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Summer 3-18-2020

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Akerele, Johnson Ayodeji, "Uses of Facebook, WhatsApp and Imo as Correlates of Undergraduates' Composition Skills in the School of Languages, Adeyemi College of Education, Ondo, Ondo State, Nigeria" (2020). *Library Philosophy and Practice (e-journal)*. 4100.  
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**Uses of Facebook, WhatsApp and Imo as Correlates of Undergraduates' Composition Skills in the School of Languages, Adeyemi College of Education, Ondo, Ondo State, Nigeria**

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**Abstract**

The use of social media is contemporarily very common among Nigerian undergraduates. This in the long run is likely to affect their English composition skills. This study therefore investigated the use of WhatsApp, Facebook and Imo as a correlate of composition skills among undergraduates of English language in the Adeyemi College of Education, ACE, Ondo. Stratified random sampling technique was used to select 25% of 300 level undergraduates population from each of the three degree awarding departments (English, Yoruba and French) from the School of Languages in ACE, Ondo. The sample size was 100. A questionnaire tagged Social Media Use and Composition Skills Questionnaire, SMUCSQ, was used in the study. Out of the 100 questionnaire distributed, 98 were returned and found useful. Therefore, the study's response rate was 98%. Four research questions were provided answers to in this study. The study found out that Facebook usage was very low, WhatsApp usage was high, while that of Imo was very low. It was also found out that the respondent composition skills was high while there was a negative implication of the use of WhatsApp, Facebook and Imo on Undergraduates composition skills. It was recommended

that undergraduates should make good use of other media apart from the four in this study so that they are not limited to one or few source of information and Government should formulate policy that will make social media use part of the higher institution curriculum.

**Keywords:** Social Media, Social Media Use and Composition Skills.

## **Background to the Study**

Composition skill is the act or process of composing or putting together letters, specifically arrangement into specific proportion or relation and especially into artistic form. It can also be referred to as writing skills and it is the manner in which spoken words are put down in their autographs (Learning Dictionary, 2015). The word composition comes from the Latin word ‘composer,’ meaning “put together”. In other words, composition skills can be said to be act of putting together letters to communicate non-verbally. According to Renee (2012), the skills have some benefits. Among them are helping to clear one’s mind, compose and write down thoughts properly, relate well with others, improve verbal skills, more credible, better writers, more competent and more intellectual than their less literary counterparts. However, it has been observed that one of the major challenges of composition skills in the 21st century is the addiction of student to social media.

Jack and Scott (2011) defined social media as a set of web-based broadcast technologies that enable the democratization of content giving people the ability to emerge from consumer content to publishers. Also, Wikipedia (2017) defined social media as a computer mediated technologies that allow the creating and sharing of information, ideas career interest and other forms of expression via virtual communities and networks. Besides, Oxford Dictionary (2011) defined social media as website and applications used for social networking, some of which are Skype, Pinterest, YouTube, Twitter, WhatsApp, Instagram, Viber, Snapchat, Facebook, Imo, WeChat, QQ, BBM. The focus of this study was on WhatsApp, Facebook and Imo.

Facebook was founded by Mark Zuckerberg, when he was 23 years old while studying psychology at Harvard University. Facebook Messenger is a free instant messaging service and software application which provides text and voice communication integrated with Facebook's web-based chat features and built on the open MQTT protocol (Wikipedia, 2017). Facebook is a social networking service launched on February 4, 2004. The website's membership was initially limited by the founders to Harvard students, but was expanded to other colleges in the Boston area, the Ivy League, and gradually most universities in the United States and Canada, corporations and by September 2006, everyone with a valid e-mail address along with an age requirement of being 13 and older.

Social networking websites like Facebook have negative effects on students, and those who frequently use such websites are more likely to get lower marks in school (American Study, 2012). Other negative impacts of Facebook include narcissism, histrionic, personal disorder, antisocial personality disorder, bipolar (mania), sadistic, paranoid amongst others. The use of Facebook by undergraduates for sharing photos, making video calls, playing social games, making voice calls and others has really affected the way they write. Most of them prefer using these means to communicate because they do not need to put anything down and this consequently affects their composition skills.

WhatsApp was founded by Jan Koum and Brian Acton on the 24th day of February, 2009 (Wikipedia, 2017). Its website address is [www.whatsapp.com](http://www.whatsapp.com). It is a free ware, cross platform and end to end encrypted instant messaging application for smart phones. It uses the Internet to make voice calls, one to one video calls, send text messages, images, GIF, documents, user location, audio files, phone contacts and voice notes to other users using standard cellular mobile numbers. Originally, users could only communicate with other users individually or in groups of individual users, but in September 2012, WhatsApp advanced into a business platform which enables companies to provide customer service to users at scale.

WhatsApp, as a social medium has been abused severely by undergraduates. This assertion was corroborated by Aliyssa (2009) who argued that e-mail, SMS and WhatsApp have made irreversible impacts on the way we write in that 'social' manner. SMS abbreviations are used

to save time and space and it is indirectly affecting composition skills. Undergraduate have abuse WhatsApp by getting addicted to it. They make use of it while in the class room by browsing the Internet, sending pictures, chatting, updating status, gossiping, transfer of files amidst others. All these serve as a major barrier to effective learning which affects their academic performance.

Imo is a web startup founded and funded by ten of the first Google employees. It is an instant messenger that allows keeping in touch with friends and families by sending messages, photos or videos on iPhone and android (Abbey, 2016). All these files are called the Imo chat history. But sometimes, Imo chat might get deleted or lost due to various reasons. When it happens, Imo chat recovery is not an easy job as the Imo app does not offer one a way to backup or restore Imo chat history and it will become more difficult if one know little about data recovery or have no tech skills.

The use of video calls is rampant among the users of Imo and this poses a big threat to composition skills. Also, undergraduates find it difficult to use writing as a means of chatting instead, they prefer to send voice note to their counterpart and this is likely to seriously affect their composition skills. Machold (2012) found out that students tend to spend more time on Facebook, WhatsApp and Imo respectively at the detriment of their studies most especially in the area of composition skills. This implies that students commit errors in the areas of spelling, punctuation, composition, expression, syntax, morphology and others.

Summarily, if thorough investigation is carried out on WhatsApp, Facebook and Imo in respect of how their usages affect undergraduates' composition skills, it will assist the educational policy makers on how to harness the advantages of these social media and at the same time prevent the negative implications highlighted above. That is, undergraduates will be able to compose and write in an orderly and acceptable manner. Hence, the use of slangs, abbreviations and other vices will be minimal if not totally eradicated. It is in the light of this that this research works focused on WhatsApp, Facebook and Imo usages as predictors of undergraduates composition skills in the School of Languages, Adeyemi College of Education, Ondo, Nigeria.

## **Statement of the Problem**

Good composition skills results in proper presentation of idea. However, observation shows that composition skills in Nigerian institutions are fast declining due to the use of social media such as WhatsApp, Facebook and Imo. The use of abbreviation, slangs, smiley and voice calls while using social media especially among undergraduates has negative effects on writing or composition skills. Besides, social media have made undergraduates to dodge proper writing style, damage punctuation skills, enhance abbreviation and hide idea while chatting. Social media also allow undergraduates not to make clear sentences and their write-ups put off their readers. This work therefore investigated the problem, of poor composition skills arising from the use of WhatsApp, Facebook and Imo among undergraduates in the School of Languages in Adeyemi College of Education, Ondo, Ondo State, Nigeria.

## **Objectives of the Study**

The main objective of this research work was to investigate the use of Facebook, WhatsApp and Imo as correlates of composition skills among undergraduates in the School of Languages, Adeyemi College of Education, Ondo. The specific objectives are to:

1. Determine the extent of use of Facebook among undergraduates in the School of Languages, ACE, Ondo;
2. Investigate the level of use of WhatsApp among undergraduates in the School of Languages, Adeyemi College of Education (ACE) Ondo;
3. Examine the level of use of Imo among undergraduates in the School of Languages, ACE, Ondo;
4. Assess the composition skills of students of School of Languages, ACE, Ondo; and
5. Determine the extent to which the use of WhatsApp, Facebook and Imo predict composition skills among undergraduates of School of Languages, ACE, Ondo.

## **Research Questions**

1. What is the level of use of Facebook among undergraduates in the School of Languages, ACE, Ondo?

2. What is the level of use of WhatsApp among undergraduates in the School of Languages, ACE, Ondo?
3. What is the level of use of Imo among undergraduates in the School of Languages ACE, Ondo?
4. What is the assessment of the composition skills of undergraduates in the School of Languages, ACE, Ondo?

### **Hypotheses**

The following hypotheses were tested in the study at 0.05 level of significance:

- Ho1: There is no significant correlation between the use of Facebook and composition skills among undergraduates of School of Languages, ACE Ondo.
- Ho2: There is no significant correlation between the use of WhatsApp and composition skills among undergraduates of School of Languages, ACE Ondo.
- Ho3: There is no significant correlation between the use of Imo and composition skills among undergraduates of School of Languages, ACE Ondo.

### **Scope of the Study**

The scope of the study comprised all undergraduates in the School of Languages, Adeyemi College of Education, Ondo. Composition skills covered ability to apply correctly punctuation, tenses, abbreviation and other symbols. It also involved ability to form sentences appropriately, while social media covers the use of WhatsApp, Facebook and Imo.

### **Methodology**

#### **Research Design**

The research design applied in this research was the descriptive research design of the survey type. This was found appropriate because none of the variables was manipulated, but expressed the way they occur on the field.

## Population of the Study

The population of the research comprised all the 464, 300 level undergraduates in the Department of English, Yoruba and French in the School of Languages, Adeyemi College of Education, ACE, Ondo.

## Sample Size and Sampling Techniques

Stratified random sampling technique was used to select 25% of undergraduate population from each of the three (3) degree awarding departments from the School of Languages, ACE Ondo. Therefore, the sample size was 117. This was further illustrated in table 1. The 400 level students could not be involved in the study because of their preparation for their final year projects, while 100 and 200 level counterparts were exempted due to inexperience.

**Table 1: The Study's Sampling Size**

S/No	Department	Population	Sampling Size (25%)
1.	English	421	105
2.	Yoruba	30	8
3	French	15	4
Total		466	117

## Research Instrument

The research instrument used was a self-prepared questionnaire tagged Social Media Use and Composition Skills Questionnaire (SMUCSQ), prepared for undergraduates in Adeyemi College of Education, Ondo. Section A asked questions on demographic variables, Section B asked questions on the use of Facebook by undergraduates, section C solicited questions on the use of WhatsApp while section D asked questions on the use of Imo using the Likert-type four-point scale. The points were Very Often (VO), Often (O), Rarely (R), and Not at All (NA). Section E solicited data on composition skills using another Likert-type four-point



scale. The points were Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The reliability coefficient of this scale was 0.87 using Cronbach-alpha method.

### **Validation of the Research**

The research instrument validation was carried out by giving it to experts in the field of English Language and Information and Communication Technology in the Adeyemi College of Education, Ondo. Corrections and suggestions made by them assisted in validating the research instrument.

### **Data Collection**

The questionnaire was personally administered and collected by the researchers from the respondent in the School of Languages, ACE, Ondo. This lasted for four weeks.

### **Data Analysis**

Descriptive statistical tools which involved tables, frequency counts, percentages, mean and standard deviation were used to analyze the data collected.

### **Discussion of Findings**

#### **Response Rate**

**Table 2: Response Rate of the Study**

<b>Number of Questionnaire Distributed</b>	<b>Number of Questionnaire Retrieved</b>	<b>Response Rate (%)</b>
<b>117</b>	<b>98</b>	<b>83.76</b>

Table 2 shows that out of the 117 questionnaire distributed, 98 were returned and found useful. The study's response rate was therefore 83.76%.

## Answers to Research Questions

**Research Question 1:** What is the level of use of Facebook among undergraduates in the School of Languages, Adeyemi College of Education, Ondo?

**Table 3: Use of Facebook among Undergraduates in the School of Languages, ACE, Ondo**

S/N	Items	VO	O	R	NA	$\bar{x}$	S D
1.	Chatting	39 39.79%	28 28.57%	30 30.61%	1 1.02%	3.07	0.48
2.	Gossiping	8 8.16%	12 28.57%	29 29.59%	49 50%	1.78	0.17
3.	Abuse	5 5.10%	6 6.12%	22 22.44%	65 66.32%	1.50	0.52
4.	Assignment	16 61.22%	24 24.48%	21 21.42%	37 37.75%	2.19	0.36
5.	Information sourcing	72 73.46%	19 19.38%	5 5.10%	2 2.04%	3.64	0.03
6.	Share photos	41 41.83%	27 27.55%	24 24.48%	6 6.12%	3.05	0.23
7.	Video message	12 12.24%	17 17.34%	25 25.51%	44 44.89%	1.96	0.45
8.	Social game	9 9.18%	6 6.12%	26 26.53%	57 58.16%	1.66	0.54

9.	Spread awful opinion	7 7.14%	11 11.22%	21 21.42%	59 60.20%	1.65	0.36
10.	Update status	50 51.02	40 40.81%	7 7.14%	1 1.02%	3.41	0.41
	Weighted Average					2.39	0.36

Table 3 indicates that the level of the use of Facebook among undergraduates in the School of Languages, ACE, Ondo, was very low. Undergraduates made use of Facebook to do quite a number of things such as chatting, gossiping, assignment, update status etc. Out of the 10 items listed, only four items yielded a high mean score of between 3.00 and 3.64. The remaining six yielded a low mean score between 1.5 and 2.20. Generally, the weighted average of 2.39 attested to the fact that the level of the use of Facebook among undergraduates in the School of Languages, ACE, Ondo was low. Findings indicated further that students spent more time on chatting ( $\bar{x}=3.07$ ), the level of using Facebook for gossiping was low ( $\bar{x}=1.78$ ), the level of use of Facebook for assignment was also low ( $\bar{x}=2.19$ ). Moreover, the level of the use of Facebook for sharing information, sharing photos, and updating status among undergraduates in A.C.E, Ondo was high ( $\bar{x}=3.05$  and 3.41 respectively), while undergraduates level of use of Facebook for video messages, social game and spreading awful opinion was very low ( $\bar{x}=1.96$ , 1.66 and 1.65 respectively). All these and other indices indicated that the level of use of Facebook among undergraduates in the School of Languages, ACE, Ondo was low.

**Research Question 4:** What is the level of the Use of WhatsApp among Undergraduates in the School of Languages, Adeyemi College of Education, Ondo?

**Table 4: Use of WhatsApp among Undergraduates in the School of Languages, ACE, Ondo**

S/N	Items	VO	O	R	NA	$\bar{x}$	S D
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1.	Discussion	72 73.46%	19 19.38%	5 5.10%	2 2.04%	3.64	0.03
2.	Video message	24 24.48%	24 24.48%	31 31.63%	19 19.38%	2.54	0.58
3.	Voice note	1 1.02%	5 5.10%	16 16.32%	76 77.55%	1.29	0.62
4.	Share photos	44 44.89%	31 31.63%	17 17.34%	6 6.12%	3.51	0.81
5.	Update status	49 50%	9 29.59%	5 15.30%	5 5.10%	3.24	0.37
6.	Transfer files	26 26.53%	37 37.75%	26 26.53%	9 9.18%	3.24	0.74
7.	Share documents	27 27.35%	32 32.65%	31 13.26%	8 8.16%	2.27	0.28
8.	Information sourcing	47 47.95%	35 35.71%	13 13.26%	3 3.06%	3.28	0.02
9.	Assault	1 1.02%	5 5.10%	16 16.32%	76 77.55%	1.29	0.90
10.	Gossip	8 8.16%	7 7.14%	23 23.46%	60 61.22%	1.62	0.63
	Weighted Average					2.59	0.50

In this study, findings revealed that the level of use of WhatsApp among undergraduates in the School of Languages, ACE, Ondo was high. Undergraduates made use of WhatsApp to do quite a number of activities. These include discussion, video message, files transfer,

information sourcing, and voice note amidst others. Out of the ten (10) items listed in Table 4, 8 items yielded a high mean score of between 2.59 and 3.64 while the remaining two items yielded a low mean score of 1.29 and 1.62. The weighted average of 2.59 attested to the fact that the level of the use of WhatsApp among undergraduates in the School of Languages, ACE, Ondo was high. It was observed further that the use of WhatsApp for discussion, video message, voice note, photo sharing, information sharing was high among undergraduates in the school of languages, A.C.E, Ondo ( $\bar{x}$ = 3.64, 2.54, 2.61, 3.51, 3.24, 2.91, 2.79, 3.28 respectively). All these factors are indication that the level of the use of WhatsApp among undergraduates in the school of languages, A.C.E, Ondo was very high.

**Research Question 3:** What is the level of the Use of Imo among Undergraduates in the School of Languages, Adeyemi College of Education, Ondo?

**Table 5: Use of Imo among Undergraduates in the School of Languages, A.C.E, Ondo**

S/N	Items	V O	O	R	NA	$\bar{x}$	S D
1.	Video call	30 30.61%	48 48.97%	15 15.30%	5 5.10%	3.05	0.63
2.	Abuse	24 24.48%	12 12.24%	21 21.24%	41 41.83%	2.19	0.48
3.	Share pictures	16 16.32%	14 14.28%	24 24.48%	44 44.49%	2.02	0.27
4.	Share message	1 1.02%	5 5.10%	16 16.32%	76 77.55%	1.29	0.38
5.	Update status	12 12.24%	20 20.40%	25 25.57%	41 41.83%	2.03	0.51
6.	Information sourcing	5 5.10%	6 6.12%	22 22.44%	65 66.32%	1.50	0.52

7.	Social game	9 9.18%	10 10.20%	19 19.38%	60 61.22%	1.67	0.32
8.	Share document	5 5.10%	16 16.32%	19 19.38%	58 59.18%	1.67	0.73
9.	Gossip	5 5.10%	4 4.08%	14 14.28%	75 76.53%	1.37	0.42
10.	Advert	7 7.14%	11 11.22%	17 17.34%	63 64.78%	1.61	0.16
	Weighted Average					1.84	0.44

Table 5 shows that the level of the use of Imo among undergraduates in the School of Languages, ACE, Ondo was very low. Students do not really make use of Imo in their activities. Studying the ten items listed, it could be deduced that nine items were of low mean score of between 1.29 and 2.19, while only one item (video calling) had a high mean score of 3.05. None of the 10. Also, the weighted average of 1.84 attested to the fact that the use of Imo was low. All these factors are indicators that the level of the use of Imo among Undergraduates, in the School of Languages, A.C.E, Ondo.

**Research Question 4:** What is the assessment of the composition skills of undergraduates in the school of Languages, Adeyemi College of Education, Ondo

**Table 6: Composition Skills of Undergraduates in the School of Languages, A.C.E,**

**Ondo**

S/N	Items	S A	A S	S D	D		SD
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1.	I enjoy writing	57 56.16%	40 40.81%	0 0%	1 1.0%	3.56	0.42
2.	I make good use of punctuation mark while writing	48 48.97%	45 45.91%	4 4.08%	1 1.02%	2.54	0.35
3.	I write abbreviation often	56 57.14%	27 27.55%	9 9.18%	6 6.12%	3.35	0.82
4.	I can write legibly	41 41.83%	48 48.97%	6 6.12%	3 3.06%	3.29	0.08
5.	I am a natural writer	30 30.61%	48 48.97%	15 15.30%	5 5.10%	3.05	0.91
6.	I cannot generate a lot of word quickly	24	56	11	7	2.98	0.56
7.	My sentences are always clear	50 51.02	40 40.81%	7 7.14%	1 1.02%	3.41	0.69
8.	I can easily get rid of grammatical mistakes	25 23.51%	58 59.18%	9 9.18%	6 6.12%	3.04	0.17
9.	I can fairly identify grammatical errors	32 32.65%	50 51.02%	10 10.20%	6 6.12%	3.10	0.45
10.	My write up does	41	42	8	7	3.19	0.72

	not put people off	41.83%	42.85%	8.16%			
	Weighted Average					3.15	0.52

The analysis from Table 6 shows that undergraduates' composition skill was high in the School of Languages, ACE, Ondo. That is, the way undergraduates wrote or put down their thoughts was good. None of the 10 items listed has a low mean score. The mean score was between 2.54 and 3.56. The weighted average of 3.15 attested to the fact that composition skills of Undergraduates in the school of Languages, A.C.E Ondo was high. Further indicators were that respondents enjoyed writing ( $\bar{x}=3.56$ ), wrote with abbreviation ( $\bar{x}=3.35$ ), wrote legibly ( $\bar{x}=3.29$ ) and fairly identify grammatical errors ( $\bar{x}=3.10$ ). All these indices attested to the fact that undergraduates' composition skill was high in the School of Languages, ACE, Ondo.

### Test of Hypotheses

H<sub>01</sub>: There is no significant correlation between the use of Facebook and composition skills among undergraduates of School of Languages in ACE, Ondo.

**Table 7: Correlation between Use of Facebook and Composition Skills in ACE, Ondo**

Variable	N	Mean	Std D	Df	R	Sig (p)	Remark
Use of Facebook	98	23.90	3.60	96	- 0.321	0.005	Sig
Composition Skills	98	31.50	5.20				

Table 7 shows that the correlation coefficient between the use of Facebook and composition skills was negative ( $r = - 0.321$ ). Since  $p = 0.005 < 0.05$ , it is implied that there is negative significant correlation between the use of Facebook and composition skills among



undergraduates of School of Languages in ACE, Ondo. Therefore, the null hypothesis is rejected.

Ho2: There is no significant correlation between the use of WhatsApp and composition skills among undergraduates of School of Languages in ACE, Ondo.

**Table 8: Correlation between Use of WhatsApp and Composition Skills in ACE, Ondo**

Variable	N	Mean	StdD	Df	R	Sig (p)	Remark
Use of WhatsApp	98	25.90	5.00	96	- 0.057	0.000	Sig
Composition Skills	98	31.50	5.20				

Table 8 shows that the correlation coefficient between the use of WhatsApp and composition skills was negative ( $r = - 0.057$ ). Since  $p = 0.000 < 0.05$ , it is implied that there is negative significant correlation between the use of WhatsApp and composition skills among undergraduates of School of Languages in ACE, Ondo. Therefore, the null hypothesis is rejected.

Ho3: There is no significant correlation between the use of Imo and composition skills among undergraduates of School of Languages in ACE, Ondo.

**Table 9: Correlation between Use of Imo and Composition Skills in ACE, Ondo**

Variable	N	Mean	StdD	Df	R	Sig (p)	Remark
Use of Imo	98	18.40	4.40	96	- 0.238	0.002	Sig
Composition Skills	98	31.50	5.20				

Table 9 shows that the correlation coefficient between the use of Imo and composition skills was positive ( $r = - 0.238$ ). Since  $p = 0.002 < 0.05$ , it is implied that there is negative significant correlation between the use of Imo and composition skills among undergraduates of School of Languages in ACE, Ondo. Therefore, the null hypothesis is rejected.

## **Discussion of Findings**

### **Use of Facebook by Undergraduates in the School of Language, ACE, Ondo**

This study found that use of Facebook among undergraduates in the School of Languages, ACE., Ondo was low. Also, it was discovered that students made use of Facebook for limited purpose which helped them in their composition skills and academic activities at large. The study is not in consonance with the findings of Rice (2006), which affirmed that Facebook provide its users with the latest news of the world, consequently, its use is high among information consumers, especially, students.

### **Use of WhatsApp by Undergraduates in the School of Languages, ACE, Ondo**

It was revealed in the study that use of WhatsApp among undergraduates in the School of Languages, ACE, Ondo was high. Students made use of WhatsApp majorly for activities that enhances their academic work.

### **Use of Imo by Undergraduates in the School of Languages, ACE, Ondo**

This study also found that the level of use of Imo among undergraduates in the School of Languages, ACE, Ondo, was low. Students hardly made use of Imo in their day today activities. This implies that Imo cannot be a threat to their academics because it is hardly used.

### **Composition Skills of Undergraduates in the School of Languages, ACE, Ondo**

According to this study, the composition skills of undergraduates in the School of Languages, ACE, Ondo, was good. The students found it easy to put their thoughts down graphically.

Also, it was discovered that they were able to make good use of punctuation marks, avoid grammatical mistakes, spelling mistakes and other form of mistakes while writing.

### **Effect of Use of Facebook on Composition Skills among Undergraduates in ACE, Ondo**

Findings from this research revealed that there was negative significant correlation between the use of Facebook and composition skills among undergraduates of the School of Languages in ACE, Ondo. This was in line with the findings of Omalley *et.al.* (2016) which stated that social networking such as Facebook has negative effects on students, and those who frequently use such websites are more likely to get lower marks in school. This implies that the use of Facebook for social matters wholesomely by undergraduates should be discouraged.

### **Effect of Use of WhatsApp on Composition Skills among Undergraduates in ACE, Ondo**

This research revealed that there was negative significant correlation between the use of WhatsApp and composition skills among undergraduates of the School of Languages in ACE, Ondo. This is in consonance with the findings of Alyssa (2009) which stated that email, SMS and WhatsApp made irreversible impacts on the way people write and have affected them negatively. However, the study is contrary to that of Sharples, Taylor and Varoula (2007) who found that WhatsApp provide the students with the ability to learn outside a classroom environment.

### **Effect of Use of Imo on Composition Skills among Undergraduates in ACE, Ondo**

Findings from this research revealed that there was negative significant correlation between the use of Imo and composition skills among undergraduates of the School of Languages in ACE, Ondo. This is in line with the findings of Machold *et.al.* (2012) who discovered that undergraduates find it difficult to write because of the frequent use of video calls on Imo.

### **Summary**

This study was designed to ascertain the implication of WhatsApp, Facebook and Imo on Undergraduates Composition Skills in the School of Languages, A. C. E., Ondo. Social

media are computer mediated technologies that allow the creating and sharing of information, idea, careers etc. this research work made friends on social media (WhatsApp, Facebook and Imo) and it implication on Undergraduates Composition Skills.

Some research questions were formulated to assist the researcher to have a purpose, focus and to make the research easier. The work of some authors from the internet, textbooks, journals and magazines and so on were also examined in order to have insight into the opinions and views of others about the implementation of social media on Undergraduates Composition Skills. Questionnaire were differently designed for undergraduates of the college and these questionnaire were carefully formulated and administered personally by the researcher to the respondents.

Based on the analysis of the data collected from the respondents, it was discovered that the level of the use of WhatsApp among undergraduates was high and they make use of WhatsApp majorly on their academic work. Also, it was discovered that the level of the use of Facebook was low. However, undergraduates make use of Facebook for things that are related to their academic life and Facebook has a positive implication on them. Furthermore, Imo was rarely used by undergraduates and the level of its usage was low. However, undergraduates still made good use of Imo for their academics.

Furthermore, it was discovered that the composition skills of undergraduates was good and can be reckoned with. Social media have not affected them in a negative way. Rather, undergraduates made use of social media beneficially. Despite the fact that students have access to social media and the adequate understanding of their usefulness, it was also shown that student made use of social media not only for academic purpose but also for social purpose.

## **Conclusion**

Impact of WhatsApp, Facebook and Imo use on Undergraduates Composition Skills has been the focus of this research work. It has been reported that social media can engage student and

thereby enhance students academics performance. Conclusion drawn from the body of the research analysed lean towards indicating a judicious use of social media by undergraduates which help them in their composition skills and academics activities at large. According to this study, undergraduates made good use of social media and this has help a lot in their academics. Also, social media did not serve as a threat to them Instead, they see it as a blessing because of the numerous benefits they have gotten from it.

Conclusively, the researcher provided evidence that students' use of social media has more positive implication on their composition skills than negative implication. Therefore, based on the result of analysis of their research works, student composition skills depend on students' involvement in social media.

### **Recommendations**

Having studied social media and their impact on Students Composition Skills, The following recommendations are made:

1. Seminar, conferences and workshop should be organised for teachers on how to integrate social media to the traditional way of face to face teaching learning activities;
2. Government should formulate policy that will make social media use part of the higher institution curriculum;
3. Emphasis should be placed on the academic benefits of social media as it was initially designed based on academic purpose;
4. Workshop or seminar should be done for student on the use of social media as a tool for educational advancement;
5. Undergraduates should make good use of covered medial so that they are not limited to one or few source of information when there are numerous sources; and

6. Parent, guardians, tutors, religious leaders etc. should monitor their wards on how they use social media and what they use it for. They should also encourage them (undergraduates) to engage the tools proactively and profitably.

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