

**IMPACT OF SOCIAL MEDIA ON THE SPREAD OF
VULGAR LANGUAGE AMONG STUDENTS OF KWARA
STATE POLYTECHNIC**

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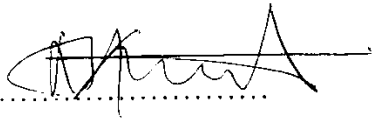
**BEING A RESEARCH WORK SUBMITTED TO THE DEPARTMENT OF
MASS COMMUNICATION, INSTITUTE OF INFORMATION AND
COMMUNICATION TECHNOLOGY, KWARA STATE POLYTECHNIC,
ILORIN.**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
AWARD OF NATIONAL DIPLOMA (ND) IN MASS COMMUNICATION
DEPARTMENT.**

AUGUST, 2025

CERTIFICATION

This is to certify that this research work as been read and approved by
DEPARTMENT OF MASS ASS COMMUNICATION, KWARA STATE
POLYTECHNIC, ILORIN as having satisfied part of the requirement for the award
of national Diploma (ND) in mass communication.

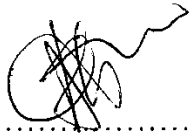


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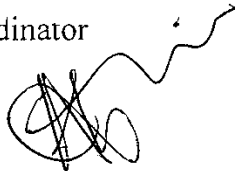
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DEDICATION

I humbly dedicate this work to the Almighty God, whose boundless mercy, favor, grace, and strength have been the pillars of support throughout my research and the completion of this project. I extend my deepest appreciation to my Parents Mr. and Mrs. Oyedokun

ACKNOWLEDGEMENTS

I, give thanks to Almighty Allah, the Omnipotent, Omiscience, Omipresence who has blessed me with the opportunity to complete my National Diploma program (ND) May his name be praised forever.

My thanks go to my able supervisor Mr. Kewurele for his much-needed attention and contribution to the conclusion of the project. I say a big thanks to him May Almighty Allah shower his blessing on him and his household (Ameen).

I will also like to appreciate the effort and total support of my adorable parent Mr. & Mrs. Oyedokun for their morally, financially and spiritually support toward the success of my study May Almighty Allah Spare their lives to eat the fruit of their labour

A lot of thanks to my loved ones who their presence made this journey easier for me, my Siblings, Brothers, Sisters, Friends and well-wishers, for their support towards the successfulness of the programme both direct and indirect. May Almighty Allah continue to bless and grant you success in all your endeavor (Ameen)

TABLE OF CONTENTS

<i>Title page</i>	<i>i</i>
<i>Certification..</i>	<i>ii</i>
<i>Dedication . .</i>	<i>iii</i>
<i>Acknowledgments .</i>	<i>iv</i>
<i>Table of contents . .</i>	<i>v</i>
<i>Abstract .</i>	<i>vi</i>

CHAPTER ONE: Introduction

1.1 Background to the Study	1
1.2 Statement of Problem	5
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 The following questions were structured to guide this study .	7
1.6 Scope of the Study	8
1.7 Operational Definition of Terms	9

CHAPTER TWO: Literature Review

2.1 Introduction	11
2.2 Theoretical Framework	11
2.3 Conceptual Framework	15

2.3.1 Concept Social Media	15
2.3.2 Classification of Social Media	19
2.3.3 Component of Social Media	20
2.3.4 Social Implication of Internet and Social Media	21
2.3.5 Concept of Vulgar Language	27
2.3.6 Effect of Social Media on Vulgar Language	27
2.4 Empirical Review	30
2.5 Appraisal of the Review	35

CHAPTER THREE: Research Methodology

3.1 Introduction.	37
3.2 Research Design.	37
3.3 Research Method.	37
3.4 Population of the Study.	38
3.5 Sampling Size and Sample Techniques.	39
3.6 Research Instrument	42
3.7 Validity of Research Instrument	42
3,8 Reliability of the Research Instrument	43
3.9 Method of Administration of the Research Instrument	43
3.10 Method of Data Analysis.	43

CHAPTER FOUR: Data Presentation and Analysis

4.1 Introduction.	45
4.2 Field Performance of the Research Instrument .. .	45
4.2.1 Analysis of Respondents' Demographic	45
4.2.2 Analysis of Questions in the Research Instrument . . .	48
4.3 Analysis of Research Questions	56
4.4 Discussion of Findings	59

CHAPTER FIVE: Summary, Conclusion and Recommendations

5.1 Summary	64
5.2 Conclusion	64
5.3 Recommendations	66
5.4 Recommendations for further Study	66
References	68
Appendix	72

ABSTRACT

This study investigates the impact of social media on the spread of vulgar language among students at Kwara State Polytechnic, utilizing a survey method with a sample size 100 students. Social media platforms, while offering various benefits, have increasingly become environments where inappropriate language and behaviors are propagated. This research aims to assess the extent to which social media usage influences the adoption and use of vulgar words among students. A structured questionnaire was administered to a randomly selected sample of 100 students. The survey collected data on demographic information, social media usage patterns, frequency of exposure to vulgar words, and personal use of such language. Additionally, the survey students' perceptions of the acceptability of vulgar language on social media and its impact on their communication habits. The results indicate a notable correlation between frequent social media use and the prevalence of vulgar language among the students. Platforms like Twitter, Instagram, and TikTok emerged as the primary venues where students encounter and sometimes adopt vulgar language. The survey revealed that 65% of the respondent's frequency come across vulgar words on social media, and 40% admitted to using such language themselves. Peer influence and the perceived normalization of vulgar words in online communities were identified as significant factors contributing to this behavior. Furthermore, the findings suggest that suggest who spend more than three hours daily on social media engagement. The study also highlight a gender difference, with male student reporting higher usage of vulgar words than female students. The research concludes that while social media platforms are essential for communication and information sharing, they also play a substantial role in spreading vulgar language among students. Recommendations include the development of digital literacy programs that promote respectful communication. the establishment of digital literacy programs that promote respectable communication, the establishment of guidelines for online behavior within the institution, and further studies to examine the long-term effects of social media on language use and student conduct.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Nowadays, the digital era has had a significant impact, especially on how we communicate. In the past, when we wanted to share with people far away, we had to write a letter so that the message we wanted to convey was directed to that person. Letters that have been sent take a long time to reach the recipient, depending on the distance and the type of stamps given. Therefore, letters are considered one of the slow communication intermediaries and cause less interest by the public in the digital era.

The results show that the development of science and technology has made it easier for people to find information and communicate online through smartphones and other social media platforms. In addition, these technological developments threaten the existence of printed newspapers, which has resulted in many newspaper companies going bankrupt, with many online media emerging and offering more practical access for the public (Permana and Abdullah, 2020).

According to Junco and Herbert (2017), social media sites were launched in 2000. In 2001, Fotolog, Sky blog, and Friendster were launched and in 2003. Muspace, LinkedIn, Lastin, Tribe.net, and His can along. In 2004, Facebook

Harvard, Dogster, and Mixi evolved; and in 2005, Yahoo 260, YouTube, Cyworld, and Black Planet emerged. Kaplan and Haellin 2010 in Umoru (2015) categorized social media into seven types each indicating the purpose for which it could be utilized: collaborative projects (Wikipedia); Blogs and micro blogs (Twitter); social news networking sites (Digg and Leakernet); content communities (YouTube and Daily motion); social networking sites (Facebook); virtual game world: (World of Warcraft); and virtual social world (Second life).

Enang (2018) explained that social networking sites are applications that enable users to connect by creating personal information profiles allowing friends and colleagues to have access to those profiles, and sending e-mails and instant messages to each other. Giving examples of social media, Gupta (2014) in LinkedIn, Google+, Internet forums, chat rooms and message boards where people meet and discuss topics of interest. Flickr and Vimeo, Blogs, Wikis, and Social book marking.

Kaplan and Haelei (2010) defined social media as a group of internet-based applications built on the ideological and technological foundations of Web2.0 which allows the creation and exchange of user-generated content. Social media tools have been developed in order to maintain, manage and improve social interactions between people, enable people to access and comment on contents authored by

others. These evolving learning environments will in doubt allow students to learn anytime and anywhere (Wetzel, 2010).

Social networks may play an important role in raising awareness about the reliable sources of information among the student and society by providing alternative sources of knowledge (Battrawi & Muhtaseb, 2013). Gross (2010) stated that social media are means that employ mobile and web technology to create highly integrative platform which individuals and community share, create, discuss and modify user generated content. Social media sometimes called social networking is a collaboratively produced and shared media content to network communities.

There are various categories of social media sites used in education which are also useful in business education for enhancing students skill acquisition and academic performance. These include: Facebook, Myspace, YouTube, Flickr, Blogs, Twitter and Wiki. For the avoidance of doubt, Weber (2014) reported that in October 2012 alone, users of Facebook supposed one billion. Perhaps, this is the reason that teachers have started thinking differently about the utilization of social media tools for education. This has accelerated the pace at which teachers incorporate social media into academic curricula.

In conveying ideas or thoughts in language, humans must always pay attention to the terms and conditions in which they are misuse of language or maybe

a choice of words, can lead to misunderstandings that often lead to conflict in the community. For this reason, before communicating, a person must pay attention to the conditions and norms prevailing in certain societies. By paying attention to these norms, it is hoped that he can also pay attention to the choice of words he will use in communication. Because, certain words that do not violate the norms in one society, may cause misperceptions if used in one other society. For example, the word bunting would have a rough impression if it was used in Javanese society, to label a woman who is pregnant by an accident before married, but for Betawi people, the word is a term commonly used to refer to women who are pregnant.

Words or sentences, even some topics, have at the moment become so sensitive to talk that violate norms or provisions in certain societies are called taboo. Some taboo words are phrases have been used for so long that they at this point have become so frequent and widespread (Mouat, 2014). Because of taboo words are sometimes found in the communication activity in the society, taboo words are supposed to be avoided by members of the community, even though they can be used in certain situations, for example during religious ceremonies. Taboo exists not only in the terms of words but also in terms of gestures, pictures, attitudes, behavior, etc.

In addition, with easy access to social media applications, people, especially students, use gadgets more often every day, both to communicate, find information, and even for other digital businesses. According to a research study conducted by Edwin K. (2020), 80.7% of the total population in Nigeria uses the internet for an average of 9 hours per day. With the frequent use of social media, there has been a significant change in everyday language, which has brought many new habits of communication, especially for students. So, with changes in the form of language in touch, there is an ethical shift that affects the value of politeness between students and the surrounding community.

The forms of language used by students on social media are non-formal language, sarcasm, slang, or harsh language with abbreviations mostly vulgar in concept. Because there are no boundaries for communicating on social media, the norms in communication are often ignored and offend each other. Therefore, communication ethics is essential to know and apply to minimize offense in social life. The forms of communication ethics in question include etiquette or politeness norms in communicating. In this all-digital era of globalization, it is essential to control politeness in social media. In lieu of this background, this study is inclined to investigate the impact of social media on the spread of vulgar words among students.

1.2 Statement of the Problem

Social media has become one of the most important environments for communication among people. As user-generated content on social media increases significantly, so does the harmful content such as vulgar and offensive language. Aggressiveness in social media is a problem that especially affects vulnerable students (Hamm et al., 2015).

Broadly speaking, social media is as online media, where through the internet, users can share, participate and create content in the form of blogs, wikis. forums, social networks and virtual world space by technology multimedia increasingly sophisticated until now. Internet, social media and technology multimedia into one unit and which is difficult to separate and make the emergence of new things. (Cahyono, 2016) argues that the existence of communication carried out in a modern way social transformation. The effect of this change is quite broad. Social transformation is the changes that occur in the structure of society that can affect the pattern of interaction in a character that can be character building humans get better or worse. As a social users, emotionally, that user wants to share feelings. hope, joy and sorrow for others. What's more, there are also user's social media that utilizes social media to provoke, spread negative issues, slander, fight sheep, defame and distant disputes from the value of politeness in communicating.

1.3 Objectives of the Study

This study aims to provide insights to the impact of social media on the spread of vulgar words among Kwara State Polytechnic students. However, the specific objectives of the study are:

- i. To examine the influence of social media on the spread of vulgar language among Kwara State Polytechnic Student.
- ii. To determine the influence of vulgar words on social media on the communication skills of Kwara State Polytechnic students.
- iii. To investigate the motivations that drive Kwara State Polytechnic students to use vulgar language on social media.
- iv. To determine the impact of the use of vulgar words on social media on moral behaviour of students in Kwara State Polytechnic.
- v. To assess how the usage of vulgar language on social media platforms affects interpersonal relationships among Kwara State Polytechnic students.

1.4 Research Questions

The following questions were structured to guide this study:

- i. What is the influence of social media on the spread of vulgar language among Kwara State Polytechnic Student?
- ii. What influence does the use of vulgar words.

on social media have on the communication skills of Kwara State Polytechnic students? iii. What are the motivations driving Kwara State Polytechnic students to use vulgar language on social media? iv. What are the impacts of the use of vulgar words on social media on moral behaviour of students in Kwara State Polytechnic? v. How does usage of vulgar language on social media platforms does affects interpersonal relationships among Kwara State Polytechnic students?

1.5 Significance of the Study

The significance of studying the influence of social media on the spread of vulgar language among Kwara State Polytechnic students lies in its potential impact on various aspects of academic, social, and personal development. The study will shed light on potential distractions and disruptions in the learning environment that may arise from the use of inappropriate language on social media. Findings of the study will provide insights into the dynamics of interpersonal relationships among students.

More so, this study will contributes to the establishment and reinforcement of social media etiquette among students. By identifying factors influencing the use of vulgar language, the research will inform educational initiatives aimed at promoting responsible and respectful online communication. The study will also add to the body of academic literature on the impact of social media on language

use, contributing valuable knowledge that can be referenced in future research endeavors.

1.6 Scope of the Study

The study seeks to find out the influence of social media on the spread of vulgar language among students. While the study recognizes that social media have impacted greatly on the communication behavior of students, it will limit itself to the use of vulgar words among students in Kwara State Polytechnic, Ilorin. The study will focus itself on five institutes in the institution (Institute of Finance and Management Studies, Institute of Applied Sciences, Institute of Environmental Studies, Institute of Technology, and Institute of Information and Communication Technology).

1.7 Operational Definition of Terms

Social media: For the purposes of this study, "social media" refers to online platforms and websites where Kwara State Polytechnic students engage in digital communication and content-sharing, including but not limited to platforms such as Facebook, Twitter, Instagram, WhatsApp, and Snapchat.

Vulgar language: is operationally defined as the use of offensive, profane, or socially inappropriate language, including explicit terms, obscenities, and culturally

insensitive expressions in written or verbal communication on social media platforms.

Influence: "Influence" refers to the power or impact that social media has on the transmission, adoption, and perpetuation of vulgar language among Kwara State Polytechnic students, encompassing the ways in which online interactions shape language use.

Spread: "Spread" is operationally defined as the dissemination and propagation of vulgar language through social media channels among Kwara State Polytechnic students, indicating the extent and velocity of the adoption of such language patterns.

Kwara State Polytechnic Students: "Kwara State Polytechnic students" specifically refers to individuals enrolled at Kwara State Polytechnic, irrespective of their academic discipline or level, who actively participate in social media platforms.

Digital Literacy: "Digital literacy" refers to the level of awareness, skills, and knowledge that Kwara State Polytechnic students possess in navigating and responsibly engaging with social media platforms, including an understanding of appropriate language use.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews relevant literature to the study. Akinwumiju (2017) describes the review of related literature as involving the systematic identification, location and analysis of documents containing information related to the research problem. The literature review also helps to avoid unproductive approaches, achieve methodological insights, find recommendations for further research and look for how to support grounded theory (Omopupa, 2016). Therefore, the literature review for this study will broadly focus on the following: (i) Conceptual framework, (ii) Theoretical framework, and (iii) Review of related studies.

2.2 THEORETICAL FRAMEWORK

Diffusion of Innovation Theory

This study was based on diffusion of innovations theory of communication by Rogers (1995) as its theoretical foundation. The theory was coined from the work of a 19th century French legal scholar and sociologist. Gabriel Tarde, titled "the Laws of Limitation". (1903).

Diffusion of innovations theory states that an innovation (that is, an idea, new technique, or new technology) diffuses or spreads throughout a society in a

predictable pattern. A few people will adopt an innovation as soon as they hear of it. Other people will take longer to try something new, and still others will take much longer. When a new media technology or other innovation is adopted rapidly by a great number of people, it is said to explode into being (Bryant and Thompson, 2002).

Applying this theory to the spread of vulgar words on social media among students at Kwara State Polytechnic offers valuable insights into the dynamics of this linguistic phenomenon.

Firstly, the theory underscores the role of the innovation itself in this case, the use of vulgar language on social media. Vulgar words may be perceived as a linguistic innovation that, for various reasons, gains traction within the student community. The theory suggests that certain attributes of the innovation, such as its perceived relative advantage or compatibility with existing norms, contribute to its acceptance and diffusion.

Secondly, communication channels play a pivotal role in the spread of innovations. Social media platforms serve as the primary channels through which vulgar words are disseminated among students. The theory emphasizes the importance of these channels in facilitating the flow of information and shaping the diffusion process. The rapid and widespread nature of social media amplifies the

reach and impact of vulgar language, influencing how students communicate and express themselves online.

Time is another critical factor in the diffusion of innovations. The theory recognizes that the adoption of new ideas takes time, and the spread of vulgar words on social media is likely to follow a temporal pattern. Tracking the evolution of linguistic trends over time allows researchers to identify critical points of adoption and understand the factors contributing to the sustained use of vulgar language within the student community.

This social system, comprising the interconnected network at Kwara State Polytechnic, is a central component of the diffusion of innovations theory. The theory suggests that individuals within a social system are connected through interpersonal relationships, and the adoption of innovations is influenced by these social ties. In context of vulgar language, the theory allows researchers to explore how peer interactions and social networks contribute to the normalization and acceptance of such language on social media.

Individual characteristics and behaviors are integral to the diffusion process. The theory posits that certain individuals, labeled as innovators or early adopters, play a crucial role in influencing the wider population. Understanding the characteristics of student who actively engage in or resist the use of vulgar words

on social media provides valuable insights into the factors driving linguistic innovation within the student body.

Observational Learning on Social Media

The vast landscape of social media serves as a virtual stage where Kwara State Polytechnic students actively engage in observational learning. Through textual posts, comments, images, and multimedia content, individuals have the opportunity to observe the behaviors and expressions of their peers. This observational learning process extends to language use, where the adoption of vulgar words can be influenced by what students encounter in their online interactions.

Modeling and Imitation

The process of modeling, a key component of Social Learning Theory, involves observing and replicating the behaviors of others. On social media, this can manifest as students imitating the language choices of their peers or online influencers. The digital environment facilitates the ease of imitation, allowing linguistic trends, including the use of vulgar words, to rapidly spread within the student community.

Vicarious Reinforcement

Vicarious reinforcement, another crucial element of Social Learning Theory, posits that individuals are motivated to adopt a behavior if they observe others being rewarded or positively reinforced for that behavior. On social media, the

reinforcement comes in the form of likes, comments, shares, and other engagement metrics. If the use of vulgar language receives positive responses, individuals may be more inclined to incorporate similar language patterns into their own online communication.

The Impact on Language Norms

As students consistently engage with social media, the observational learning process contributes to the establishment of linguistic norms within their online communities. Social Learning Theory suggests that individuals may conform to the language patterns prevalent in their social environment to gain acceptance, approval, or a sense of belonging. Consequently, the spread of vulgar words becomes intertwined with the evolving language norms of the Kwara State Polytechnic student body.

2.3 CONCEPTUAL FRAMEWORK

Concept of Social Media

Social media is not really new. While it has only recently become part of mainstream culture and the business world, people have been using digital media for networking, socializing, and gathering of information. Social media started as a concept many years ago but has evolved into sophisticated technology. The concept of social media can be dated back to the use of the analogue telephone for social

interactions. The most recognizable use of social media was through innovative application, an online dialogue framework, created by Ward Christensen, a former IBM employee and Randy Suess. Initially they envisioned a place where they could immediately contact their co-employees for announcement, that is, meetings, reports, and other affairs, rather than making multiple phone calls, distributing memos and the like. They were looking into creating a computerized bulletin board, which is why they named the program CBBS (Computerized Bulletin Board System, 2019).

Soon enough, more and more employees contributed their ideas and comments in the said online community. That event was a momentous episode in the history of computer and internet. It was the birth of online social networking. The CBBS platform was made known 14 to other companies and has been used for specific purposes. The Bulletin Board System expanded largely and began breaking into mainstream much sooner than it was planned. It was during the rise of the Internet Service Providers in the early 1990s when social networking sites began to flourish. Along with the availability of the internet service to people, many people rummaged to have themselves acquainted with the new technology.

Social media attained a great measure of success with the launch of the then very popular Friendster.com. Creator of Friendster. Jonathan Abrams concocted a

perfect mix of popular features from earlier social networking predecessors. Friendster became an instant success and gathered about 3 million members who signed up in its early month of launch. Friendster unfortunately got out of hand and suffered from too many glitches in the server. Today, Friendster has been announced as a newly owned identity of a Malaysian company, and outsourced by present social networking sites but still remains to be patronized most especially in Asia.

Another social media evolved called MySpace.com. The concept of Myspace opened the internet users to vast opportunities of self-expression which include wide control over a user's profile content. In Myspace, users experienced the best of creating unique identities to show to the online world. My Space remained as the uncontested favorite among all social networking sites until 2005 when it met its competitor in the market. Facebook.com. started as a local social network made for the students of Harvard University. It was developed by sophomore, Mark Zuckerberg. Facebook was actually made by hacking Harvard database containing identification images of students. The initial idea was to compare the faces of students with images of animals, for entertainment purposes. However, due to the potentially damaging contents of the site, the creators decided to put it down, before it caught the attention of the school authorities. The application was shut down, but the idea of creating an online community of students came into existence. The

platform was then improved and sooner than they expected, Facebook.com. Ultimately offered the opportunity to the rest of the world. Facebook has grown to become the most popular and biggest social networking site with 800 million active users worldwide (Facebook statistics 2012). Other social networking sites continue to appear in the scene such as BlackBerry Messenger, Twitter, Google+, Flickr, Badoo, Amazon and many others. (Bruce and Douglas, 2008).

Similarly, some refer to social media as social networks. However, the two terms are said to be same side of a coin. Wikipedia defines social networks as "a social structure made up of individuals (or organizations) called,nodes", which are connected by one or more specific types of inter-dependency such as, friendship, kinship, financial exchange, dislikes, sexual relationships or relationship of beliefs, knowledge or prestige". While it also defines social media as "media designed to be disseminated through social interactions, created using highly accessible and scala

Boyd and Allison (2007) defined social network sites as "web-based services that allows individuals to: construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the systems". The definition focuses on platforms such as Facebook, Twitter, etc. Based on a strict

theoretical understanding, all networked tools that allow establishing connections between at least two humans, have to be understood as social networking platforms.

Wikipedia notes that social media use internet and web-based technologies to transform broadcast media monologues (that is one to many) into social media dialogues. (many to many). It supports the democratization of knowledge and information transforming from content consumers into content producers. Kaplan and Haenlein, quoted in Ganiyu and Qasim (2011) defined social media as "a group of internet-based applications that build on the ideological foundations of web 2.0, which allows the creation and exchange of user generated content".

According to Duarte (2009), "web 2.0" is derived from naming conventions in software, where upgraded web technologies are numbered. For instance, version of a technology may be numbered as; 1.0, 2.0, 3.0, 4.0, 5.0, and so on. Essentially, Duarte writes, "web 2.0 refers to the functionality built into websites that allows people to put information on them more easily, share it with others and collaborate with them". In other words, social networks are facilitated on the internet by the use of web 2.0 (and other versions such as web 3.0). Web-based applications, commonly information on the internet are also producers and disseminators of information, thus given rise to a new term, prosumers" (Ramanujam: 2008, p.243).

Classification of Social Media

Social media technologies take on many different forms including magazines, internet forums, weblogs, social blogs, micro blogging, wikis, social networks, podcasts, photographs or pictures, videos, ratings, and social bookmarking. By applying a set of theories in the field of media research (social presence and social richness) and social processes (self-presentation and self-disclosure), Kaplan and Haenlein created a classification scheme in Business Horizons article (2010), with six different types of social media which include:

- I. Collaborative projects: example Wikipedia
- II. Blogs and microblogs: example Twitter
- III. Content communities: Example YouTube
- IV. Social networking sites: example Facebook
- V. Virtual game world: example Worl of Warcraft
- VI. Virtual social worlds: example Second Life

These social media services focus on some o all of the seven functional buildings blocks which are; identity, conversation, sharing, presence, relationship, reputation, and groups. These buildings blocks help understand the engagement needs of the social media audience. For example, YouTube "s primary buildings blocks are sharing, conversations, groups, and reputation. Many companies build their own

social containers that attempt to link the seven functional building blocks around their brands. These are private communities that engage people around a narrower theme, as in around a particular brand, vocation or hobby, than social media containers such as Google+, Facebook, and Twitter.

Components of Social Media

Social media has three components namely:

- i. Concepts (that is art, information, or meme)
- ii. Media (physical, electronic, virtual or verbal)
- iii. Social interface (intimate direct, community engagement, physical media such as print)

The use of social media involves many people sharing information with one another. It is a direct form of media which enable people to share information such as pictures, articles, videos, audio, tweets, comments, like, votes, etc. The distinguishing thing about social media is that much of the information is provided by amateurs and can be used to generate conversation. Duarte observes that "social media depends on interactions between people as the discussion and integration of words, images, and sounds around a multitude of subjects and feelings built by shared meaning around topics and experiences". Journalists therefore, use these

social media tools to disseminate information as well as gather news and evaluate people's opinion on topical issues in the society.

Social Implications of Internet and Social Media

Internet has become a mass medium and relying on the internet diminishes the importance of the surveillance function of the traditional mass media. When a news event occurs, interested parties immediately post messages on the internet for others to read. This process represents a shift from tradition journalism, where the flow is from the top down. 19 Editors decide what to cover and send reporters to collect the facts. Now the news starts at the bottom and is generated by people close to or with an interest in the news topic. In the light of the above, we will discuss some of the social issues posed by internet and social media.

- i. **Lack of gatekeepers:** there are gatekeepers in the mass media but social networks such as Facebook, Twitter, Yahoo, YouTube have no gatekeepers.

This has several implications, first is the risk of overloading the system with unwanted, unrequested, trivial, irrelevant, worthless or inconsequential messages is increased tremendously. Gatekeepers also function as evaluators of information. Newspaper editors and television news directors consider the authenticity and credibility of potential news sources. If the system works properly, bogus news tips, unsubstantiated rumors, and false information are

filtered out before they are published or broadcasted. Information obtained on the internet, however, comes without a guarantee. Some of it might be accurate, some of it you must use at your own risk. Example, some social media pages containing profiles of prominent people in the society may be operated by a computer junky somewhere who may not have any relationship with the said prominent person. Information coming through this channel about the person may be false and thus, require verification before use. Having no gatekeeper means having no censorship.

- ii. Lack of interpretation: the internet may diminish the interpretation function of the media. Many computer bulletin boards and social media sites as we have seen exist for an impressive array of topics (Dominick, 2002 p. 318). Information from the internet is mostly raw, and has no interpretation: readers are left to make their own interpretation thereby, generating different opinions on an issue or event.
- iii. Privacy concern: social media and internet also raises a number of privacy concerns. Maintaining a person's privacy in the electronic age is not a new problem, but before the advent of the internet, compiling a detailed dossier on someone required days or even weeks of searching through records scattered in dozens of places. Today, computerized database let a person accomplish the

same thing with only a couple of clicks of a mouse. For the past few years, many governments wrestled with these privacy problems to restrict the availability of personal information. The issue is complicated because many are concerned that government regulation will be so rigid that the legitimate searches for information would be difficult. Many prefer voluntary guidelines to laws (Dominick, 2002).

- iv. **Information Overload:** The internet represents an information retrieval tool that is unparalleled-Providing a person knows how to use and understand it. In the days before the internet, students doing research, columnists and commentators will have to look things up in the text, reference book or encyclopedia source that had some recognized authority. Today, students, journalists, and other researchers can post a request for information with the relevant news groups or use a search engine to look for the topic. The credibility of response on the news group however, is open to debate when the web search indiscriminately displays a list of "sources" which may number in the thousands. Every source on the screen seems to have the same credibility, even though some may be from scientific documents and others from comic books.

- v. **Need for Regulation:** the whole notion of how to regulate the internet is a vexing problem. Technology has out-paced legislation. The overall legal implications of internet are still nebulous. Copyright law is a good example: a 1997 conference organized by the United Nations World Intellectual Property Organization proposed new guidelines that cover digital forms of writing, music, artwork, but the guidelines are yet to be ratified by the 160 nations that participated in the meeting. Even with these guidelines, questions remain. If copyright holders are given exclusive right, would there be a per-use charge for anybody who accesses the material? How would this fee be collected? Or supposed your website has a link to another site that contains copyright material used illegally? Are you liable for a copyright violation? (Dominick, 2002).

On another front, if someone post libelous message on a social networking site or bulletin board, is the operator liable? What about pornographic content? Will the computer encourage escapism? Some people are already spending lots of time (and money) engaging in computer chats, computer games, computer shopping, sourcing for news. As more and more fun things come online, will we spend even more of our lives staring at computer screens? What happens when virtual reality becomes more appealing than "real" reality? Will large number of us, especially journalists

and other stakeholders, abandon socially relevant pursuits for a romp in the media world?

Concept of Vulgar Language

Language. Vulgarity, in the sense of vulgar speech, can refer to language which is offensive or obscene. The word most associated with the verbal form of vulgarity is "cursing." However, there are many subsections of vulgar words.

Vulgarity is the quality of being common, coarse, or unrefined. This judgement may refer to language, visual art, social class, or social climbers. John Bayley (2000) claims the term can never be self-referential, because to be aware of vulgarity is to display a degree of sophistication which thereby elevates the subject above the vulgar.

Susan David (2009). "vulgar" simply described the common language or vernacular of a country. From the mid-seventeenth century onward, it began to take on a pejorative aspect: "having a common and offensively mean character, coarsely commonplace; lacking in refinement or good taste; uncultured; ill bred"

In the Victorian age, vulgarity broadly described many activities, such as wearing ostentatious clothing. In a George Eliot novel, one character could be vulgar for talking about money, a second because he criticizes the first for doing so, and a third

for being fooled by the excessive refinement of the second. The effort to avoid vulgar phrasing could leave characters at a loss for words.

In George Meredith's *Beauchamp's Career*, an heiress does not wish to make the commonplace statement that she is "engaged", nor "betrothed", "affianced", or "plighted". Though such words are not vulgarity in the vulgar sense, they nonetheless could stigmatize the user as a member of a socially inferior class. Even favored euphemisms such as *toilet* eventually become stigmatized like the words they replace (the so-called euphemism treadmill), and currently favored words serve as a sort of "cultural capital. Vulgarity, in the sense of vulgar speech, can refer to language which is offensive or obscene.

The word most associated with the verbal form of vulgarity is "cursing." However, there are many subsections of vulgar words. American psychologist Timothy Jay classifies "dirty words" because it "allows people interested in language to define the different types of reference or meaning that dirty words employ. One can see that what is considered taboo or obscene revolves around a few dimensions of human experience that there is a logic behind dirty word usage." One of the most commonly used vulgar terms in the English language is *fuck*. Jay, Timothy (1992).

The use of social media is the most common trend among the activities of today's people. Social networking sites offer today's teenagers a platform for communication and entertainment. They use social media to collect more information from their friends and followers. The vastness of social media sites ensures that not all of them provide a decent environment for children. In such cases, the impact of the negative influences of social media on teenage users increases with an increase in the use of offensive language in social conversations. This increase could lead to frustration, depression and a large change in their behavior. Hence, we propose a novel approach to classify bad language usage in text conversations. We have considered the English and Marathi languages as the medium for 26 textual conversations. We have developed our system based on a foul language classification approach; it is based on an improved version of a decision tree that detects offensive language usage in a conversation. As per our evaluation, we found that teenage user conversation is not decent all the time.

We trained 3651 observations for six context categories using a Naïve Bayes algorithm for context detection. Then, the system classifies the use of foul language in one of the trained context in the text conversation. In our testbed, we observed 38% of participants used foul language during their text conversation. Hence, our proposed approach can identify the impact of foul language in text conversations

using a classification technique and emotion detection to identify the foul language usage.

Effect of Social Media on Vulgar Language

According to Dr. Thami Fadil, a Researcher in Political Science, Pennsylvania, United States says, Social media have been changing the individuals' method for living in many ways especially in the objects linked to the communication domain, knowledge, and education. It means also suggests one of the necessities of human life will be achieved; to communicate and interact with other beings. Therefore, in the era of globalization, many people use social media around the world as a significant toll of their lives, but it influences changing the language that we communicate with others. In my opinion, social media have positive and negative effects on language.

There are many positive effects that social media changing language when people need to communicate with each other such as easy communication. So, social media often could be helpful, and give a positive value to language. For example. when we use a 27 conversation in the tool's social media, we have had many new words added to the language dictionary for doing a well understanding and could identify a better quickly responding to get clear feedback. As consequently, many people using this kind of communication to try to create a shorts way to

communicate with each other such as abbreviations, emoticons, pictures, symbols, specific vocabulary, and meaning. In addition, to easily make communication many people use social media as a tool to learn with. Correcting mistakes that online conversation gives help when the audience you are talking to correct when you misspell one word, or you write that incorrectly. This method going to be help learning faster from mistakes and recorrected. Even though many people agree they understand other's emotions since of the pictorial use of language, but some of them don't understand it depend on the difference of the generation. For example, the generation of 21 century could use and understand the kind of language coming from the social media effect on language nor other generations could not. As a result, the positive effect of social media on the changing language could be given a value to more making easier the tongue and ever to contribute to development.

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communicate with each other such as abbreviations, emoticons, pictures, symbols, specific vocabulary, and meaning. In addition, to easily make communication many people use social media as a tool to learn with. Correcting mistakes that online conversation gives help when the audience you are talking to correct when you misspell one word, or you write that incorrectly. This method going to be help learning faster from mistakes and recorrected. Even though many people agree they understand other's emotions since of the pictorial use of language, but some of them don't understand it depend on the difference of the generation. For example, the generation of 21 century could use and understand the kind of language coming from the social media effect on language nor other generations could not. As a result, the positive effect of social media on the changing language could be given a value to more making easier the tongue and ever to contribute to development.

Nevertheless, there are many negative effects that social media changing language when people need to communicate with each other's such as people most of the time deformed words and deviation from the mother tongue. Moreover, speakers make mistakes when they use slang and acronyms, and they use shorten some words.

Also, many people deformed words when they use of incorrect grammar and expression, demonstrating thoughts more in pictures than in words or use any

abbreviations. As consequently, we are 28 living in a period in which people doing everything quickly. No one has the time to use language correctly with the correct structure in this century. Then, we are living in a period in which people doing everything quickly.

Nobody has time to use language with complete thought and grammar since we are living in a period in which people trying to simplify things. For example, Instagram and Facebook users use to shorten words like #hastags. There are no complete thoughts, meaning and not all people understand the word. As a result, the language will lose its roots, Elderly people cannot understand this kind of communication and users become lazy in the correct use of the language.

In my view, the negative effects that social media has no language becomes to change grammatically, speaking changes in a rapid way and the social media domain is not a real world. For example, when people using a word becomes trend on social media all users try to use that, but this does not help the language because not all trendy words are used in a correct way. Also, when new words are used on social media, the existing language is used less.

As a result, the negative effects that social media changing language push to create obstacles to communicate, become poorer in vocabulary, and have a possibility to return to communication through symbols. In conclusion, social media

has many positive and negative effects on language, but negative effects are more than positive since language has some structure and procedure that must be respected if we need to protect the language. I propose to link the language with the local culture to more understanding the roots of language and protect the tongue.

2.4 EMPIRICAL REVIEW

This chapter reviewed the concepts of social media, concept of vulgar language, and other relevant of the study. It also discussed some online writing tips, tools for online journalists, classification of social media, social implications of internet and social media as well as forms of languages.

Tertiary students are expected to read and keep abreast of what is happening around them. However, that apparently does not happen anymore, thanks to the advent of the social media. Many tertiary students now spend quality time surfing the internet on gossips and 34 other immaterial issues. Different studies have revealed that most individuals never finish reading a fiction book from cover to cover after leaving school (Brydolf 2007).

Also, there are distinct investigations which reveal that many students have graduated from institutions with inadequate reading abilities, attributing it to the weak culture developed during their university days (see Singh 2011). In most tertiary institutions, learners do not read, even the few who read, only do so as a

means of passing their examinations (Paul et al. 2012). The libraries that are intended for reading have now been turned into browsing centres, points of reference and copying of lecture notes as only a few students are seen reading in the libraries most times.

As Shabo and Usafia (2009) pointed out, the reading culture of learners has been washed down the drain as a consequence of the evolution of technology and advent of social media. Reading is the fundamental factor that determines the foundation of prominence in people's lives irrespective of status, gender, and age. It improves and develops an individual and is also essential when writing an examination. One of the principal cause for the dwindling speed at which students read is as a result of the invasion of social media as mentioned earlier.

Further, users around the world, whether teens or college students share personal information on social media. Most individuals disclose personal information on their profiles. Research on social media found a paradox, a discrepancy between privacy concerns and actual privacy settings (Barnes 2006).

Analyses of profiles have found that social media users, especially students provide a significant amount of personal information on public profiles.

Gross and Acquisti (2005) examined the Facebook profiles of more than 4000 tertiary students and discovered that only a little percentage had changed the

default privacy settings (Lukas 2006). The question that arises is it secured enough that students share their personal information since it has become a significant aspect of their live.

Boyd and Allison (2007) defined social network sites as "web-based services that allows individuals to; construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the systems". The definition focuses on platforms such as Facebook, Twitter, etc. Based on a strict theoretical understanding, all networked tools that allow establishing connections between at least two humans, have to be understood as social networking platforms.

Wikipedia notes that social media use internet and web-based technologies to transform broadcast media monologues (that is one to many) into social media dialogues (many to many). It supports the democratization of knowledge and information, transforming from content consumers into content producers. Kaplan and Haenlein, quoted in Ganiyu and Qasim (2011) defined social media as "a group of internet-based applications that build on the ideological and technological foundations of web 2.0, which allows the creation and exchange of user generated content". 36

Duarte (2009), "web 2.0" is derived from naming conventions in software, where upgraded web technologies are numbered. For instance, version of a technology may be numbered as; 1.0, 2.0, 3.0, 4.0, 5.0, and so on. Essentially. Duarte writes, "web 2.0 refers to the functionality built into websites that allows people to put information on them more easily, share it with others and collaborate with them". In other words, social networks are facilitated on the internet by the use of web 2.0 (and other versions such as web 3.0). Web-based applications, commonly information on the internet are also producers and disseminators of information.

Social media are computer-mediated technologies that allow the creating and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. The variety of stand-alone and built-in social media services currently available introduces challenges of definition. However, there are some common features.

1. Social media are interactive Web 2.0 Internet-based applications.
2. User-generated content, such as text posts or comments, digital photos or videos, and data generated through all online interactions, are the lifeblood of social media.
3. Users create service-specific profiles for the website or app that are designed and maintained by the social media organization.

4. Social media facilitate the development of online social networks by connecting a user's profile with those of other individuals and/or groups.

Social media use web-based technologies, desktop computers and mobile technologies (e.g., smart phones and tablet computers) to create highly interactive platforms through which individuals, communities and organizations can share, co-create, discuss, and modify user-generated content or pre-made content posted online.

They introduce substantial and pervasive changes to communication between businesses, organizations, communities and individuals. Social media changes the way individuals and large organizations communicate. These changes are the focus of the emerging field of technoself studies. In America, a survey reported that 84 percent of adolescents in America have a Facebook account. Over 60% of 13 to 17-year-olds have at least one profile on social media, with many spending more than two hours a day on social networking sites. According to Nielsen, Internet users continue to spend more time on social media sites than on any other type of site. At the same time, the total time spent on social media sites in the U.S. across PCs as well as on mobile devices increased by 99 percent to 121 billion minutes in July 2012 compared to 66 billion minutes in July 2011. For content contributors, the

benefits of participating in social media have gone beyond simply social sharing to building reputation and bringing in career opportunities and monetary income.

The mass media perform their functions in every society. As they perform their functions in society, they do not work in isolation or in a vacuum, but in conjunction with other social institutions such as family and kinship, educational, economic, internal and cultural social function of the mass media.

According to Okunna (1999) "Mass Media as a socializing agency works closely with other socializing agencies like the family, the school, the church, and the peer group. Through the process of socialization, the individual is made aware of and internalizes the 38 values, norms and acceptable behavior patterns of the society. To internalize means to learn something so well that it becomes a part of you. The mass media as a socializing agency provides a common knowledge, the internalization of which enables people to operate as effective members of their society.

2.5 APPRAISAL OF THE REVIEW

The review on "The Impact of Social Media on the Spread of Vulgar Words Among Kwara State Polytechnic Students" offers a comprehensive exploration of a pertinent issue within the academic context. Its strengths are evident in the relevant research objectives, structured methodology, and consideration of demographic

factors. The study's relevance is underscored by its timely exploration of the influence of social media on language use, reflecting the contemporary communication landscape. The incorporation of a Likert scale questionnaire provides a systematic and measurable approach, offering quantifiable data for analysis. Demographic considerations, including gender, age, and academic year, enrich the study by acknowledging potential variations in perceptions across diverse student groups.

However, certain limitations merit attention. The study's sample size appears limited, and a more extensive representation of the Kwara State Polytechnic student population would enhance the study's external validity. The subjective nature of the Likert scale might oversimplify the nuanced attitudes towards vulgar language, warranting a complementary qualitative component to capture the depth of student experiences. Furthermore, addressing potential response bias is crucial to ensure the reliability of the findings. Measures such as anonymity assurances and transparent communication regarding the research's purpose could mitigate this bias.

The study's potential for practical recommendations is a commendable aspect. Depending on the findings, interventions and awareness programs can be designed to promote responsible online communication, contributing to a positive and respectful virtual environment among students. While the review provides

valuable insights, addressing the mentioned limitations expanding the sample size, complementing quantitative data with qualitative insights, and mitigating potential biases would fortify the study's credibility and applicability within the broader context of Kwara State Polytechnic.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the methods used to collect data for this study. The followings are addressed and explained as they pertain to this study: research design, research method, population of the study, sample size, sampling method, operationalization of concepts and measurement of variables, instruments for collecting data, validity and reliability tests, data collection process, data analysis method and ethical considerations.

3.2 Research Design

Research design is a blueprint of a scientific study. It includes research methodologies, tools, and techniques to conduct the research. It helps to identify and address the problem that may rise during the process of research and analysis. A research design also called a research strategy, is a plan to answer a set of questions (McCombes, 2016).

This research focused on following the explanatory research design in order to complete the dissertation. This has been selected since this research design allows the analysis and determination of a causal relationship between variables under consideration unlike the other two commonly followed research designs i.e.

descriptive and exploratory research design (Creswell J. W., 2013). It has been observed that explanatory research design enables the researcher to understand and follow a systematic discussion of theoretical ideas and its applications (Malhotra, 2011).

Besides this, descriptive and exploratory research design would not have been useful for this research since descriptive research design focuses on determining concepts that have been minimally studied descriptively while exploratory research design intends to research topics that are novel and have not been studied before. Hence, has been selected since it enables the researcher to comprehend the type of relationship that affects it. In addition, this research method is considered more valid and reliable since it involves the use of statistical analysis (De Vaus, 2015).

3.3 Research Method 3.3

An important factor that determines the research method to be used in any work is the nature of the problem under the study. Though there are many forms of research methodology but due to nature of this research work, the researcher has chosen to use survey research method (exploratory survey design) to carry-out the research work. This will enable the researcher to gather information combine with

the purpose of observing the population for critical analysis and retrieving factual information from the respondents.

It needs to be stated that this research work will be conducted to assess the use of social media as tools for bullying among polytechnic students. In essence, students in Kwara State Polytechnic will be the major respondents through which questionnaires will be administered and collated.

3.4 Population of the Study

Population refers to a set of all possible cases of interest on a research report. In most cases it is the group to which the researcher plans to generalize his research. Population of the study refers to the total number of the people involved in the study. Adeagbo (2011). Babbie (2010) defines population as the aggregation of elements from which a sample is actually selected. This affirms the population is the bigger group from which the sample which is usually smaller is drawn from.

The population of this study covers students in Kwara State Polytechnic, Ilorin. According the Director of Students Affairs (2022) in the institution, the total population of students in Kwara State Polytechnic is 21,467. The institution has five (5) institutes (Institute of Information and Communication Study-ICT, Institute of

Finance and Management Studies- IFMS, Institute of Environmental Studies- IES, Institute of Applied Sciences-IAS, and Institute of Technology-IOT) and thirty-three (33) departments. However, it is worthy to note that samples will be taken in each of the five (5) institutes in the institution.

3.5 Sample Size and Sample Technique

Sample is a section or part of an entire population of people or things which are studied to obtain information about the research variables. It implies a proportion which was taken as a representative of the whole population and which conclusions are made on them based on the data which they give and was taken to be peculiar to all members of the whole population (Maduene, 2010).

Taro Yamane method was used to determine the sample size of this study.

Taro Yamane Formula:

$$n = \frac{N}{1 + N(e)^2} \quad n = \frac{N}{1 + N(e)^2} \quad n = \frac{N}{1 + N(e)^2}$$

- n = sample size
- N Population Size
- e = Sample error
- 1 = Constant
- A = Power of 2

$$n = \frac{21,467}{1 + 21,467 (0.1)^2}$$

$$n = 1 + 21,467(0.1)^2$$

Using the above formula, the sample size of this study is 99.99. Approx. 100. Hence, 100 respondents will be sampled within the population size of this study.

According to Mugenda and Mugenda (2013), sampling is the process of selecting a few cases in order to provide information that can be used to make judgment about a much larger number of cases. This simply means that while sample is the number of respondents that will be selected to represent the entire population of study, sampling simply refers to the selection process (Denscombe, 2003).

This study will employ multi-stage sampling technique in a bid to ensure that selection of the respondents is done effectively. Multistage sampling is a sampling method that divides the population into groups (or clusters) for conducting research (Mill 2014). It is a complex form of cluster sampling, sometimes, also known as multistage cluster sampling. During this sampling method, significant clusters of the selected people are split into sub-groups at various stages to make it simpler for primary data collection.

At stage one, systematic sampling technique will be used to select three (3) institutes from the list of five (5) institutes in Kwara State Polytechnic. Thus, every

second term is selected. This led to the selection of Institute of Information and Communication Technology, Institute of Finance and Management Studies and institute of Applied Sciences.

At stage two, simple random sampling technique will be used to select two (2) departments from each of the three selected institutes in Kwara State Polytechnic.

At stage three, convenient sampling technique will be used to select respondents from each of the two selected departments in the three institutes.

The selection of the departments and number of respondents that will be sampled in each of the department are shown in the table below:

Institute	Selected Department	Selected Respondents	Percentage in Sample Size
Institute of Information and Communication Technology (ICT)	Mass Communication Department	22	22%
	Computer Department Science	20	20%
Institute of Finance and Management Studies (IFMS)	Marketing Department	17	17%
	Public Administration Department	15	15%
Institute of Applied Sciences (IAS)	Science Laboratory Technology Department	16	16%
	Hospitality Department		
Total	6	100	100%

3.6 Research Instrument

Research instrument is the tool which a researcher used in eliciting required information from the sample selected (Oyewole & Olorede, 2014). The type of instrument used for a research depends on the type of data to be collected and the method of research adopted.

The instrument that would be used in collecting data for this research work is Questionnaire. The researcher will use structured questionnaire i.e. close-ended questionnaire containing series of relevant questions to elicit information from the target population of the study. The questionnaire would be designed into two parts; Part A would provide answers on the demographic factors of the respondents while Part B would answer the research questions.

3.7 Validity of Research Instrument

A study is reliable when repeated measurement of the same material results in similar decision or conclusion, winner and Dominick (2013:156). To ascertain the validity of the instrument, expert validity was employed. Hence, the researcher's supervisor who is a communication expert, scrutinized the instrument to ensure that it is valid and credible for measurement. In this way the questionnaire will be tested for coherence, ability to elicit responses comprehensibility and consistency, suggestion and corrections affected by the supervisor made it valid.

3.8 Reliability of the Research Instrument

An instrument is reliable when repeated measurement of the same material results in similar decisions or conclusion (Wimmer & Dominick, 2003). Pilot study will be conducted in ascertaining the reliability of the instrument. A pre-test of 10 copies of the questionnaire will be designed and administered to sampled 10 respondents in a place outside the study area. A trial testing will be carried out outside the area of study but has the same characteristics with the study area. Copies of the instrument will be administered on 10 respondents. Data collected will be analyzed using the CronbachAlpha.

3.9 Method of Administration of the Research Instrument

Method of administration of instrument data collection are techniques and procedures used to gather information for research purposes. These methods can range from simple self-reported surveys to more complex experiments and can involve either quantitative or qualitative approaches to data gathering (Creswell J. W., 2013).

In this study, the questionnaire will be administered by the researcher so that everything can be monitored and properly returned. The instrument will be retrieved within 24-hours after administration.

3.10 Method of Data Analysis

Data Analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data.

In terms of quantitative research approach, the data analysis method also follows a quantified approach whereby raw numeric data is statistically analyzed for making sense of the data and its comprehension unlike in research, which follows a qualitative research approach.

Qualitative research approaches usually adopt an statistical approach for the analysis of the data since the data collected could hardly be quantified. The approach these types of research follow usually involves interpretation.

The data collected in this study were analyzed descriptively and inferentially using tables. The descriptive statistics that were employed are frequency, percentage, mean and standard deviation. In order to answer the research questions, descriptive statistics showing the means and standard deviations of each item were presented and inferential statistics showing the correlations.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter focuses on the presentation of data and analysis of the result obtained from respondents during field survey. A total of one hundred (100) questionnaires from respondents during field survey. A total of one hundred (100) questionnaires were administered to respondents via online (e-questionnaire). All the questionnaires were also completed and submitted online. The data obtained in the field survey were presented and analyzed using chi-square (χ^2) method. Presentation and analysis of data collected are shown below:

4.2 FIELD PERFORMANCE OF THE RESEARCH INSTRUMENT

4.2.1 Analysis of Respondents' Demographic

Table 1: Gender

Variable	Respondent	Percentage (%)
Male	46	46%
Female	54	54%
TOTAL	100	100%

Source: Field Survey, 2025

Analysis: The above table shows that 46 respondents representing 46% of 100 respondents are male while 54% of the respondents are female. This represents an acceptable result of both gender groups with female having the highest participating respondents in this study.

Variable	Respondent	Percentage
20-29	67	67%
30-39	30	30%
40-49	3	3%
50 & Above	0	0%
TOTAL	100	100%

Source: Field Survey, 2025

Analysis: The above table shows that 67% of 100 respondents are between the ages of 20-29, 30% are between the age of 30-39, 3% are between the age of 40-49 while age 50&above is 0%. This represents an acceptable result of the required age bracket for the purpose this research survey with the age bracket of 20-29 having the highest value of respondents.

Table 3: Marital Status

Variable	Respondent	Percentage (%)
Single	80	80%
Married	20	20%
Others	0	0%
TOTAL	100	100%

Source: Field Survey, 2025

Analysis: The above table shows that 80 respondents representing 80% of 100 respondents are single, 20 respondents representing 20% are married while no divorced respondents attempt any of the questionnaire. This represents an acceptable result of the required marital status with singles having the highest percentage of respondents.

Table 4: Religion

Variable	Respondent	Percentage (%)
Muslim	56	56%
Christian	41	41%
Traditional	3	3%
TOTAL	100	100%

Source: Field Survey, 2025

Analysis: From the table above, 56 respondents representing 56% of 100 respondents are Muslims, 41 respondents representing 40% are Christians while 3 respondents representing 3% practice traditional religion. This represents a strictly acceptable result with Muslim respondents having the highest population.

Table 5: Academic Level

Variable	Respondent	Percentage (%)
ND I	5	5%
ND II	79	79%
HND I	16	16%
HND II	0	0%
TOTAL	100	100%

Source: Field Survey, 2025

Analysis: The table above shows that 5 respondents representing 5% of 100 respondents are new intake, 79 respondents representing 79% of the total respondents is ND II students, 16 respondents representing 16% of the total respondents are HND I and 0 respondents representing 0%.

4.2.2 Analysis of Questions in the Research Instrument

Table 6: How frequently do you use social media platforms?

Options	Frequency	Percentage
Daily	100	100%
Several times a week	0	0%
Once a week	0	0%
Rarely	0	0%
Never	0	0%
Total	100	100%

Source: Field Survey, 2025

Analysis: From the table presented above, the total respondents indicated that they use social media platforms every day. This portrays that data is collected from relevant respondents who have keen relationship with the concept and phenomenon under study.

Table 7: Are you aware of the use of vulgar words on social media platforms?

Options	Frequency	Percentage
Yes	93	93%
No	7	7%
Total	100	100%

Source: Field Survey, 2025

Analysis: The table above shows that 93 of 100 respondents is aware of the use of social media platform on vulgar words while only 7% respondents is not aware of the use of social media platform on vulgar words.

Table 8: How often do you come across vulgar words on social media?

Options	Frequency	Percentage
Very Often	60	60%
Occasionally	15	15%
Rarely	14	14%
Never	11	11%
Total	100	100%

Source: Field Survey, 2025

Analysis: The table above shows the responses of respondents based on how often they come across vulgar words on social media. 60 (60%) of 100 respondents indicated that social media serve them very often about the concept; 15 (15%) respondents that social media serve them occasionally about the concept; 14 (14%) respondents that social media serve them rarely about the concept and 11 (11%) respondents have never come across vulgar words on social media. Hence, highest percentage of the respondents (60%) indicated that they receive more information about vulgar words through social media.

Table 9: From which social media platforms do you mostly observe the frequent use of vulgar words?

Options	Frequency	Percentage
Facebook	48	48%
WhatsApp	32	32%
Twitter	15	15%
Instagram	5	5%
Total	100	100%

Source: Field Survey, 2025

Analysis: From the table presented above, 48 respondents indicated that they are mostly exposed to vulgar words on Facebook. 32 respondents admit that WhatsApp is the social media platform they mostly observe vulgar words. 15 respondents chose Twitter platform while 5 respondents indicated that they are mostly exposed to vulgar words on Instagram.

Table 10: Has the use of social media influenced your language choice or the use of vulgar words in your communication?

Options	Frequency	Percentage
Yes	30	30%
No	70	70%
Total	100	100%

Source: Field Survey, 2025

Analysis: From the table presented above, 70 respondents representing 70% of the total respondents indicated that social media do not influence their choice of language or adoption of vulgar words in their communication while 30 respondents were influenced by social media in their choice of language and adoption of vulgar words during communication.

Table 11: Vulgar language has negatively impacted the peaceful coexistence among the students of Kwara State Polytechnic.

Options	Frequency	Percentage
Strongly agree	71	71%
Agree	27	27%
Neutral	2	2%
Disagree	0	0%
Strongly disagree	0	0%
Total	100	100%

Source: Field Survey, 2025

Analysis: From the table above, 71 (71%) of 100 respondents strongly agreed that Vulgar language has negatively impacted the peaceful coexistence among the students of Kwara State Polytechnic. 27 (27%) respondents agreed with the statement; 2 (2%) were neutral while no respondent either disagree or strongly disagree with the statement. Thus, highest percentage of the respondents showed positive remark towards the statement that vulgar language has negatively impacted the peaceful coexistence among the students of Kwara State Polytechnic.

Table 12: The spread of vulgar language has caused increased tension and conflicts within the institute.

Options	Frequency	Percentage
Strongly agree	51	51%
Agree	38	38%
Neutral	9	9%
Disagree	2	2%
Strongly disagree	0	0%
Total	100	100%

Source: Field Survey, 2025

Analysis: From the table above. 51 (51%) of 100 respondents strongly agreed that the spread of vulgar language has caused increased tension and conflicts within the institute. 38 (38%) respondents agreed with the statement, 9 (9%) were neutral, 2 (2%) disagreed with the statement while there was no respondent that strongly disagreed with the statement. Hence, highest percentage (51%) of the respondent indicated that the spread of vulgar language has caused conflicts within the institute.

Table 13: Vulgar language has led to misunderstandings and mistrust among the student of Kwara State Polytechnic.

Options	Frequency	Percentage
Strongly agree	29	29%
Agree	45	45%
Neutral	20	20%
Disagree	6	6%
Strongly disagree	0	0%
Total	100	100%

Source: Field Survey, 2025

Analysis: From the table presented above, 45 (45%) of 100 respondents agreed that Vulgar language has led to misunderstandings and mistrust among the student of Kwara State Polytechnic. 29 (29%) respondents strongly agreed with the statement, 20 (20%) were neutral, 6 (6%) respondents disagreed while none of the respondents strongly disagreed with the statement. Hence, highest percentage of respondents that participated in the field survey agreed with the statement.

Table 14: The spread of vulgar language has created divisions among the students.

Options	Frequency	Percentage
Strongly agree	8	8%
Agree	10	10%
Neutral	5	5%
Disagree	37	37%
Strongly disagree	40	40%
Total	100	100%

Source: Field Survey, 2024

Analysis: From the table presented above, 8 respondents strongly agreed that spread of vulgar language has created divisions among the students. 10 respondents agreed with the statement, 5 respondents were neutral, 37 respondents disagreed while 40 respondents strongly disagreed that the spread of vulgar language has created divisions among the students.

Table 15: Social media influences the spread of vulgar language among the students.

Options	Frequency	Percentage
Strongly agree	56	56%
Agree	39	39%
Neutral	5	5%
Disagree	0	0%
Strongly disagree	0	0%
Total	100	100%

Source: Field Survey, 2024

Analysis: From the table presented above. 56 (56%) of 100 respondents strongly agreed social media influences the spread of Vulgar language among the students. 39 (39%) respondents agreed with the statement; 5 (5%) were neutral while no respondent either disagree or strongly disagree with the statement. Hence, highest percentage of the respondents (56%) strongly agrees with the statement.

Table 16: Social media platforms are frequently used to spread vulgar language within the campus

Options	Frequency	Percentage
Strongly agree	40	40%
Agree	53	53%
Neutral	0	0%
Disagree	5	5%
Strongly disagree	2	2%
Total	100	100%

Source: Field Survey, 2024

Analysis: From the table presented above, 40 respondents strongly agreed that social media platforms are frequently used to spread vulgar language within the campus. 53 respondents agreed with the statement. 5 respondents disagreed, 2 respondents strongly disagreed with the statement while no respondents was neutral.

Table 17: The institution should implement awareness campaigns to educate the students about the dangers of vulgar language.

Options	Frequency	Percentage
Strongly agree	70	70%
Agree	15	15%
Neutral	0	0%
Disagree	5	5%
Strongly disagree	10	10%
Total	100	100%

Source: Field Survey, 2024

Analysis: The table above shows that 70 (70%) of 100 respondents strongly agreed that the institution should implement awareness campaigns to educate the students about the dangers of Vulgar language. No respondents pose neutral to the claim, 15 (15%) agreed, 5 (5%) disagreed and 10 (10%) strongly disagreed.

The table shows that 48 (48%) respondents agreed that School management should enact stricter regulations to curb the spread of vulgar language among the students. 34 (34%) respondents strongly agreed with the statement, 14 (14%) respondents were neutral, 4 (4%) disagreed while none of the respondents strongly disagreed

with the statement. The highest percentage (48%) of respondents that participated in this study agreed with the statement.

Table 20: Educational institutions, including Kwara State Polytechnic, should integrate awareness programs addressing responsible social media use into their curricula.

Options	Frequency	Percentage
Strongly agree	47	30%
Agree	37	37%
Neutral	22	22%
Disagree	1	1%
Strongly disagree	0	0%
Total	100	100%

Source: Field Survey, 2024

From the table presented above, 94 (47%) respondents agreed that Educational institutions, including Kwara State Polytechnic, should integrate awareness programs addressing responsible social media use into their curricula. 59 (29.5%) respondents strongly agreed with the statement, 44 (22%) were neutral, 3 (1.5%) disagreed while none of the respondents strongly disagree with the statement.

Highest percentage of respondents that participated in the field survey agreed that

Educational institutions, including Kwara State Polytechnic, should integrate awareness programs addressing responsible social media use into their curricula.

Table 18: Predominant users of social media greatly influences student's lifestyles

Options	Frequency	Percentage
Strongly Agree	44	44%
Agree	43	43%
Neutral	10	10%
Disagree	3	3%
Strongly Disagree	0	0%
Total	100	100%

Source: Field Survey, 2024

The table shows that 44 (44%) of 100 respondents strongly agreed and agreed respectively that Predominant users of social media greatly influences student's lifestyles. 10 (10%) respondents posed neutral about the claim, 3 (3%) respondents disagreed while none of the respondents strongly disagreed with the statement. Highest percentage of respondents (43%) that took part in the field survey strongly agreed and agreed respectively with the statement.

Table 19: School management should enact stricter regulations to curb the spread of vulgar language among the students

Options	Frequency	Percentage
Strongly Agree	34	34%
Agree	48	48%
Neutral	14	14%
Disagree	4	4%
Strongly Disagree	0	0%
Total	100	100%

Source: Field Survey, 2024

This is because vulgar language indicates a lack of respect for others. In addition, abusive language is also considered inappropriate to communicate with friends, especially older people. In addition, the use of vulgar language in communicating also increases the sense of arbitrariness to others.

Complex language makes us feel superior to others, so it is often considered an arbitrary act. Without students realizing it, the use of harsh language often hurts the feelings of others. Even though we use offensive language to friends with the

intention of joking, sometimes the language spoken can make an impression on someone's heart. They never know what the other person is thinking and feeling, so it could be that harsh words that are uttered can hurt them. As a result, heartache can lead to more significant problems such as conflict.

4.3 ANALYSIS OF RESEARCH QUESTIONS

The analysis of research questions in this study address "the impact of social media on the spread of vulgar words among Kwara State Polytechnic students, Ilorin". While clear and relevant, refining them for specificity and theoretical grounding would enhance the validity of this study.

Research question one: What is the influence of social media on the spread of vulgar language among Kwara State Polytechnic Students?

It can be seen that 50% of the respondents strongly agreed that there is influence of social media on the spread of vulgar language among Kwara State Polytechnic Students. 40% of the respondent also agree that social media has influence on the spread of vulgar language. also 10% of the respondent disagreed with the statement and according to the response of the majority that strongly agree and agree with the question, it shows that social media has create the spread of vulgar language among Kwara state polytechnic students.

Research question two: What influence does the use of vulgar words on social media have on the communication skills of Kwara State Polytechnic students?

The analysis shows that 40% of the respondents strongly agree that there is influence of social media use on communication skills among Kwara State Polytechnic, 50% of the respondents also agreed to the statement, and only 10% disagree among the overall.

Research question three: How does usage of vulgar language on social media platforms does affects interpersonal relationships among Kwara State Polytechnic students?

It can be shown that 50% of the respondents strongly agree that there is more extent in which the influence of social media on the spread of vulgar language among students of Kwara State Polytechnic. 50% of the respondents also agree and none of the respondents strongly disagree and disagree with the statement. It shows that majority of the respondents agree that social media create more influence in the spread of vulgar language among Kwara State Polytechnic students.

Research question four: What are the motivations driving Kwara State Polytechnic students to use vulgar language on social media?

From fifteen (15) questions asked in the questionnaire with 100 respondents, it has been found that from a range of values 1-5, more than 50% of students answered

with a score of 5 regarding the importance of social media for them. Therefore, a value of 5 is the highest value to show that social media plays a vital role in supporting activities carried out by students. In the following question, 28% of respondents answered that they had used the word sarcasm when communicating on social media, 29% responded that they had spoken at will when sharing on social media, 38% answered that they.

4.4 DISCUSSION OF FINDINGS

In the course of this study, this researcher was exposed to a lot of information that call for further discussion. Therefore, we shall endeavor to pay much attention to discussing information gathered through oral interview or discussing of data not contained in our data presentation section.

The respondents added that Social media have been changing the individuals' method for living in many ways especially in the objects linked to the communication domain, knowledge, and education. It means also suggests one of the necessities of human life will be achieved; to communicate and interact with other beings. Therefore, in the era of globalization, many people use social media around the world as a significant toll of their lives, but it influences changing the language that we communicate with others. The respondents also added that, social media have positive and negative effects on language. There are many positive

effects that social media changing language when people need to communicate with each other such as easy communication. So, social media often could be helpful, and give a positive value to language. For example, when we use a conversation in the tool's social media, we have had many new words added to the language dictionary for doing a well understanding and could identify a better quickly responding to get clear feedback.

The digital era today has a very significant impact, especially on how we communicate. Every year, the use of technology such as gadgets has increased rapidly.

Meanwhile, most vulgar words are often used by students Kwara State Polytechnic, Ilorin. The vulgar language, but some students also use sarcasm to make fun of other people.

In the case of body shaming, they use expressions such as dud bod, busty to describe the person they are referring to. For young people such as students, using this language is natural to familiarize themselves with. However, according to the parents' view, this language is a form of sarcasm considered impolite, especially for the interlocutor.

When viewed from their habit of using harsh language or slang, several supporting factors encourage students to use it. Slang, sarcasm, and other forms of impolite

language are used because (1) the level of awareness in language politeness is lacking. Many students do not realize that politeness in the language is fundamental to apply. A weak understanding of language can make students wrong in expressing action and using language that is not polite and appropriate; (2) inappropriate family upbringing. Some families don't care about their family members using good language. They rarely advise or give examples of politeness in communicating, so this habit continues into adulthood. (3) and the last is the unfavorable social environment. Students often do activities outside and meet many people with different characters. The more often you adapt to the crowd, the more new languages will be used and become a habit. To familiarize themselves and find topics that become a joke, students usually use sarcasm or informal slang. From these factors, students become accustomed to using sarcasm or slang with older people or people they do not know.

According to research surveys, students use sarcasm in certain situations, such as angry or upset. Unstable and uncontrolled emotions can trigger harsh words when communicating with others. When angry or upset, someone can no longer prioritize politeness in communicating because they will focus on venting their anger. So that on social media, we often find abusive language that mentions the names of animals aimed at certain accounts and other swear words. However, students often use

sarcasm to indicate their joy through jokes with friends. This form of joke is self-expression that shows closeness with other friends. So that students often communicate with their friends using sarcastic language so that they don't seem stiff and can express that feeling of pleasure.

According to the survey, many of them do not feel remorse after using this form of language because they do not know how badly it affects the value of politeness in society. No one rebuked them for stopping using such abusive language. However, once they regret it, they will keep repeating it. That's because they have used offensive language as a language of daily communication, and it has become a habit that is hard to break. If the application of good communication ethics is not carried out continuously, the morals of the younger generation will fade and can damage the nation's image.

The use of vulgar words on social media affects students' lives. They assume that slang, sarcasm, and other forms of disrespectful language can reduce mutual respect. This is because vulgar language indicates a lack of respect for others. In addition, abusive language is also considered inappropriate to communicate with friends, especially older people. In addition, the use of vulgar language in communicating also increases the sense of arbitrariness to others.

Complex language makes us feel superior to others, so it is often considered an arbitrary act. Without students realizing it, the use of harsh language often hurts the feelings of others. Even though we use offensive language to friends with the intention of joking, sometimes the language spoken can make an impression on someone's heart. They never know what the other person is thinking and feeling, so it could be that harsh words that are uttered can hurt them. As a result, heartache can lead to more significant problems such as conflict.

Most social media users are students from the survey that we have shared. This shows that the use of social media among students in Kwara State Polytechnic is high because social media plays a significant role in supporting academic and non-academic activities carried out by students. However, along with the development of social media users, it raises many problems and significant changes related to the value of politeness (Putri, 2021). Many students begin to forget the importance of using polite language in social media, even though each individual must have the ability to control their activities (Rianto, 2019).

Devices become a benchmark for the progress of a country. It is noted that almost all people in Nigeria have used gadgets to communicate, seek information, and do business. In addition, many social media applications are intentionally created to

meet the needs of socialization that can connect people from various parts of the world (Cholillah, 2021).

The use of slang, sarcasm and other forms of disrespectful language is their way of communicating to friends to express closeness or as a joke. But if they ignore who the sarcasm or slang is used, people will consider it a bad habit and disrespectful. It is known that students use slang or slang and use sarcasm, which seems impolite.

Examples of abusive language that they often use are mother fucker, asshole etc. mixture of other regional languages with bad connotations. Students in different areas use these harsh languages. The word are coarse language that is often found in Jakarta.

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When viewed from their habit of using harsh language or slang, several supporting factors encourage students to use it. Slang, sarcasm, and other forms of impolite language are used because (1) the level of awareness in language politeness is lacking. Many students do not realize that politeness in the language is fundamental to apply. A weak understanding of language can make students wrong in expressing action and using language that is not polite and appropriate; (2) inappropriate family upbringing. Some families don't care about their family members using good language. They rarely advise or give examples of politeness in communicating, so this habit continues into adulthood. (3) and the last is the unfavorable social environment. Students often do activities outside and meet many people with different characters. The more often you adapt to the crowd, the more new languages will be used and become a habit. To familiarize themselves and find topics that become a joke, students usually use sarcasm or informal slang. From these factors, students become accustomed to using sarcasm or slang with older people or people they do not know.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

This study investigated the Influence of social media on the Spread of Vulgar Language among Kwara State Polytechnic Student. The study was sectionalized into five chapters. Chapter one of the study covered the introduction, statement of the problem, scope of the study, research question, objectives of the study, significance of the study and definition of terms used. Chapter two of the study covers the review of related literature discussed under conceptual framework, theoretical framework and Empirical Review. Chapter three of the study covered the methodology used for gathering of information used and its analysis. Chapter four of the study covered the presentation of data and its analysis while chapter five of the study entailed the summary, conclusion and recommendation.

However, the study found out the influence of social media on vulgar language among Kwara State Polytechnic, Ilorin, with the advent of social media and its usage among the students, their behavioral is enhanced and influenced. It also have effect on the academic achievement of students with manner at which they are addicted to using social media. The study also noticed that social media exposes students to meeting people of

bad and good character shows that the use of social media is high because social media plays a significant role in supporting academic and non-academic activities carried out by students. However, along with the development of social media users, it raises many problems and significant changes related to the value of politeness (Putri, 2021). Many students begin to forget the importance of using polite language. It also shows that students use vulgar language, which seems impolite. When viewed from their habit of using vulgar language, several supporting factors encourage students to use it.

5.2 CONCLUSION

In conclusion, the result obtained from this study show that Social media influences the spread of Vulgar language among the students. Therefore, the population of the phenomenon influence of social media in the spread of vulgar language among the student was investigated. Base on this, it is instructive to note that the relevant government authorities, the parents, guardians and other sponsors of the students to take good measures to make the students be wary of how and why they use the vulgar language otherwise, many of the students might lavish their precious time and the sponsors' might hard earned resources in institute and later end up as a school dropout. When viewed from their habit of using vulgar language, several supporting factors encourage students to use it and other forms of impolite language

are used because The level of awareness in language politeness is lacking. Many students do not realize that politeness in the language is fundamental to apply. A weak understanding of language can make students wrong in expressing action and using language that is not polite and appropriate; Inappropriate family upbringing. Some families do not care about their family members using good language. They rarely advise or give examples of politeness in communicating, so this habit continues into adulthood. The unfavorable social environment. Students often do activities outside and meet many people with different characters. The more often you adapt to the crowd, the more new languages will be used and become a habit. To familiarize themselves and find topics that become a joke, students usually use vulgar language.

5.3 RECOMMENDATIONS

At the end of this study, the following recommendations were made:

Kwara State Polytechnic should implement awareness campaigns to educate the students about the dangers of vulgar language.

Social media should play an important role in raising awareness about the reliable source of information among the student.

Kwara State Polytechnic management should enact stricter regulations to curb the spread of Vulgar language among the students of Kwara State Polytechnic manage

ment should remind the students that even though they may hear (or be able to use) those words in other places. One strategy is to help the student identify replacement language that can be used instead Students should also benefit from developing self-control skills that will help them consider the consequences of their actions and to think before they space

5.4 RECOMMENDATIONS FOR FURTHER STUDY

Understanding the dynamics of social media and the spread of vulgar words among Kwara State Polytechnic students is a multifaceted issue that requires a comprehensive approach for further study.

Below are recommendations for future researchers:

- i. Conduct in-depth interviews and focus group discussions with Kwara State Polytechnic students to understand their patterns of social media usage, including platforms frequented, time spent online, and reasons for engaging in online communication.

Investigate the broader impact of social media on language use and communication among Kwara State Polytechnic students. This could involve examining changes in linguistic norms, the blurring of online and offline communication styles, and the role of social media in shaping language trends.

iii. iii. Conduct longitudinal studies to track changes in social media behavior and language use among students over time. This longitudinal approach can provide valuable insights into trends and patterns in online communication dynamics.

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APPENDIX
QUESTIONNAIRE

SECTION A

Demographic Profile of Respondent

1. Gender: (a) Male [] (b) Female []
2. Age: (a) 20-29 [] (b) 30-39 [] (c) 40-49 [] (d) 50 and above []
3. Level: (a) NDI [] (b) NDII [] (c) HNDI [] (d) HND II []
4. Marital status: (a) Single [] (b) Married [] (c) Others []
5. Religion: (a) Christian [] (b) Islam [] (c) Others []

SECTION B

Questions on the Research Study

1. How frequently do you use social media platforms? (a) Daily [] (b) Several times a week (c) Once a week [] (d) Rarely [] (e) Never []
2. Are you aware of the use of vulgar words on social media platforms? (a) Yes [] (b) No []
3. How often do you come across vulgar words on social media? (a) Very often [] (b) Occasionally [] (c) Rarely [] (d) Never []
4. From which social media platforms do you mostly observe the frequent use of vulgar words? (a) Facebook [] (b) Twitter [] (c) Instagram () (d) WhatsApp []
5. Has the use of social media influenced your language choice or the use of vulgar words in your communication? (a) Yes [] (b) No []

SECTION C

Likert Scale Statements

Keywords:

S/N	STATEMENTS	OPTIONS				
		SA	A	N	D	SD
1.	Vulgar language has negatively impacted the peaceful coexistence among the students of Kwara State Polytechnic.					
2.	The spread of Vulgar language has caused increased tension and conflicts within the institute.					
3.	Vulgar language has led to misunderstandings and mistrust among the student of Kwara State Polytechnic.					

4.	The spread of Vulgar language has created divisions among the students.					
5.	Social media influences the spread of Vulgar language among the students.					
6.	Social media platforms are frequently used to spread Vulgar language within the campus					
7.	The institution should implement awareness campaigns to educate the students about the dangers of Vulgar language					
8.	Predominant users of social media greatly influence student's lifestyles.					
9.	School management should enact stricter regulations to curb the spread of Vulgar language among the students					
10.	Educational institutions, including Kwara State Polytechnic, should integrate awareness programs addressing responsible social media use into their curricula.					