

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This research project titled **“Impact of Social Media on the Use of Abbreviation on Writing Skills Among Students of Kwara State Polytechnic, Ilorin”** was structured into five systematic chapters, each contributing to the understanding and investigation of how social media has impact on the use of abbreviations on writing skills among students of kwara state polytechnic, Ilorin.

Chapter One provided a comprehensive introduction to the study. It highlighted the growing reliance on social media among students and its influence on communication patterns, particularly the rise of abbreviations. The chapter discussed the background of the study, formulated the research problem, outlined objectives, and posed questions aimed at exploring how social media-driven abbreviations affect writing proficiency among polytechnic students.

Chapter Two reviewed related literature and presented the conceptual and theoretical frameworks. It explored how platforms like WhatsApp, Twitter, and TikTok promote informal communication styles and how these linguistic habits filter into academic writing. The chapter was grounded in three theories:

1. Social Learning Theory – explaining how students imitate language patterns from online environments;
2. Linguistic Relativity Theory – examining how language shapes thought, and
3. Diffusion of Innovations Theory – describing how abbreviations spread within student social networks.

Chapter Three described the methodology adopted. A descriptive survey design was used to gather data from 100 randomly selected ND and HND students across departments. Data collection was done via structured Google Forms questionnaires and analyzed using descriptive statistics, capturing both qualitative and quantitative responses.

Chapter Four presented and analyzed the data. The findings showed that a majority of respondents use social media heavily and frequently rely on abbreviations during digital communication. Many respondents admitted that these habits influence their academic writing, with evidence of weakened grammar, vocabulary, and spelling proficiency. However, a notable proportion also expressed awareness of the difference between formal and informal writing, and some indicated efforts to avoid using abbreviations in academic work.

Chapter Five offers the conclusion drawn from the findings and recommendations for curbing the negative influence of social media abbreviations on students’ academic writing skills.

5.2 Conclusion

The research revealed a clear relationship between social media usage and the increasing use of abbreviations among students, which negatively affects their academic writing quality. Many students are exposed to digital platforms that promote informal language, and this often results in the unconscious integration of shorthand and slang into formal writing.

While social media offers benefits such as enhanced digital literacy and rapid communication, it also challenges traditional writing norms. The inability of some students to differentiate between informal online communication and academic standards has contributed to a decline in grammar accuracy, vocabulary depth, and spelling proficiency.

Nevertheless, the study also found that many students are aware of this influence and are making conscious efforts to correct it. Educational institutions thus have a critical role in providing structured writing support to help bridge the gap between informal digital communication and formal academic writing expectations.

5.3 Recommendations

Based on the findings, the following recommendations are proposed:

1. Curriculum Development
Institutions should incorporate digital literacy and formal writing courses into the curriculum to help students consciously differentiate between informal and formal communication styles.
2. Writing Clinics and Workshops
Regular academic writing workshops and grammar clinics should be organized to strengthen students' formal writing abilities and correct poor writing habits influenced by social media.
3. Educator Involvement
Lecturers should emphasize the importance of formal writing in assignments and give feedback highlighting the use of inappropriate abbreviations or informal expressions.
4. Awareness Campaigns
Awareness programs should be held to sensitize students on the long-term consequences of excessive abbreviation use on academic and professional communication.
5. Balanced Media Use
Students should be encouraged to balance their social media time with reading formal academic materials to enrich their vocabulary and exposure to proper sentence structures.
6. Strict Guidelines for Academic Submissions
Academic departments should enforce strict policies against the use of abbreviations and informal language in academic submissions, with penalties for violations to discourage poor writing habits.

7. Integration of Technology Tools

Institutions can provide access to grammar correction tools such as Grammarly or Microsoft Editor to help students detect and correct informal expressions before submission.