

CHAPTER 4

DATA PRESENTATION & ANALYSIS

4.0 Data Analysis

Data analysis is the most crucial part of any research. Data analysis summarizes collected data. It is a process used by researchers in reducing data to a story and interpreting it to derive insights. In this chapter, data are organised into tables so that statically and logical conclusions can be obtained from the collected data and merit will be discussed. In this research work, the simple percentage tabular presentation in presenting the primary data generated from the field was used. Doing this would enable easy, convenient, clarity and vetted comprehension. The researcher presents all the questionnaire items that would provide answers to the researcher's identified problem and all presentation and analysis shall be in conformity with questionnaire items and responses.

4.1 Analysis of Research Instrument

Data presentation is defined as the process of using various graphical formats to visually represent the relationship between two or more data sets so that an informed decision can be made based on them. It also refers to the organization and presentation of data into tables, graphs, charts, etc. However, the organization and presentation of data shall be according to questionnaire items and responses, in the (20) twenty questionnaire items developed from the three framed researchers' questions, the researcher aimed at using them to provide an answer to his topic problem.

A total of hundred(100) copies of the questionnaire were produced and distributed to the researcher sample populace. All presentations are done in simple percentage tabular mode, while a simple descriptive analysis technique was used to describe what items were contained in the tables.

Table 4.1.1

Distribution of respondents by gender

Respondents	Frequency	Percentage
Female	61	61%
Male	39	39%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 61% of the respondents are Female, 39% of the respondents are male

Table 4.1.2

Distribution of respondents by marital status

Respondents	Frequency	Percentage
Married	10	10%
Single	86	86%
Others	4	4%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 10% of the respondents are married, 86% of the respondents are single, and 4% of the respondents are others.

Table 4.1.3

Distribution of respondents by age

Respondents	Frequency	Percentage
18- 25	65	65%
26- 35	28	28%
36- 45	5	5%
46 and above	2	2%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 65% of the respondents are between the ages of 18-25, 28% of the respondents are between the ages of 26- 35, 5% of the respondents are between the ages of 36- 45 and 2% of the respondents are between the ages of 46 and above.

Table 4.1.4

Distribution of respondents by religion

Respondents	Frequency	Percentage
Muslim	74	74%
Christian	26	26%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The above table shows that 74% of the respondents are Muslim, 26% of the respondents are

Christian.

Table 4.1.5

Distribution of respondents by department

Respondents	Frequency	Percentage
Mass communication	69	69%
Engineering	17	17%
Science and Laboratory technology	9	9%
Others	5	5%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 69% of the respondents are from the mass communication department, 17% of the respondents are from the engineering department, 9% of the respondents are from the science and laboratory technology department, and 5% of the respondents are others.

Table 4.1.6

Distribution of respondents by level of study

Respondents	Frequency	Percentage
ND	33	33%
HND	61	61%
Others	6	6%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 33% of the respondents are ND students, 61% of the respondents are HND students, 6% of the respondents are Others.

Table 4.1.7

Which social media platform do you use most frequently?

Respondents	Frequency	Percentage
Whatsapp	26	26%

Twitter	17	17%
Instagram	15	15%
Facebook	7	7%
Tiktok	32	32%
Others	3	3%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 26% of the respondents use whatsapp most often, 17% of the respondents use twitter most often, 15% of the respondents use Instagram most often, 7% of the respondents use facebook most often, 32% of the respondents use tiktok most often, and 3% uses others most often.

Table 4.1.8

How often do you use social media daily?

Respondents	Frequency	Percentage
Less than an hour	11	11%
1-3 hours	23	23%
4-6 hours	25	25%
More than 6 hours	41	41%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 11% of the respondents use social media for less than an hour daily, 23% use 1-3 hours daily, 25% use 4-6 hours daily, 41% use more than 6% daily.

Table 4.1.9

What is the primary purpose of your social media usage?

Respondents	Frequency	Percentage
Academic purpose	26	26%
Entertainment	37	37%
Social networking	15	15%

Business/ Marketing	18	18%
Others	4	4%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 26% of the respondents use social media for academic purposes, 37% of the respondents use for entertainment purposes, 15% of the respondents use social networking, 18% use for business/ marketing and 4% use for others.

Table 4.1.10

Do you frequently use abbreviations while chatting on social media?

Respondents	Frequency	Percentage
Yes	95	95%
No	5	5%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 95% of the respondents use abbreviations while chatting on social media, and 5% do not use abbreviations while chatting on social media.

Table 4.1.11

If yes, which type of abbreviations do you use most?

Respondents	Frequency	Percentage
Common internet slangs (e.g., LOL,OMG)	29	29%
Shortened words (e.g., U for You, 2 forTo)	13	13%
Combination of both	56	56%
I do not use abbreviations	2	2%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 29% of the respondents use Common internet slangs (e.g., LOL,OMG), 13% of the respondents use Shortened words (e.g., U for You, 2 forTo) mostly, 56% of the respondents uses Combination of both, and 2% do not use abbreviations.

Table 4.1.12

The frequent use of abbreviations on social media has negatively affected my academic writing skills

Respondents	Frequency	Percentage
Strongly agreed	47	47%
Agreed	28	28%
Neutral	10	10%
Disagree	14	14%
Strongly disagree	1	1%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 47% of the respondents strongly agreed, 28% of the respondents chose agreed, 10% of the respondents chose neutral, 14% of the respondents chose to disagree and 1% of the respondents strongly disagreed.

Table 4.1.13

I often use abbreviations in formal writing due to social media influence

Respondents	Frequency	Percentage
Strongly agreed	50	50%
Agreed	29	29%
Neutral	6	6%
Disagree	13	13%
Strongly disagree	2	2%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 50% of the respondents strongly agreed, 29% of the respondents chose agreed, 6% of the respondents chose neutral, 13% of the respondents chose to disagree and 2% of the respondents strongly disagreed.

Table 4.1.14

Social media platforms encourage the use of informal language, making it difficult to maintain proper grammar in academic work.

Respondents	Frequency	Percentage
Strongly agreed	50	50%
Agreed	28	28%
Neutral	4	4%
Disagree	17	17%
Strongly disagree	1	1%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 50% of the respondents strongly agreed, 28% of the respondents chose agreed, 4% of the respondents chose neutral, 17% of the respondents chose to disagree and 1% of the respondents strongly disagreed.

Table 4.1.15

The use of shorthand and abbreviations on social media has reduced my ability to spell words correctly in academic writing

Respondents	Frequency	Percentage
Strongly agreed	43	43%
Agreed	33	33%
Neutral	7	7%
Disagree	13	13%
Strongly disagree	4	4%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 43% of the respondents strongly agreed, 33% of the respondents chose agreed, 7% of the respondents chose neutral, 13% of the respondents chose to disagree and 4% of the respondents strongly disagreed.

Table 4.1.16

Exposure to social media has enhanced my ability to communicate effectively, despite the use of abbreviations

Respondents	Frequency	Percentage
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Strongly agreed	43	43%
Agreed	34	34%
Neutral	9	9%
Disagree	13	13%
Strongly disagree	1	1%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 43% of the respondents strongly agreed, 34% of the respondents chose agreed, 9% of the respondents chose neutral, 13% of the respondents chose to disagree and 1% of the respondents strongly disagreed.

Table 4.1.17

I sometimes struggle to differentiate between formal and informal writing due to my social media habits

Respondents	Frequency	Percentage
Strongly agreed	45	45%
Agreed	30	30%
Neutral	13	13%
Disagree	10	10%
Strongly disagree	2	2%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 45% of the respondents strongly agreed, 30% of the respondents chose agreed, 13% of the respondents chose neutral, 10% of the respondents chose to disagree and 2% of the respondents strongly disagreed.

Table 4.1.18

Social media has had more positive effects than negative on my writing skills

Respondents	Frequency	Percentage
Strongly agreed	43	43%
Agreed	31	31%

Neutral	10	10%
Disagree	13	13%
Strongly disagree	3	3%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 43% of the respondents strongly agreed, 31% of the respondents chose agreed, 10% of the respondents chose neutral, 13% of the respondents chose to disagree and 3% of the respondents strongly disagreed.

Table 4.1.19

Academic institutions should introduce measures to limit the influence of social media abbreviations on students' writing

Respondents	Frequency	Percentage
Strongly agreed	44	44%
Agreed	33	33%
Neutral	11	11%
Disagree	10	10%
Strongly disagree	2	2%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 44% of the respondents strongly agreed, 33% of the respondents chose agreed, 11% of the respondents chose neutral, 10% of the respondents chose to disagree and 2% of the respondents strongly disagreed.

Table 4.1.20

I actively make efforts to avoid using social media abbreviations in my academic writing.

Respondents	Frequency	Percentage
Strongly agreed	48	48%
Agreed	29	29%
Neutral	5	5%
Disagree	16	16%

Strongly disagree	2	2%
Total	100	100%

GOGGLE FORM SURVEY, 2025

The table above shows that 48% of the respondents strongly agreed, 29% of the respondents chose agreed, 5% of the respondents chose neutral, 16% of the respondents chose to disagree and 2% of the respondents strongly disagreed.

4.2 ANALYSIS OF RESEARCH QUESTIONS

Findings from the above research questions tested with survey methods gained empirical support. The research questions support the **“IMPACT OF SOCIAL MEDIA ON THE USE OF ABBREVIATION ON WRITING SKILLS AMONG STUDENTS OF KWARA STATE POLYTECHNIC ILORIN”**

Research Question 1: How does social media usage influence the use of abbreviations among students of Kwara State Polytechnic?

The data in Table 4.1.10 shows that 95% of the respondents confirmed they frequently use abbreviations while chatting on social media. Table 4.1.11 further reveals that 56% use a combination of common internet slang and shortened words, while 29% use only internet slang and 13% use shortened words like "u" for "you". This indicates that the majority of students are heavily influenced by social media in their communication patterns. The dominant usage of abbreviations across platforms like TikTok (32%) and WhatsApp (26%) further reinforces the trend of abbreviation adoption linked to their high daily usage rates (Table 4.1.7 & 4.1.8).

Research Question 2: What impact does social media have on students' grammar, vocabulary, and spelling?

As shown in Table 4.1.12, 47% of the respondents strongly agreed and 28% agreed that frequent use of abbreviations on social media has negatively affected their academic writing. Similarly, Table 4.1.13 shows that 50% strongly agreed and 29% agreed that they often use abbreviations in formal writing due to social media influence. In Table 4.1.14, 78% agreed that social media encourages informal language, making it harder to maintain proper grammar. Table 4.1.15 reveals that 43% strongly agreed and 33% agreed that their ability to spell correctly has been reduced. However, 77% of respondents in Table 4.1.16 still felt that social media exposure enhances communication. This suggests a mixed impact: while social media encourages informal grammar habits, it also fosters digital fluency and quick expression.

Research Question 3: Are students aware of the distinction between formal academic writing and informal social media language?

Table 4.1.17 shows that 45% of the respondents strongly agreed and 30% agreed that they struggle to differentiate between formal and informal writing. Yet in Table 4.1.20, 48% strongly agreed and 29% agreed that they make conscious efforts to avoid using abbreviations in academic writing. Table 4.1.19 also supports this, where 44% strongly agreed and 33% agreed that academic institutions should introduce measures to limit the influence of social media abbreviations. These findings indicate that while many students are aware of the distinction, a notable percentage still struggle to fully apply it.

Research Question 4: What measures can be implemented to reduce the negative effects of social media on students' writing skills?

This is clearly shown in table 4.1.19. From the data gathered, in table 4.1.19, 44% of respondents strongly agreed that academic institutions should introduce measures to limit the influence of social media abbreviations on students' writing, 33% agreed, 11% chose to be neutral, 10% disagreed and 2% strongly disagreed.

This shows that there is an overwhelming agreement (above 70%) that academic institutions can help in reducing the negative effects of social media on students' writing skills.

4.3 DISCUSSIONS OF FINDINGS

This section discusses the key findings of the study, as presented in the data analysis, and how they relate to the objectives of the research. The discussion provides a contextual interpretation of the results and compares them with previous research and theoretical expectations.

The demographic data (Tables 4.1.1 – 4.1.6) shows that the majority of respondents were female (61%), single (86%), and aged between 18–25 years (65%). Most were students, with 61% in HND and 69% from the Mass Communication department. This indicates that the sample group was largely composed of young, educated individuals who are likely to be active social media users, making them a suitable audience for evaluating the influence of digital language behavior. This aligns with prior studies (e.g., Okoro & John, 2021) that found youth to be the dominant demographic engaging with language trends on social platforms.

In terms of platform usage, Table 4.1.7 revealed that TikTok (32%), WhatsApp (26%), and Twitter (17%) were the most frequently used platforms among students. Additionally, Table 4.1.8 shows that 41% of respondents use social media for more than 6 hours daily, further validating that students spend a considerable amount of time online, thus increasing their exposure to informal communication patterns like abbreviations and slangs.

Tables 4.1.10 and 4.1.11 indicate that 95% of the respondents use abbreviations, and 56% use a combination of both slangs and shortened words such as “LOL”, “OMG”, and “U” for “You”. This strongly supports the first research question, confirming that high social media usage does influence abbreviation use among students. This aligns with the Uses and Gratification Theory,

which suggests that users shape their communication style based on the medium and their purpose of use.

Tables 4.1.12 – 4.1.15 reflect the impact of social media on students' academic writing. In Table 4.1.12, 75% of respondents agree that social media has negatively affected their academic writing skills. Similarly, in Table 4.1.13, 79% of respondents admit to using abbreviations in formal writing due to social media influence. Additionally, 76% of respondents (Table 4.1.15) believe shorthand has affected their spelling ability. These findings show a clear correlation between prolonged exposure to informal digital language and declining adherence to formal writing conventions—supporting the argument in Research Question 2.

However, Table 4.1.16 adds nuance, showing that 77% believe social media has improved their communication skills overall, suggesting that while grammar and spelling may suffer, general digital communication fluency is enhanced. This supports existing literature that acknowledges both the positive and negative linguistic effects of digital media.

In Table 4.1.17, 75% of respondents admitted struggling to differentiate between formal and informal writing due to social media habits. Yet in Table 4.1.20, 77% actively avoid using abbreviations in academic work, and in Table 4.1.19, 77% believe academic institutions should intervene. This suggests a general awareness of the difference between formal and informal language, even though full mastery is not yet achieved. These responses support the Agenda Setting Theory, as media behavior seems to shape not only writing styles but also institutional expectations and the students' own corrective awareness.

In summary, the findings confirm that social media use significantly influences language behavior, especially in abbreviation usage, spelling accuracy, and formal writing awareness. While many students are aware of the risks and try to regulate themselves, the high exposure to informal content continues to blur the lines between social and academic communication. The study validates the relevance of digital media influence on language and calls for practical steps by educational institutions to reinforce proper writing standards.

