

## **ABSTRACT**

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**Key Words:** PEER, PEER LEARNING, SOCIAL CONSTRUCTIVISM,  
COGNITIVE CONSTRUCTIVISM

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**Thesis Title:** A COMPARATIVE STUDY OF STUDENTS' PERCEPTIONS AND  
THEIR USE OF PEER LEARNING ACCORDING TO SELECTED  
DEMOGRAPHICS IN THE GRADUATE SCHOOL OF BUSINESS,  
ASSUMPTION UNIVERSITY OF THAILAND

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Peer learning has been shown to be one of the most effective strategies for improving students' learning, boosting motivation, and strengthening friendship. The cognitive process of teaching others can also enhance the person's own understanding and helps retain the knowledge in long term memory. The present study aimed to investigate the students' perceptions and their use of peer learning. It was also intended to compare the differences according to the variables of age, gender, nationality, and employment status. The researcher used questionnaire as the main instrument for data collection and the participants were 265 students from the Graduate School of Business, Assumption University of Thailand. Findings indicated that the students had positive attitudes towards peer learning. A majority of the respondents agreed that peer

learning has various academic, cultural, and psychological advantages. It was also found that there were significant differences among the students' perceptions towards peer learning according to their gender and employment status. There were, however, no significant difference in terms of the respondents' age groups and nationality. At the same time, the students affirmed that they often use peer learning in different aspects of their academic life. With regard to the use of peer learning, there were significant differences according to the students' gender, nationality, and employment status. Yet, for the variable of age, no significant difference was found. The research concluded with recommendations for the instructors and administrators to implement this strategy more effectively.



**Field of Study:** Curriculum and Instruction

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