to probe further, seek clarification, and adapt

the interview based on the participant's responses. This approach allows for a more natural and conversational interaction, enabling participants to express their views and experiences in their own words while also ensuring that key research objectives are addressed (Bryman, 2016). The aim of using semi-structured interview in the study is to get in-depth information about the learners' challenges and perspectives about using Facebook as a facilitating technological tool in the learning process of MA program subjects at the University of Zawia. The interview consisted mainly of eight open-ended questions (see Appendix 2). The data gained from the semi-structured interview were transcribed and analyzed into themes.

3.5 Pilot Study

A pilot study was carried out to polish the research procedures and evaluate our data-gathering tools before moving on to the main portion of the investigation. Williamson (2004) defined a pilot study as a small-scale experiment carried out to assess logistics and collect data prior to a more extensive investigation. The main goal of the initial phase is to improve the effectiveness and quality of the upcoming full-scale study. According to Creswell (2008), "a pilot test of a questionnaire or interview survey involves making changes to an instrument based on feedback from a small number of individuals who complete and assess the instrument." (Creswell, 2008 p. 390). In the context of our investigation, a pilot study was conducted on both the questionnaire and the semi-structured interviews to evaluate their format, logical flow, clarity, length, and readability by our target audiences, which included MA students. The pilot study took place for two months, beginning on 9th November 2023 to 9th January 2024. This stage was started by the researcher asking the MA program coordinator for approval to perform the pilot study. Instructors at the English departments at the University of Zawia were then given consent letters so they could freely take part in the pilot project. The potential volunteers were fully

informed of the study goals and purpose. Five professors, both male and female, participated actively in the pilot study. In addition, ten participants completed the questionnaire intended for MA students to test its clarity, simplicity, and unambiguity. The majority of students finished the questionnaire in around 15 minutes. It is significant to note that the feedback from this pilot test helped the questionnaire's validity. It confirmed that the survey items were really understandable and straightforward.

The interview schedule was somewhat modified due to the great insights provided by the participants. To guarantee that the interviews would completely address the study objectives, the question "What are the challenges that the learners at the University of Zawia face when integrating Facebook as a facilitating technological tool in the learning process of MA program subjects?" was included.

Our data gathering tools will be ready for the major data collection phase of our research, according to this thorough pilot study.

3.6 Ethical Considerations

Ethical principles are the foundation of this study on the use of Facebook in the learning process at the University of Zawia. The researcher has taken extensive measures to ensure that every aspect of the research adheres to ethical guidelines and best practices. All participants have provided their informed consent to participate in the study, and the researcher has implemented robust measures to protect the anonymity and confidentiality of the participants. Additionally, the study has been designed to minimize any potential harm or discomfort to the participants, while the overarching goal is to contribute to a better understanding of the use of Facebook in the learning process, which has the potential to benefit the broader academic and educational community. The researcher had ensured that the study complies with all relevant ethical guidelines and regulations, including those set

forth by the institution and any applicable governing bodies, and all data collected during the study will be securely stored and protected to prevent unauthorized access or misuse. At the conclusion of the study, participants were provided with feedback on the findings and will have the opportunity to ask questions or raise any concerns. By upholding these ethical principles, the researcher is committed to conducting a responsible and principled investigation that respects the rights and well-being of all participants, ensuring that the study contributes to the broader academic and educational understanding while safeguarding the dignity and privacy of the participants.

3.7 Data Collection

Data collection refers to the systematic process of gathering, recording, and assembling information or observations to address a specific research question, hypothesis, or objective (Sekaran and Bougie, 2016). The first step that was taken by the researcher before collecting the main data was meeting the head of the English Department to ask for the permission to conduct the study at the University of Zawia and explaining the purpose of the study. The process of data collection lasted for five weeks.

3.7.1. Administration of Students' Questionnaires

The students' questionnaire was submitted online through a link to 40 students. The participants were very kind and welcome for their participation, and that made it easier for the researcher to collect the data. The administration of the questionnaire took two days. Before the distribution of the link to the questionnaire, students were given identical instructions and background about the research study. They were told that their participation was really appreciated, and the answers they provided would remain completely confidential. The researcher was in contact with the students while completing the questionnaire in order to respond to any inquiries about the questionnaire items whether

on WhatsApp, messenger or phone calls. They were asked to do it whenever they were free. Some students were familiar with the topic and the items, but they asked for more explanation in order to be sure of their understanding. Each student took nearly five to seven hours to fill out the questionnaire and submit it back.

3.7.2. Conducting the students' Interviews

Five English students from the English Department in the University of Zawia participated in the semi-structured interview. Contacting each interviewee in order to set up a time that works for them was the first step in conducting the interviews. Due to their busy schedules with classes and others were working at school, it was challenging to schedule interviews at times that worked for everyone. As a result, the interviews took place between January 28 and February 1, 2024. It was challenging to find students who experienced learning with the use of Facebook because this application is not used enough at the University of Zawia. However, the researcher managed to interview five students. The researcher introduced herself to the interview candidates before anything else. The respondents were then reminded of the study topic and objectives and told that their information would be kept private and treated confidentially. Regarding recording the interview, the research asked for their permission to have the interviews recorded and their individual consents were obtained. Every interview lasted between 30 and 40 minutes. The same questions were presented to each interviewee, and some follow-up questions were asked to add extra information and examples that illustrated their real-life experiences. The researcher thanked the students for their cooperation, involvement, and important time at the end of the interview (see Appendix 2).

3.7.1 Conclusion

In conclusion, this chapter has outlined the methodology adopted for the study, focusing

on the mixed-methods research design that integrates both quantitative and qualitative approaches. By employing structured questionnaires and semi-structured interviews, the study aims to capture a comprehensive view of Facebook's role as a facilitating technological tool in the learning process at the University of Zawia. The careful selection of a representative sample and the rigorous pilot testing of data collection instruments enhance the reliability and validity of the research. Ethical considerations have been rigorously observed to ensure the integrity of the study and the protection of participants' rights. This methodological framework provides a solid foundation for addressing the research questions and achieving the study's objectives, ultimately contributing valuable insights into the integration of digital tools in educational settings.

CHAPTER FOUR

RESULTS OF THE STUDY

4.0. Introduction

This chapter aims at organizing, describing and analyzing the data to address the research questions (see 1.4). The data presented in this section was gathered through a questionnaire completed by forty MA students from the university of Zawia, studying at the Department of English, and through semi-structured interviews conducted with five English students from the same Department. The obtained data through the questionnaire were organized and presented in tables according to specific classification. Google forms were also used for analyzing the quantitative data. In addition, the presentation of the interview data was based on themes with reference to the interview questions.

4.1 Descriptive Statistics Analyses of the Questionnaire

To analyze the data from the questionnaire, the researcher utilized descriptive statistical techniques. Descriptive statistics provide a way to summarize and describe the key characteristics of the data, such as the central tendency, dispersion, and frequency distribution of the responses. Descriptive statistics refers to the methods used to summarize and organize characteristics of a dataset, providing a concise overview of its features. This includes measures of central tendency (mean, median, mode) and measures of variability (standard deviation, variance) to describe the data's distribution and spread (Investopedia, 2023). By employing descriptive statistics, the researcher was able to gain an initial understanding of the patterns and trends present in the questionnaire data, which then informed the subsequent analysis.

4.1.1 Students' Responses to the Questionnaire Statements

Table1: Questionnaire Items

1. I had experienced learning with the use of Facebook as a facilitating technological tool.

Yes	No
80%	20%

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	Facebook helps me communicate with my colleagues.	47.5%	40%	10%	2.5%	0%
3	Facebook helps me to communicate with the instructors more easily.	30%	45%	17.5%	7.5%	0%
4	Facebook allows me to receive real-time interaction.	20%	35%	32%	12.5%	0%
5	Facebook allows me to receive the feedback from my instructors.	25%	37.5%	27.5%	10%	0%
6	I feel more comfortable participating in class discussions on Facebook than in person.	20%	27.5%	30%	15%	7.5%
7	Facebook promotes collaborative learning among students in my MA program.	35%	32.5%	27.5%	5%	0%
8	Using Facebook for educational purposes has led to a sense of community among students in my MA program.	22.5%	55%	17.5%	5%	0%
9	Facebook has been a valuable tool for promoting peer-to-peer learning in my MA program.	17.5%	62.5%	15%	5%	0%
10	Facebook is an effective platform for sharing educational materials related to my MA program.	22.5%	52.5%	20%	0%	0%
11	Facebook is a convenient way for me to access course materials in my MA program.	15%	37.5%	27.5%	10%	0%
12	Facebook is a convenient way for me to get announcements related to my MA program.	40%	35%	20%	5%	0%
13	Facebook can effectively supplement traditional classroom instruction in my MA program.	17.5%	45%	15%	22.5%	0%
14	Using Facebook for educational purposes has increased my engagement in my MA program subjects.	22.5%	35%	25%	17.5%	0%

15	Using Facebook in my learning process has helped me develop critical thinking skills.	30%	37.5%	25%	7.5%	0%
16	Facebook can support a more personalized learning experience for me.	22%	38%	27%	13%	0%
17	Facebook has helped me develop problem-solving skills in my MA program subjects.	20%	32.5%	25%	17.5%	5%
18	Facebook has helped me dealing with my coursework more efficiently.	22.5%	37.5%	25%	12.5%	2.5%
19	The use of Facebook in my education has improved my academic performance in my MA program.	15%	37.5%	37.5%	10%	0%
20	Facebook has helped me develop a better understanding of diverse perspectives in my MA program subjects.	22.5%	35%	22.5%	20%	0%
21	Overall, incorporating Facebook into my MA program has enhanced my learning experience.	20%	30%	25%	25%	0%
22	Facebook has been a valuable tool for promoting peer-to-peer learning and support in my MA program.	12.5%	52.5%	25%	7.5%	2.5%
23	Facebook can be a distraction when used for educational purposes in my MA program.	20%	37.5%	25%	12.5%	5%
24	Privacy concerns have hindered the effective use of Facebook in my learning experience.	7.5%	32.5%	35%	17.5%	7.5%

Table1: Students' Responses to Questionnaire Items

The questionnaire results illuminate various facets of students' perspectives on utilizing Facebook as a facilitating technological tool in their Master's program. A predominant (80%) of respondents have actively engaged in learning experiences facilitated by Facebook, signifying a widespread adoption of the platform for educational purposes. In the realm of communication, nearly half of the participants (47.5%) view Facebook as instrumental in fostering communication with colleagues. Additionally, (30%) acknowledge the platform's utility in facilitating communication with instructors, highlighting its diverse roles in peer-to-peer and student-instructor interactions. As for exploring the real-time capabilities of Facebook, (55%) of students perceive the platform as conducive to immediate interaction, indicating its potential in creating dynamic and responsive learning environments. Furthermore, a significant number (62.5%) of

respondents believe that Facebook serves as a valuable channel for receiving timely feedback from instructors, underscoring its role in the iterative feedback process integral to academic discourse.

Delving into collaborative aspects, (35%) of students recognize Facebook's active promotion of collaborative learning among peers in their Master's program. This acknowledgment suggests that the platform extends beyond individual interactions, contributing to a collective and collaborative learning environment.

In terms of community building, more than half of the respondents (55%) feel that the incorporation of Facebook into their educational experience has led to a sense of community among students in their program. This sense of community is crucial in creating a supportive academic environment that transcends physical boundaries. Furthermore, the questionnaire explores the impact of Facebook on peer-to-peer learning, with 62.5% of students considering it a valuable tool in this regard. The platform also emerges as effective (52.5%) for sharing educational materials related to the Master's program, showcasing its potential as a resource-sharing and collaborative learning platform.

However, amid these positive aspects, concerns are voiced. A considerable percentage (37.5%) of respondents perceive Facebook as a potential distraction when used for educational purposes, indicating the need for strategies to mitigate distractions. Privacy concerns are also raised, with (35%) expressing that these concerns have hindered the effective use of Facebook in their learning experience.

In summary, the findings portray a nuanced landscape of Facebook's role in the educational journey of Master's program students at the university of Zawia. While it serves as a versatile communication tool, facilitator of collaborative learning, and contributor to community building, concerns about distractions and privacy underscore the importance of

thoughtful integration and management of social media platforms in academic settings.

4.2. Students' Interview

Based on themes that emerged from interviewees' answers to the interview questions, the data is presented in the section that follows. Thematic analysis, as reported by Braun and Clarke (2006), is flexible and helpful for summarizing important aspects as well as emphasizing the similarities and differences among the data collected. The researcher created conceptions of data regarding student perspectives and thoughts about Facebook as a technological tool that facilitates learning for subjects covered in the University of Zawia MA program, as well as the challenges they may face in the classroom. Additionally, the transcriptions of the students were labeled as (S1, S2, S3, S4, S5). As a result, the themes that emerged from the analysis of the student interviews are presented and explained in the next sections.

The interviews provide valuable insights into the challenges, technical issue management, time management, privacy and security maintenance, support and guidance, benefits and drawbacks of using Facebook for learning, and its effectiveness for communication.

4.2.1. Challenges in Using Facebook for Learning

The interview responses reveal several challenges that students have faced in using Facebook for learning purposes. While some students, like S1, found Facebook to be an interesting and easy-to-use platform, others reported significant difficulties.

A common challenge mentioned was the issue of staying focused and avoiding distractions. S2 explained that the abundance of messages, videos, and other content on Facebook made it very difficult to concentrate when watching recorded lectures. The accumulation of lecture recordings also posed a problem, as it became easy to procrastinate and fall behind.

As stated that, “*about the challenges in using Facebook yes I used some when I am using Facebook in my MA program these challenges are little compared to the benefits of using it so let me mention these challenges first of all to stay focused while watching recorded lectures is very difficult thing because in Facebook there are many destructions such as messages or videos so I think to be focused is one of the most challenges another challenge is that accumulation of lectures so for example in ordinary lectures I have to attend them live lecture by lecture but while for the recorded lectures it make me postpone studying*”.

Some students, like S3, also struggled with the technical aspects of using Facebook for learning, such as downloading files and completing assignments. Unfamiliarity with the platform's features created barriers to effective utilization. As said in the interview, “*Yeah, I have faced many difficulties. One of them was that I wasn't aware of how to use, you know, how to download the file, how to write the tasks, and so on. That was one of the problems that I have faced*”.

Access issues were another concern, particularly for S5. Unreliable internet connectivity and frequent power outages in their location made it challenging to consistently engage with learning materials shared on Facebook. This limited their ability to stay up-to-date with discussions and assignments.

Beyond these logistical challenges, students also mentioned concerns about inappropriate content and the spread of misinformation on Facebook, which could undermine the educational value of the platform.

These findings highlight the need for students to develop strong self-regulation and digital literacy skills to navigate Facebook effectively for learning purposes. Instructors and educational institutions may also need to provide guidance and support to help students overcome these challenges and leverage the potential benefits of using Facebook as a

learning tool.

4.2.2. Technical Issue Management

The students described a variety of strategies for dealing with technical problems or glitches when using Facebook for educational purposes.

S1 explained that the approach depended on the specific issue encountered. For minor problems, such as a page not loading due to a poor internet connection, they would simply close and reopen the app or web page. If an issue arose in the middle of a learning activity, like someone requesting an update, they would shut down the app and restart it. S2 also found that simple troubleshooting steps, like refreshing the page or performing software updates, could often resolve minor technical problems. They did not consider technical issues to be a significant barrier when using Facebook for learning. As stated in the interview, *“I think take technical issues it’s not a big problem, because sometime is sometimes simple refresh can fix a miner issue or glitches or sometimes I just do updates or restart my phone can resolve that issue.”*. For more complex problems, some students, like S3, would turn to external sources for help. This could involve searching online for solutions or asking a friend for assistance in understanding how to properly use the platform's features. Interestingly, S4 reported not experiencing any notable technical issues when using Facebook for their studies, suggesting that their level of comfort and familiarity with the platform allowed them to navigate it without major technical difficulties. In the case of S5, who faced challenges due to unreliable internet access, the primary approach was to simply wait for the connection to improve or try accessing Facebook at times when the internet was stronger, such as early in the morning. As literally stated by the student *“So I just wait for the internet to improve. This is the majority of what I do. Or I close it, and I might open it at dawn when there is a strong internet connection there”*.

Overall, the students demonstrated a range of strategies for managing technical issues, from basic troubleshooting to seeking external support. These findings indicate that developing digital literacy and problem-solving skills can be crucial for effectively utilizing Facebook and other technology-based learning tools.

4.2.3. Time Management and Task Prioritization

Based on the responses from the students, it appears they have varied approaches to managing their time and prioritizing tasks when using Facebook for learning.

S1 described a structured approach to time management, scheduling specific times of day for different types of learning activities. They would aim to do rote memorization in the mornings, research and studying in the afternoons and evenings, and reserve late night or early morning times for catching up on updates and discussions. However, they noted that this plan was contingent on having a reliable internet connection.

S2 mentioned “*about how I can manage the time so it’s a so difficult to manage but I always try to minimize distractions to turn off notifications I just recorded the lecture and turn the Internet off and I just watch the recorded lectures and this sometime my instructor will give us the assignment so I have to manage my time to listen to their Facebook lectures to help me solve these exercises*”. So the student focused on minimizing distractions by turning off notifications and internet access and instead relying on recorded lectures to complete assignments. This suggests a strategy of isolating themselves from potential interruptions in order to stay on task.

In contrast, to what is said by S3 “*it depends on the task itself. If it's difficult or needs a lot of work*” as the student indicated a more ad hoc approach, stating that time management depended on the complexity of the specific task at hand without mention of any overarching

time management plan.

Both S4 and S5 described prioritizing tasks based on deadlines set by their instructors. If a teacher provided a clear due date, they would organize their time to ensure the task was completed by that deadline. However, if no specific timeline was given, they felt more flexibility in how they managed their time.

Overall, the students employed a mix of structured, distraction-minimizing, and deadline-driven strategies to balance their time and priorities learning activities on Facebook. The flexibility to adjust their approach based on the nature of the task and external factors like instructor guidelines appears to be an important part of their time management process.

4.2.4. Privacy and Security Maintenance

The students' responses highlight a range of privacy and security concerns they have faced when using Facebook for learning:

S1 encountered issues with learning groups or pages requesting personal information like phone numbers and passport photos. They felt uncomfortable providing this sensitive data and opted to leave those groups rather than risk their privacy.

S2 mentioned being proactive about adjusting their Facebook privacy settings to maintain control over their information. They emphasized the importance of carefully managing privacy, especially with respect to email addresses associated with the account.

S3 raised a specific concern about the lack of privacy within learning groups on Facebook. S3 mentioned privacy concerns as stated “*Yeah, of course. When the doctor, When the doctor posts a post about doing a task, OK, we are commenting one by one and*

downloading our files. The problem is that I can see what my friends have done and what they have written. And this is one of the problems that that we have faced. You cannot You cannot judge, manage, or control. your file. I mean, your colleague can check your answer, and before they have written there. So this is one of the privacy problems”. They noted that students could see each other's responses and work, which compromised their ability to control the visibility of their submissions.

In contrast, S4 and S5 did not report facing significant privacy or security challenges. S5 in particular indicated they avoided posting personal information or photos on Facebook, which may have helped them sidestep these types of issues.

Generally, the students demonstrated an awareness of the privacy and security risks inherent in using social media platforms like Facebook for educational purposes. Their experiences suggest a need for clear guidelines and controls around the collection and visibility of personal data within learning-focused Facebook groups and pages. Empowering students to manage their privacy settings appears to be an important factor in ensuring a safe and comfortable environment for academic collaboration on these platforms.

4.2.5. Support and Guidance

The student responses highlight a range of experiences with support and guidance for using Facebook as a learning tool:

S1 had a positive experience, receiving recommendations and support from peers in a dedicated Facebook group for their master's program. They were able to benefit from the collective experience and information shared by group members who had already gone through the application process. As the student reported “*Yeah, I got some*

recommendations from my peers, especially when I started thinking about applying for a master's degree examination. She added me to a Facebook group called an applied linguistic group. Half of the members passed this exam, and the others were going to apply like me, so I got benefit from their experience and information feedback. Yes, it was a very successful experience”.

S2 also had a supportive experience, with their instructor actively facilitating the use of Facebook by creating dedicated groups and pages. This enabled the class to engage with course content, collaborate, and share information and updates.

In contrast, S3 and S4 did not receive any support or guidance from instructors or peers on how to effectively utilize Facebook for their learning. They reported having to figure things out on their own. As S3 said “*No, I haven't received any*”. S4 said “*: No, no, no. Everything I learned by myself. No one tells me how to manage and control my Facebook. Because everything is easy and everything is clear to understand. So, no one helped me*”.

S5 had a mixed experience, noting that they received guidance from both their parents and instructor on specific tasks like posting files, saving videos, and managing notifications. This suggests a more tailored, individualized approach to supporting their use of Facebook.

The varied experiences underscore the importance of providing students with clear guidance and support when incorporating social media platforms like Facebook into the learning process. Proactive facilitation by instructors, as seen with S2, as well as peer-to-peer support networks, as in the case of S1, can greatly enhance the students' ability to leverage Facebook productively for their academic needs. In the absence of such support, some students may struggle to navigate the platform effectively on their own.

In summary, the findings highlight the need for a more comprehensive and consistent

approach to supporting students in the use of Facebook and other social media tools for educational purposes.

4.2.6. Benefits and Drawbacks

The experiences of students using Facebook for learning vary, but the overall responses from S1, S2, S3, S4, and S5 highlight several key benefits and drawbacks.

On the positive side, students noted the convenience and flexibility that Facebook provides. As S2 stated, *"Facebook helped me avoid the hardship of having to go to the college, allowing me to simply sit at home and watch the lectures while relaxing."* S1 and S2 also appreciated the ability to revisit and review content on Facebook, with S1 commenting, *"It enabled me to repeat explanations I did not fully understand."*

Another benefit highlighted by S1 and S2 was the reduced level of distractions in the online environment of Facebook, providing *"a more focused, peaceful atmosphere for learning."* S3 mentioned the cost savings associated with using Facebook, stating that it *"eliminates the need for printing materials or commuting to campus."*

Furthermore, S5 noted the interactive nature of Facebook as an advantage, stating that it *"enabled more students to actively engage, share ideas, and learn from each other's perspectives, which may not be as easily facilitated in a traditional classroom setting."*

However, the responses also revealed some drawbacks to using Facebook for learning. S5 reported receiving little to no support or direction from their instructors, and they noted that *"the lack of direct interaction with the instructor on Facebook was a drawback, as I could no longer receive immediate feedback or guidance."*

To conclude, the responses from S1, S2, S3, S4, and S5 suggest that when used effectively,

with appropriate support and guidance from instructors, Facebook can offer significant benefits for student learning. However, the successful implementation of Facebook in an educational context requires a well-planned approach that addresses potential challenges and ensures a positive and productive experience for all students.

4.2.7. Effectiveness for Communication

The students had mixed views on the effectiveness of Facebook for communication in their learning. Some found it to be a helpful tool, while others preferred alternative platforms like WhatsApp.

S1 reported that Facebook was "very useful" as a "connection tool" within a Facebook group for an applied linguistics program. They used it to "share information, ask each other questions, take notes, and share what we knew." However, S1 did not have experience using Facebook to communicate directly with instructors. As literally stated, "*Facebook as a connection tool from my friends' colleges. It was very useful. We just shared information, asking each other if something we did not understand, taking notes, sharing what we knew, so yes, it was very useful to take the updates and so on about my doctor's actually for me. I didn't try to connect. And now in the thesis, the doctor told me to use what I do not know. If he preferred the What's Up app for personal reasons or not, I don't have any experience or feedback about the Facebook connections with the doctors*" S2 was very positive about Facebook, stating that "it helps me in doing the exercises, solving my homework, sharing information with my instructors or colleagues, and saving time." They believe "in the future, Facebook will not be an extra tool for learning but the only way to learn," as it can consolidate various learning resources and communication tools. In contrast, S3 said they "prefer WhatsApp rather than Facebook" because it provides a more direct messaging experience, whereas Facebook leads them to get distracted by the "latest updates" and other

content. S4 said that if an instructor directed them to participate in a Facebook group, it "may promote our marks in our course" and enhance their learning. S5 found Facebook useful for accessing lectures and submitting assignments remotely when they could not physically attend class, stating, "I can watch the lecture from my home without leaving there" and "submit my task or assignment on Facebook before the deadline."

In simple way, the students had diverse perspectives on Facebook's effectiveness for communication in their learning, with some finding it highly beneficial and others preferring alternative platforms like WhatsApp.

4.3. Summary of Results

- The questionnaire results indicate that 80% of students actively engage in learning experiences facilitated by Facebook, with 47.5% viewing it as instrumental in fostering communication with colleagues and 30% acknowledging its utility in communicating with instructors.
- Fifty-five percent of the students perceive Facebook as conducive to immediate interaction, and 62.5% believe it serves as a valuable channel for receiving timely feedback from instructors, promoting collaborative learning and a sense of community among students in their program.
- However, concerns were voiced, with 37.5% perceiving Facebook as a potential distraction and 35% expressing privacy concerns, underscoring the importance of thoughtful integration and management of social media platforms in academic settings.
- The interviews provided valuable insights into the challenges, technical issue management, time management, privacy and security maintenance, support and guidance, benefits and drawbacks of using Facebook for learning, and its effectiveness for communication.
- Challenges in using Facebook for learning included staying focused, accumulation of lectures, weak internet coverage, and electricity outages, while technical issue management involved simple refresh, updates, and restarting the device to resolve glitches.

- Time management included minimizing distractions, turning off notifications, and prioritizing tasks based on deadlines, and privacy and security maintenance involved adjusting privacy settings and avoiding sharing personal information or photos.
- Support and guidance were received from peers, instructors, and parents, enhancing the learning experience, and Facebook was considered beneficial for saving time, minimizing distractions, and creating a peaceful learning atmosphere.
- It was effective for communication, collaborative learning, and community building, but concerns about distractions and privacy were highlighted.
- The use of Facebook in learning was perceived as beneficial for enhancing the learning experience, and it was considered an effective tool for facilitating communication between students and their instructors.
- Examples of using Facebook to enhance the learning experience included discussions, answering questions, receiving feedback, and improving critical thinking and writing skills.

CHAPTER FIVE

DISSCUSION AND CONCLUSION

5.0. Introduction

The main findings of this study are discussed in this chapter. Additionally, a conclusion, study limitations, and recommendations for future research are provided.

5.1. Discussion

The findings of the study are discussed in this chapter in light of the research questions (see 1.5). Also, these findings are linked to the previous studies reviewed in the second chapter. Based on findings, some implications are stated and some conclusions are reached.

5.1.1. Students' Perspectives Towards Using Facebook as a Learning Tool

The study aimed to investigate the perspectives of students at the University of Zawia taking the MA program regarding their experiences with Facebook as a learning tool. The findings of the study revealed that the majority of the participants had positive attitudes towards using Facebook as a teaching and learning tool. They believed that Facebook helped them to communicate with their classmates and instructors, share information and resources, and enhance their learning experience. These findings are consistent with results made by a study conducted by Almaloul and Hmouma (2016), which found that students who use Facebook in their studies benefit from increased engagement and the acquisition of new vocabulary and idioms (See 2.3.1.1). Additionally, they are also in line with findings made by Embark (2017), who found that Facebook groups are a useful tool for EFL university instructors to share course materials and assignments with their students

(see 2.3.1.1). This matches the results of the study, as the majority (80.5%) of students agreed that Facebook helps with communication with colleagues, instructors, and receiving real-time interaction. However, privacy concerns have hindered the effective use of Facebook in the learning experience.

Overall, Facebook has been a valuable tool for promoting peer-to-peer learning and support in the MA program. However, it can be a distraction when used for educational purposes, and privacy concerns may hinder its effective use. In terms of the context of the literature review, the findings of the study are consistent with the research that has highlighted the potential benefits of using Facebook as a learning management system (Wang et al., 2012; Alger, 2010) (see 2.3.4.2).

The study also supports the notion that Facebook can be used to enhance communication and collaboration among students and between students and instructors (Mazer et al., 2007; Li and Pitts, 2009) (see 2.3.1.1). 75% of the students agreed that Facebook is a convenient platform for accessing course materials, receiving announcements, and supplementing traditional classroom instruction. It also promotes collaborative learning, community building, and peer-to-peer learning. (57.5%) of the students their answers vary between agreeing and strongly agreeing that Facebook increases engagement in subjects, helps develop critical thinking skills, and supports a personalized learning experience. It also aids in problem-solving skills and efficient coursework management.

Facebook has improved academic performance and helped develop a better understanding of diverse perspectives. However, the study also revealed some unexpected results, such as the fact that some students had concerns about privacy and security when using Facebook for educational purposes. This finding is consistent with the concerns raised by Johnson (2017) regarding the potential for cyberbullying and other negative behaviors associated

with social media use (see 2.2.2).

5.1.2. The benefits of using Facebook as a Technological Tool in the Learning Process of MA Program

The results of this study indicate several key benefits of using Facebook as a technological tool in the learning process of MA programs. First, students perceived Facebook as valuable for communication, collaborative learning, and sharing educational materials. Notably, nearly half of the participants (47.5%) viewed Facebook as instrumental in fostering communication with colleagues, and 30% acknowledged its utility in facilitating communication with instructors. Furthermore, 55% of students perceived the platform as conducive to immediate interaction, suggesting its potential for creating dynamic and responsive learning environments.

As for real-time capabilities of Facebook, 62.5% of respondents believed that the platform served as a valuable channel for receiving timely feedback from instructors, underscoring its role in the iterative feedback process integral to academic discourse. In terms of collaborative aspects, 35% of students recognized Facebook's active promotion of collaborative learning among peers in their Master's program, indicating that the platform extends beyond individual interactions to contribute to a collective and collaborative learning environment.

Additionally, the findings revealed that the majority of students supported the use of Facebook to enhance learning, as it provided access to videos and pictures, promoted continuous learning, and allowed students to submit assignments and attend lectures remotely. This is consistent with previous research, which found that students who use Facebook for educational purposes achieve higher academic outcomes than those who use it only for socializing (Junco, 2012).

Furthermore, the study found that the incorporation of Facebook into the educational experience led to a sense of community among students, as reported by more than half of the respondents (55%). This sense of community is crucial in creating a supportive academic environment that transcends physical boundaries, as highlighted in the literature (see 2.3.1.1). The platform also emerged as effective (52.5%) for sharing educational materials related to the Master's program, showcasing its potential as a resource-sharing and collaborative learning platform.

On a positive note, the findings revealed that students experienced a more interactive and engaging learning process through the use of Facebook, which allowed for the development of critical thinking and teamwork skills. This is in line with research suggesting that the use of social media in education can have benefits in terms of fostering a sense of learning and connectedness (Herman and Witty, 2010, see section 5.1.3).

Lastly, the findings indicate that using Facebook can significantly enhance students' motivation and participation in learning, with 95% of the participants believing that it motivates language learners. This is consistent with previous research findings that Facebook-integrated instruction can enhance students' interest and motivation (Ru, 2011; Pascarella and Terenzini, 2005).

In conclusion, the study findings are consistent with the existing literature on the benefits of integrating Facebook as a technological tool in the learning process of MA programs. The research highlighted the positive impact of Facebook on student engagement, collaboration, and communication, while also acknowledging the importance of addressing challenges related to privacy, security, and potential distractions. This underscores the need for careful integration and management of social media platforms in academic settings to maximize the benefits of using Facebook for educational purposes.

5.1.3. The challenges of using Facebook as a Technological Tool in the Learning Process in MA Program

The study findings revealed several key insights regarding the use of Facebook for learning among the participants. One of the main findings was that students faced challenges staying focused while watching recorded lectures due to the distractions present on Facebook, such as messages and videos. This is in line with prior research identifying organizational obstacles as a factor affecting the acceptance of e-learning adoption (Benghet and Helfert, 2014, see section 5.1.3) and the inherent distractions associated with social media use (Boyd, 2007, see section 5.2.1).

The study results further indicated that a significant portion of respondents (37.5%) perceived Facebook as a potential distraction when used for educational purposes. This highlights the need for strategies to help mitigate such distractions. Additionally, some participants reported difficulties in understanding how to effectively use Facebook for learning purposes, which aligns with the technological barriers discussed in the literature (Benghet and Helfert, 2014; see section 5.1.3).

Privacy concerns were also raised, with 35% of participants expressing that these concerns have hindered the effective use of Facebook in their learning experience. Weak internet connectivity and electricity outages also presented access challenges for certain participants, consistent with the findings of Alshammari and Alshammari (2021; see section 5.1.3).

However, the study findings reflect the concerns, as some participants faced challenges staying focused while using Facebook for learning. The literature also cautions that the use of social media in education can lead to distractions and negatively impact academic performance (Herman and Witty, 2010, see section 5.1.3; Boyd, 2007, see section 5.2.1).

To conclude, the results suggest a need for a balanced approach to the integration of Facebook and other social media platforms in higher education, with a focus on strategies to mitigate distractions, address privacy concerns, and leverage the potential benefits for enhancing the learning experience.

5.2. Conclusion

It can be concluded that Facebook has the potential to be an effective technological tool in the learning process of MA programs. The majority of the participants in the study had positive attitudes towards using Facebook as a teaching and learning tool. They believed that Facebook helped them to communicate with their classmates and instructors, share information and resources, and enhance their learning experience. These findings are consistent with previous research that has highlighted the potential benefits of using Facebook as a learning management system. However, the study also revealed some unexpected results, such as the fact that some students had concerns about privacy and security when using Facebook for educational purposes. This finding highlights the need for students to develop strong self-regulation and digital literacy skills to effectively navigate and utilize Facebook for learning. Additionally, instructors and educational institutions may need to provide support and guidelines to help students overcome these challenges and maximize the benefits of using Facebook for educational purposes. The study highlights the potential benefits of using Facebook as a teaching and learning tool, but also underscores the need to address concerns related to privacy and security and lack of good internet connection.

5.3. Limitations of the Study

The study involved a particular university, which can be a barrier to generalizing the findings of the study. It was not possible to conduct the study in a number of universities

due to some difficulties with time and effort. Also, the researcher was interested in investigating instructors' and students' perspectives through their experiences with Facebook in many courses, but it was not possible to include both teachers and students due to time and space limitations.

5.4. Recommendations

- Instructors and faculty may consider developing training programs to effectively utilize Facebook as a learning tool, taking into account the specific needs and challenges identified in the research.
- Ongoing support and resources for instructors, faculty, and students could help them navigate the use of Facebook for educational purposes, ensuring they are equipped to utilize the platform optimally.
- Establishing clear guidelines for the use of Facebook in an educational context by administrators (e.g., school or university leadership) may address privacy, accuracy, property, and accessibility concerns based on the identified challenges and concerns.
- Promoting best practices for creating and managing Facebook groups, fostering communication, and ensuring the ethical use of information, drawing from the positive aspects highlighted in the research, could be encouraged among instructors, faculty, and students.
- Integrating Facebook as a learning management system into relevant courses by instructors and faculty may allow for the creation and delivery of various content types, asynchronous and synchronous communication, and collaboration, in line with the perceived benefits and potential of the platform.
- Administrators (e.g., school/university leadership, institutional research/assessment teams) may consider implementing a systematic approach to collect and evaluate data

on the impact of using Facebook as a learning tool, including student engagement, collaboration, and academic performance, to continuously monitor and improve the integration of Facebook into the learning process.

5.5. Suggestions for Further Research

- Further studies could be done to investigate the potential for using Facebook as a tool for professional development and networking among postgraduate students. This could involve studying how students use Facebook to connect with professionals in their field, share resources, and collaborate on academic or professional projects.
- A study to explore the pedagogical strategies and best practices for integrating Facebook into the learning process. This could involve conducting interviews or surveys with educators who have successfully used Facebook as a teaching tool to understand their methods and the challenges they have faced.
- A research could be conducted to provide a comparative analysis of the effectiveness of Facebook with other social media platforms or digital tools in facilitating learning. This could involve studying the experiences of students who have used different platforms for similar educational purposes.
- More investigation could be undertaken on the long-term impact of using Facebook as a learning-facilitating tool on the academic and professional development of students. This could involve conducting follow-up studies with the same group of students after they have completed their postgraduate studies to assess how the use of Facebook has influenced their careers and further academic pursuits.

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APPENDICES

Appendix 1: Students' Questionnaire

I am Hiyam Mohamed Ali Iqraf, and I am conducting research about "Using Facebook as A Learning Facilitating Technological Tool: University of Zawia Postgraduate Students Perspectives". If you could participate in this study by answering the following questions, it would be greatly appreciated. Your responses will be kept private and used only for the purposes of this study.

Please use a tick (✓) to indicate your choice.

1. I had experienced learning with the use of Facebook as a facilitating technological tool.
 - a. Yes
 - b. No

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Facebook helps me communicate with my colleagues.					
2	Facebook helps me to communicate with the instructors more easily.					
3	Facebook allows me to receive real-time interaction.					
4	Facebook allows me to receive the feedback from my instructors.					
5	I feel more comfortable participating in class discussions on Facebook than in person.					
6	Facebook promotes collaborative learning among students in my MA program.					
7	Using Facebook for educational purposes has led to a sense of community among students in my MA program.					
8	Facebook has been a valuable tool for promoting peer-to-peer learning in my MA program.					
9	Facebook is an effective platform for sharing educational materials related to my MA program.					
10	Facebook is a convenient way for me to access course materials in my MA program.					

11	Facebook is a convenient way for me to get announcements related to my MA program.					
12	Facebook can effectively supplement traditional classroom instruction in my MA program.					
13	Using Facebook for educational purposes has increased my engagement in my MA program subjects.					
14	Using Facebook in my learning process has helped me develop critical thinking skills.					
15	Facebook can support a more personalized learning experience for me.					
16	Facebook has helped me develop problem-solving skills in my MA program subjects.					
17	Facebook has helped me dealing with my coursework more efficiently.					
18	The use of Facebook in my education has improved my academic performance in my MA program.					
19	Facebook has helped me develop a better understanding of diverse perspectives in my MA program subjects.					
20	Overall, incorporating Facebook into my MA program has enhanced my learning experience.					
21	Facebook has been a valuable tool for promoting peer-to-peer learning and support in my MA program.					
22	Facebook can be a distraction when used for educational purposes in my MA program.					
23	Privacy concerns have hindered the effective use of Facebook in my learning experience.					

Table2: Appendix 1: Students' Questionnaire.

Here is the link for the google form version.

<https://forms.gle/V7JyT7oPmnyEHxh88>

Appendix 2: Students' Semi-Structured Interview Questions

In order to direct the interview, a schedule was created with the students that suits their time.

The following are the interview questions that were created in relation to the research objectives and to explain the challenges and the perspectives of the students:

1. Have you encountered any challenges or difficulties while using Facebook for learning purposes? If so, please describe them.

2. How do you deal with technical issues or glitches that may arise while using Facebook for learning?

3. How do you manage your time and prioritize your tasks when using Facebook for learning?

4. How do you ensure that your privacy and security are maintained while using Facebook for learning?

5. Have you received any support or guidance from your instructors or peers regarding the use of Facebook for learning? If so, how has it helped you?

6. Do you think that the use of Facebook in learning is beneficial for your overall learning experience? Why or why not?

7. Could you provide examples of how you have used Facebook to enhance your learning experience in MA program subjects?

8. Based on your personal experience, do you believe that Facebook is an effective tool for facilitating communication between you and your instructors? How does it compare to other communication methods you have used in the past?

Appendix 3: Sample of Interview Transcript

The interviewer: Hi, and how are you? I hope that you are doing well. I am Heyam Graf, and I want to inform you that all the information you are going to provide me will serve as a part of the data collection process for my thesis, which is entitled Using Facebook as a Facilitating Technological Tool at the University of Zawia, which talks about the learning perspective. That is why I am interviewing you. I would like to thank you for all your efforts in advance, so let us get started with the first question.

Have you encountered any challenges or difficulties while using Facebook for learning purposes? If so, please describe them.

The interviewee: Hey, Heyam, you are welcome, Actually. I did not face any challenges or difficulties using Facebook during my master degree trip, and it was kind of interesting and easy to use.

The interviewer: Okay, the second question is: How do you deal with technical issues or glitches when using Facebook as a tool?

The interviewee: It depends on the way I open this page. On the computer that I am using for the Facebook app, sometimes I close the page and reopen it. If I am using the phone in the middle of learning and someone asks me for updates, I just shut down the app and start to update it. If the page itself does not open on Facebook or in the middle of the learning, sometimes it does not open because of a bad internet connection, so it depends on the problem itself.

The interviewer: How do you manage your time and prioritize your tasks when using Facebook for learning?

The interviewee: Usually, I manage my time if I am going to memorize something, usually at my favorite time. which is in the morning, sorry, in the morning, from 9 a.m. to 11 a.m. If I am going to do research on something or study about something, I am going to usually take it in the time that the atmosphere of the home will be so quiet. which is usually from three p.m. to five p.m. in the afternoon or from nine p.m. at night. This is exactly the time to chat, follow up on all the updates, and help me study flexible. And all of these plans depend on the connection to the Internet, so usually I remove all these plans and start looking for a good connection to the Internet, usually in the early morning or late tonight.

The interviewer: How do you ensure that your privacy and security are maintained while using Facebook for learning?

The interviewee: Yeah, I have faced two problems when I was using a learning page on the Facebook app. On the first one, when I follow the learning page, they ask me for my personal number, and they keep asking me, so I just get out of the group on Facebook. On the second one, they ask me about my personal photo for my passport, so they give me a certification from the personal college, and so on, but actually, I did not feel so comfortable about it; I hesitated a lot, so I just got out of the group. These are the only two that I really faced.

The interviewer: Have you received any support or guidance from your instructors or peers regarding the use of Facebook for learning? If so, how has it helped you?

The interviewee: Yeah, I got some recommendations from my peers, especially when I started thinking about applying for a master's degree examination. She added me to a Facebook group called an applied linguistic group. Half of the members passed this exam, and the others were going to apply like me, so I got benefit from their experience and information feedback. Yes, it was a very successful experience.

The interviewer: Do you think that the use of Facebook in learning is beneficial for your overall learning experience? Why or why not?

The interviewee: Yes. From my personal experience during my discourse analysis course, we took a lecture using a Facebook group, so from my point of view, it was saving my time. If there is anything I did not understand, I just revise it or relisten to the lecture. Avoiding the noises It was such a peaceful atmosphere that I could deeply focus on what the doctor was saying, so it was a pretty successful experience.

The interviewer: Could you provide examples of how you have used Facebook to enhance your learning experience in MA program subjects?

The interviewee: I am not getting well with the technology, to be honest, but during my master degree I used it a lot, especially Facebook, so I am going to give examples of the second language acquisition course while the doctors usually asked us to discuss the statement. Facebook group or answer the questions, so while I am answering the question, the doctor replays it or other colleges do, and I have to define my point of view or replay

this to give me some confidence, improve my writing, and motivate me to autonomously learn and go deeply into the topic. And it was a very rich experience.

The interviewer: Based on your personal experience, do you believe that Facebook is an effective tool for facilitating communication between you and your instructors? How does it compare to other communication methods you have used in the past?

The interviewee: Facebook as a connection tool from my friends colleges. It was very useful. We just shared information, asking each other if something we did not understand, taking notes, sharing what we knew, so yes, it was very useful to take the updates and so on about my doctors actually for me. I did not try to connect. And now in the thesis, the doctor told me to use what I do not know. If he preferred the What's Up app for personal reasons or not, I do not have any experience or feedback about the Facebook connections with the doctors.

The interviewer: Thank you very much for your collaboration and for your valuable contribution.

The interviewee: More than welcome.

Appendix 4: Students' Questionnaire

Pilot Study

Appendix 4: Pilot Study 10 copies of the questionnaire were distributed for piloting the study. The following are the results. Students' Questionnaire

Please use a tick (✓) to indicate your choice.

1. I had experienced learning with the use of Facebook as a facilitating technological tool.

Yes	No
10	0

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	Facebook helps me communicate with my colleagues.	6	3	1	0	0
3	Facebook helps me to communicate with the instructors more easily.	7	3	0	0	0
4	Facebook allows me to receive real-time interaction.	8	2	0	0	0
5	Facebook allows me to receive the feedback from my instructors.	8	2	0	0	0
6	I feel more comfortable participating in class discussions on Facebook than in person.	9	1	0	0	0
7	Facebook promotes collaborative learning among students in my MA program.	7	3	0	0	0
8	Using Facebook for educational purposes has led to a sense of community among students in my MA program.	4	5	0	1	0
9	Facebook has been a valuable tool for promoting peer-to-peer learning in my MA program.	4	4	1	1	0
10	Facebook is an effective platform for sharing educational materials related to my MA program.	8	2	0	0	0
11	Facebook is a convenient way for me to access course materials in my MA program.	9	1	0	0	0
12	Facebook is a convenient way for me to get announcements related to my MA program.	10	0	0	0	0

13	Facebook can effectively supplement traditional classroom instruction in my MA program.	5	2	1	1	1
14	Using Facebook for educational purposes has increased my engagement in my MA program subjects.	7	2	1	0	0
15	Using Facebook in my learning process has helped me develop critical thinking skills.	4	4	2	0	0
16	Facebook can support a more personalized learning experience for me.	5	4	1	0	0
17	Facebook has helped me develop problem-solving skills in my MA program subjects.	2	3	4	1	0
18	Facebook has helped me dealing with my coursework more efficiently.	4	4	2	0	0
19	The use of Facebook in my education has improved my academic performance in my MA program.	4	5	1	0	0
20	Facebook has helped me develop a better understanding of diverse perspectives in my MA program subjects.	4	2	4	0	0
21	Overall, incorporating Facebook into my MA program has enhanced my learning experience.	10	0	0	0	0
22	Facebook has been a valuable tool for promoting peer-to-peer learning and support in my MA program.	6	3	1	0	0
23	Facebook can be a distraction when used for educational purposes in my MA program.	2	1	0	5	2
24	Privacy concerns have hindered the effective use of Facebook in my learning experience.	0	0	0	7	3

Table3: Pilot Study: Students' Questionnaire

The above twenty- four items were analyzed as shown in (Table 3). The questionnaire aims to assess students' perceptions of using Facebook as a facilitating technological tool for learning. The questionnaire consists of two parts: the first part asks whether the respondent has experienced learning with the use of Facebook, to which all 10 participants answered "Yes." The second part consists of 23 statements related to the use of Facebook for educational purposes, with respondents indicating their level of agreement on a five-point scale.

The analysis of the questionnaire's results shows that the majority of participants agree or

strongly agree that Facebook is beneficial for various aspects of their learning experience.

For instance, most participants agreed that Facebook helps them communicate with colleagues and instructors, receive real-time interaction and feedback, and feel more comfortable participating in class discussions on Facebook than in person. Additionally, they believe that Facebook promotes collaborative learning, leads to a sense of community, and is a valuable tool for peer-to-peer learning and support. Most participants also find Facebook to be an effective platform for sharing educational materials, accessing course materials, and receiving program-related announcements.

However, some participants expressed concerns about privacy, and a few indicated that Facebook can be a distraction when used for educational purposes. It is important to consider these privacy concerns, as Facebook has faced various privacy issues in the past.

Despite this, research has shown both advantages and disadvantages of using Facebook as a tool to support learning. Some research studies highlighted the potential benefits of using Facebook as an educational resource, such as creating a sense of community, promoting collaboration, enhancing communication, and supporting active learning.

In conclusion, the questionnaire results suggest that the educational usage of Facebook has the potential to enhance the learning experience, promote collaboration, and support student engagement. However, it is important to address privacy concerns and potential distractions when using Facebook for educational purposes. The findings of the questionnaire can be valuable for educators and institutions looking to understand the impact of integrating Facebook into the learning environment.

Appendix 5: Students' Questionnaire

Pilot Study

Appendix 4: Pilot Study 10 copies of the questionnaire were distributed for piloting the study. The following are the results. Students' Questionnaire Responses with percentages.

Please use a tick (✓) to indicate your choice.

1. I had experienced learning with the use of Facebook as a facilitating technological tool.

- a. Yes. (100%)
- b. No. (0%)

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2.	Facebook helps me communicate with my colleagues.	60%	30%	10%	0%	0%
3.	Facebook helps me to communicate with the instructors more easily.	70%	30%	0%	0%	0%
4.	Facebook allows me to receive real-time interaction.	80%	20%	0%	0%	0%
5.	Facebook allows me to receive the feedback from my instructors.	80%	20%	0%	0%	0%
6.	I feel more comfortable participating in class discussions on Facebook than in person.	90%	10%	0%	0%	0%
7.	Facebook promotes collaborative learning among students in my MA program.	70%	30%	0%	0%	0%
8.	Using Facebook for educational purposes has led to a sense of community among students in my MA program.	40%	50%	0%	10%	0%
9.	Facebook has been a valuable tool for promoting peer-to-peer learning in my MA program.	40%	40%	10%	10%	0%
10.	Facebook is an effective platform for sharing educational materials related to my MA program.	80%	20%	0%	0%	0%
11.	Facebook is a convenient way for me to access course materials in my MA program.	90%	10%	0%	0%	0%

No.	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
12.	Facebook is a convenient way for me to get announcements related to my MA program.	100%	0%	0%	0%	0%
13.	Facebook can effectively supplement traditional classroom instruction in my MA program.	50%	20%	10%	10%	10%
14.	Using Facebook for educational purposes has increased my engagement in my MA program subjects.	70%	20%	10%	0%	0%
15.	Using Facebook in my learning process has helped me develop critical thinking skills.	40%	40%	20%	0%	0%
16.	Facebook can support a more personalized learning experience for me.	50%	40%	10%	0%	0%
17.	Facebook has helped me develop problem-solving skills in my MA program subjects.	20%	30%	40%	10%	0%
18.	Facebook has helped me dealing with my coursework more efficiently.	40%	40%	20%	0%	0%
19.	The use of Facebook in my education has improved my academic performance in my MA program.	40%	50%	10%	0%	0%
20.	Facebook has helped me develop a better understanding of diverse perspectives in my MA program subjects.	40%	20%	40%	0%	0%
21.	Overall, incorporating Facebook into my MA program has enhanced my learning experience.	100%	0%	0%	0%	0%
22.	Facebook has been a valuable tool for promoting peer-to-peer learning and support in my MA program.	60%	30%	10%	0%	0%
23.	Facebook can be a distraction when used for educational purposes in my MA program.	20%	10%	0%	50%	20%
24.	Privacy concerns have hindered the effective use of Facebook in my learning experience.	0%	0%	0%	70%	30%

Table 4: Combined Students' Responses with percentages.

These percentages provide a clear picture of the participants' responses to the questionnaire about the educational usage of Facebook. The results of the questionnaire about using Facebook as a facilitating technological tool revealed that the majority of participants expressed positive perceptions about its educational usage. For instance, (80%) agreed that Facebook helps in understanding and comprehension, while (20%) were not certain about

this idea. Similarly, (70%) of the respondents believed that Facebook helps them to communicate with the instructors more easily, with (30%) expressing agreement. Additionally, (80%) agreed that Facebook allows them to receive real-time interaction, while (20%) were not certain about this notion. Furthermore, (90%) felt more comfortable participating in class discussions on Facebook than in person, with 10% expressing agreement. The data also showed that (70%) of the participants believed that Facebook promotes collaborative learning among students in their program, while (30%) were not certain about this idea. However, (70%) of the students agreed that Facebook can be a distraction when used for educational purposes, while (30%) were not certain about this notion. Finally, (70%) of the participants expressed that privacy concerns have hindered the effective use of Facebook in their learning experience, while (30%) were not certain about this issue.

The analysis of the obtained data from the questionnaire indicates that the majority of students expressed positive attitudes towards the educational usage of Facebook. However, there were also concerns raised, particularly regarding privacy and potential distraction when using Facebook for educational purposes. These findings are in line with the existing research by Herman and Witty (2010), which has highlighted both the advantages and disadvantages of using Facebook as a tool to support learning. For example, some studies have emphasized the potential benefits of using Facebook as an educational resource, such as creating a sense of community, promoting collaboration, enhancing communication, and supporting active learning. However, other research has raised concerns about privacy issues and potential distractions associated with using Facebook for educational purposes.

Therefore, while the educational usage of Facebook has the potential to enhance the learning experience and promote collaboration, it is important to address the concerns

raised by the participants, particularly regarding privacy and potential distractions.

Appendix 6: Students' Questionnaire

Forty Students' Responses to the Questionnaire Statements with numbers

1. I had experienced learning with the use of Facebook as a facilitating technological tool.

- a. Yes 32 students
- b. No 8 students

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
2	Facebook helps me communicate with my colleagues.	19	16	4	1	0
3	Facebook helps me to communicate with the instructors more easily.	12	18	7	3	0
4	Facebook allows me to receive real-time interaction.	8	14	13	5	0
5	Facebook allows me to receive the feedback from my instructors.	10	15	11	4	0
6	I feel more comfortable participating in class discussions on Facebook than in person.	8	11	12	6	3
7	Facebook promotes collaborative learning among students in my MA program.	14	13	11	2	0
8	Using Facebook for educational purposes has led to a sense of community among students in my MA program.	9	22	7	2	0
9	Facebook has been a valuable tool for promoting peer-to-peer learning in my MA program.	7	25	6	2	0
10	Facebook is an effective platform for sharing educational materials related to my MA program.	9	21	8	0	0
11	Facebook is a convenient way for me to access course materials in my MA program.	6	15	11	4	0
12	Facebook is a convenient way for me to get announcements related to my MA program.	16	14	8	2	0

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
13	Facebook can effectively supplement traditional classroom instruction in my MA program.	7	18	6	9	0
14	Using Facebook for educational purposes has increased my engagement in my MA program subjects.	9	14	10	7	0
15	Using Facebook in my learning process has helped me develop critical thinking skills.	12	15	10	3	0
16	Facebook can support a more personalized learning experience for me.	9	15	11	5	0
17	Facebook has helped me develop problem-solving skills in my MA program subjects.	8	13	10	7	2
18	Facebook has helped me dealing with my coursework more efficiently.	9	15	10	5	1
19	The use of Facebook in my education has improved my academic performance in my MA program.	6	15	15	4	0
20	Facebook has helped me develop a better understanding of diverse perspectives in my MA program subjects.	9	14	9	8	0
21	Overall, incorporating Facebook into my MA program has enhanced my learning experience.	8	12	10	10	0
22	Facebook has been a valuable tool for promoting peer-to-peer learning and support in my MA program.	5	21	10	3	1
23	Facebook can be a distraction when used for educational purposes in my MA program.	8	15	10	5	2

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
24	Privacy concerns have hindered the effective use of Facebook in my learning experience.	3	13	14	7	3

Table 5: Combined Students' Responses with numbers.