Effects of Short Message Services (Sms) On Grammar of Secondary School Students in Kogi State

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ABSTRACT: *The study examined the effectsof Short Message Services (SMS) on grammar of secondary school student in Kogi state. The expost facto research design was used while a simple random sampling technique was used to sellout six secondary schools of two from each threesenatorial district of Kogi state. Proportional sampling technique was used to sample two hundred (200) students that participated in the study which was72, 67 and 61 from Kogi East,Centre and Western senatorial districts respectively. A self-structured questioner titled "Perceive Effects of Short Message Service (PESMS) was used to gather information from the respondents. The questioner was structured on four (4)Likertscale of Strongly Agree (SA) Agree(A) Disagree(D) and Strongly Disagree (SD) while Chi-square was the statically method used toanalyze the (4) research questions and t-test statistical method was used to test the two generated hypotheses. The study revealed that SMS had significant influence on the spelling of words, vocabulary development and reading habit of the students. The study equally revealed no gender disparityon effects of SMS on spelling of words and as well as both junior and senior students have equal share on the effect of SMS on vocabulary development. The study recommended among others that the students to be adequatelycounseled on the use of SMS, texting is just an informal way of writing, they should not write easy the way they text, improve on student in professional way of writing and texting should not totally and both group and individual counseling could should be embarked on.*
Key word :short message services, text messaging, vocabulary, reading habit, spelling of words

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I. INTRODUCTION

The English language is evidently the most colonial legacy of the British colonial masters to Nigeria which added to the already existing multiplicity of languages. The history of English language in Nigeria is like oral literature in Africa that is transmitted from generation to generation. According to Babajide (2001), Osuafor (2002) the advent of the English language in Nigeria dates back to 1472 (15th century) in places like Warri, Calabar when they started having contact with Europeans. Osuafar (2005), however, locates the three popular phrases of Nigeria's socio-political history; the pre-colonial, colonial and postcolonial eras and observes that Nigeria during the pre-colonial was influenced by such factors as missionary activities, trade and commerce.

The Portuguese were the first people from Europe to enter west coast of Africa. They encountered communication problems with the natives as they tried to understand themselves. The Portuguese merchants and non-speak much of the English language and were more interested in commerce but as good traders, they realized the need to communicate with customers. The mixture of the indigenous languages and the Portuguese dialect of English and their own language grace rise to what we call "pidgin". Thus, "pidgin" English developed rapidly when the English displaced the Portuguese in the pepper trade since English traders, sea captains and the governors of the English ports were not content to use any form of Portuguese in their dealings with Africans. To facilitate mutual intelligibility in the use of English language in Nigeria, professional interpreters were involved. This promoted the teaching of English language in Lagos and CalabarOtagburugu (2002).

The Efik of Calabar who recognized the use of English in trading founded schools to train their children, among other things in English. Traders made individual efforts to learn and those who had little facility of exposure to sophisticated teaching, improvised with the non-standard or pidgin English. English became language of business. Ayodele (2001). And at Calabar, it was observed that English was the only European language spoken by Calabar traders.

A situation like this created a struggle for supremacy between English and the numerous native languages spoken in Nigeria. Eventually, the English language was officially adopted as the country's lingua franca. (Lamidi, 2000 and Ayodele, 2001). Its adoption as a channel of instruction in 1882 enhanced the training of man power to run the important government services.

English language became the education ordinances and codes of 1882, 1918 and 1926 with a view of promoting new language for general internal use. Attitudes of the Africans in thinking that their native languages are inferior to English however necessitated the adoption of the English as the official language in Nigeria without opposition. The spoken and writing this correct English has gradually eroded as a result of introduction of smart phone which lead to the use of Short Messages Services (SMS) while sending text messages

In a computer literate society today, mobile phone technology has become a modern day necessity, to the extent that virtually everybody both youth and adults have it. It is not just about having this technology; people are growing increasingly attached to them, depending on them steadily for communications with others, in carrying out their jobs duties and for the other daily activities that they must accomplish. James (2016) opines that mobile phone communication system is an exceptional landmark telecommunication breakthrough that has become part and parcel of many people.

As more and more students worldwide acquire and use mobile phones, so are they immersing themselves in text messaging, such is the situation that according to Dansieh (2011) some teachers, parents and students themselves are expressing concerns that students writing skills stand risk of being sacrificed on the altar of text messaging. The phenomenon has brought in its wake three main schools of thought. While some educators and students think that text messaging is one of the banes of mobile telephony because of its possible negative impact on writing skills of students; another contend that it rather enhances their written communication skills and therefore is a blessing. The third group thinks that the argument is neither here nor there short message service (SMS) has neither positive nor negative impact on students' writings. The first school bases its argument on the fact that for the sake of brevity, concision and economy, the simple message system of text messaging throws the essential mechanics of writing such as grammar, syntax, punctuation and capitalization to the wind. The second school of thought spear headed by the renowned linguist. David crytal opines otherwise that text messaging could not really pose a threat as many fear it can. The more the students write, the more they improve upon their writing skills. Therefore, its increased use rather enhances the literary of users, especially the youth instead of harming it (crystal 2008). The debate is carried out to the third group who doubt whether texting really has any effect (positive or negative) on English grammar at all.

Ndukwe (2006) opines that education is no doubt indispensible in developing self-consciousness in any speech culture. This is to say, short message service is one of the nexus by which learners of English can easily develop positive sub-conscious habit towards the use of an interchanged of correct English, but it is misused. It is arguable that before this mobile technology came into existence, school children in the 1960s and 1970s were far more literate in terms of use of English language and essential writing skills than school children of today. These essential skills were before now considered key to good grasp of English language. O'connor (2005) reports that the more students use tools like instant messaging, the less their being able to separate formal and informed English. Example they abbreviate "you" as "u". he also observed the problem of students no longer punctuating accurately.

One may argue that short message service (SMS) language discourages complex vocabulary and prevents the creation of longer more sophisticate phrase. A pertinent question that we must answer is "has short message service (SMS) usage affected the way students use English language?" And if it has, is it for better or for worse? This research is therefore committed to an investigation on short message service, students spelling system, vocabulary and sentence pattern on performance and linguistic competence of the students learner of English language as a second language.

Oxford Advanced Learner's Dictionary international student's edition defines language as the use by humans of a system of sounds and words to communicate. Language is dynamic and it varies from one place to another. It can't be tied to a particular place. It takes on different characteristics in different socio linguistic context. Falake and Alo (2008) while Lamidi, (2000) opines that the impact of the language is felt in virtually all spheres of life. It is the language of education, politics, journalism, law court, religion, commerce and industry administration, theatre and arts, Science and technology, international gatherings and computer with defined and acceptable registers.

Taiwo (2009) maintains that the style of communication makes use of language. This portrays language as an organized activity which uses words to accomplished its designated function for all human thought or perception to be communicated effectively, ideas are established with corresponding articulate sounds system (phonology), whereas sounds are used to form unit of speech or words (morphology). Each word must occupy different and appropriate position or places in utterances or sentence structures. Take the use of English for instance, it is estimated to contain mine than a million words. There must be word order (syntax) to enhance intelligibility. Grammar is the framework, apparatus, rule or principle that combined words or word like elements to catch every breath of human mind.

Asiyanbola, (2008) grammar is indeed important because of its two major parts, morphology and syntax. These two major parts of grammar lead every average learner to a conscious understanding of how

his/her language works. Morphology and syntax assist everyone to understand the human mind and its means of cooperating with linguistic symbols. Hence, they are heavily Weighted with principles or rules that must be acquired, learned and committed to memory to eradicate bad grammar.

To this end, the main determinant of a mentally normal persons progresses up to the ladder of linguistic competence is in the study of the concept of grammar wither in English or any language or wider communication in a community. Hence, a child's constant acquisition, practice or exposure to the variation of form between "man/men", "be/were", "chase/chasing", "bean/bears", can easily note different usage and criticize it such a child's exposure to the rules governing the variation of order or position represented by word order as in "the men were chasing the cats"/"the cats were chasing the men can easily explain and ultimately control unwholesome linguistic behaviour in his/her speech pattern to adulthood.

The English language is evidently the most colonial legacy of the British colonial masters to Nigeria which added to the already existing multiplicity of languages. The history of English language in Nigeria is like oral literature in Africa that is transmitted from generation to generation. According to Babajide (2001), Osuafor (2002) the advent of the English language in Nigeria dates back to 1472 (15ᵗʰ century) in places like Warri, Calabar when they started having contact with Europeans. Osuafar (2005), however, locates the three popular phrases of Nigeria's socio-political history; the pre-colonial, colonial and postcolonial eras and observes that Nigeria during the pre-colonial was influenced by such factors as missionary activities, trade and commerce.

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Global System of Mobile Network

Global System of Mobile Communication (GSM) is classified under the language of science and technologyNdukwe (2006). It is widely used all over the world with its in built languages, but the English language takes the preeminence and is also preferred by most students. The keypads of most handsets have English alphabet the menus and instructions are all presented in English language. The advent of the GSM in Nigeria and its acceptance by the populace could be as a result of the use of English language and the prestige attached to its use by the users as well as other functions that have made it indispensable Chiluwa (2007).

The GSM is used in most homes in Nigeria by parents and students. It has various devices like the short message service/text message (SMS/TM), web access, games, multimedia, Bluetooth, tools, music, files, FM radio and television. All these also have sub-divisions which could occupy one's day parents buy handsets for their children/wards for different reason; some working-class parents buy handset for their children to call or text them when the need arises. The seemingly low tariff attached to SMS/TM by the service providers prompts many subscribers/students to opt for the SMS and many people avoid exceeding a page (usually made up about one hundred and sixty characters per chargeable page of message) and device means of minimizing their words to enable them conclude what they wish to pass across to their recipients within the limit. In other words, what Chiluwa (2007) referred to as "new linguistic style" is gradually setting into the language to prove that the

language has a new form of orthography. This happens as the world is witnessing new developments and cultures new words coinages and new styles of expression evolve as part of these development processes.

Short Message Service

SMS language is a term for the abbreviations and rebus phone text messaging. Context helps when interpreting SMS language. The objective of SMS language is to use the least as many telecommunication companies have an SMS character limit, allowing about 160 characters.

Alabi (2008) the new linguistic styles are gradually finding their ways into the formal writing system by senior secondary students in the WASSCE English essays. For example, the question number one in the informal letter requires an informal system of writing, but the marking scheme still maintains that the formal features must be present for a candidate to obtain a good mark (2006 WAEC marking scheme).

The kind of writing system investigated was neither in conformity with the acceptable abbreviations and coinages of words in the language. The tread of writing was visible in 2007, 2008 and 2009 WASSCE English essay writing (2010 WAEC Diary). It then proves that, the students in senior secondary schools are occupied with the use of SMS/TM and are used to wrong usage of abbreviations, coinages, clippings, shortening of lexical items, wrong use of morphemes, substitutions of lexemes with letters of alphabets or Arabic numerals or figures, wrong or no use of mechanizes and wrong spellings leading to poor results in the subject.

The senior secondary school students using SMS/TM appear to act number Nigerians writing formal books and periodicals which may be a contributing factor for this gradual change. Ndukwe (2006) confirms this that the telecommunication sector is one of the latest growing sectors in terms of capitalization.

Implication and Worries of SMS Style Of Communication

Holloway, (2011) opines that, the short messaging habit is like every other habit which when formed becomes difficult to stop. However, it has been observed that the use of text messaging is common among youths, students in senior secondary school and tertiary institutions in Nigeria. Most students in senior secondary school and higher institution of learning had formed the habit of using text messaging in most of their communications. The reasons are obvious; it is quick, it does not adhere to the rules of English grammar, it is relatively cheap, more convenient, allows creativity, used in establishing new and re-enforcing old relationship.

Pushed by their worries about language against abbreviation word Shortenings and acronyms in addition to other violations of grammar rules same researchers should then concern that messages may cause unintentional harm to Standards English. This in turn will cause communication barriers among

English speaking countries in the future. Freudenberg (2009) examines the impact of SMS speak on the written school work of English first language and English second language in high school learners. Results show that high school learners are avid users of SMS. All participants reported using SMS features while writing messages and many use these features in their written school work. Conner (2006) expressed her concern about bastardization that is the use of bad grammar, poor punctuation mark and improper abbreviations in academic writing. Ping (2011) conducted a study to visualize how the adoption of SMS language affects writing among its adopters. Analysis was made on the semantic and syntactic aspects of the e-mails. Traces of impact of SMS on the standard of writing among the participants were also examined from several other aspects. The findings suggest that the degree of the ignorant use of SMS language in writing among students might reach an unacceptable state if not observed.

G.S.M and Its Usage in Nigeria

The estimated population of Nigeria in 2002, according to the Nigeria population commission, was 140 million and virtually all the working class and new-working class as well as literate and illiterate use GSM. It is just that each class uses the functions differently. The advent of GSM into the country was 2001 during the Obasanjo administration Taiwo (2009).

MTN was the first service provider to be licensed, followed by EconetWhich later became V-mobile them Celtel, Zain and new Airtel. The emergent change of the name was as a result of the service provider merging with other GSM service provides that wish to operate in Nigeria and operate under the same license after a mutual agreement. Other subscribing companies like Globacom, Mtel, Multilink, Starcom and Etisalat are equally steadily becoming established in the country.

The coming of the GSM operation into the country is a great relief to many Nigerians after many years of decay in the Nigerian telecommunication. (NITEL) which made it difficult for many Nigerians linked to telephone facilities in their homes, shops, offices and streets. This made many Nigerians grab the new telecommunication system (GSM) which is handy, movable and mobile to receive calls whenever they go without minding the high tariff toll it had on them initially. As the years go by with the arrival of other subscribing companies, the tariff became relatively cheaper and affordable to many Nigerians, so much that

many parents could afford to buy some for their children, including those in primary and secondary schools, with some having more than one live.

The various devices of the GSM are used to meet the different needs of the users. Same use it to call or send text-messages, to send multi-media messages, to browse on the net, for video and audio recordings, as photo camera and for storing of information and documentation. Same working-class parents buy it for their children or wards to either call or text them, while in school (though some schools frown at it) or elsewhere, should there be any problems or to call or text them when school is over, to know when to pick them (Osuafor 2003).

Initially, fifty naira was charged per minutes of call and fifteen naira was charged per text message. It was later reduced to seven and then five naira per text message depending on the network (according to the connection of promo that the user is connected to by the company). The low tariff differences in the text message in contrast to calling make many subscribes to opt for text message, sometimes; it is even free, depending on the promo of the company.

The SMS device; being the cheaper option, has a limited character of one hundred and sixty per page or at most two hundred (though this depends on the phone type) and the number of pages used by user to device a language written style to minimize the space to attract a single charge by the company.

The new form of the language style ranges from spelling inconsistency, improper use or lack of punctuation marks, the use of figures to represent words, the use of prefer to represent words, the use of a letter(s) to represent word(s), reduction of words. the varied forms of writings are mostly used by literate Nigerians via SMS which they send to acquaintances, wards and colleagues and these are read by their recipients and their children who have access to their handsets and consciously or unconsciously open to the SMS in out box devices. They view, read and assimilate these new forms of writings and transfer them into the formal school writings such as WASSCE English essay.

Chiluwa (2007), for example, 'everbody' (everybody), 'lounching' (launching), 'imform' (inform) and 'dis' (this). The above examples show the confused state of the students during the formal English writing. The students at this time know that essay writing examination they take, need to be informal writing but, an attempt to write full forms, they were faced with serious problems of omission of letters, wrong spellings and confused plural formation. This is a proof that, the candidates have concerned themselves with the use of the GSM SMS/TM device and have avoided the reading of books.

A major problem that students of the 21st century face is that the introduction of the numerous technological gadgets available to them has shifted their attention from formal writing to a very informal form of writing evident in GSM text messages.

Asiyanbola (2008) confirms that "learners learn not as much through listening to lectures by the teacher but a lot more by reading on their own" and the reading should range from the teachers notes, novels and periodicals. But, nowadays, students boycott their lessons to cluster under trees to interact with their handsets, moving from one device icon to the other and reducing their reading habits.

Effects of Abbreviated Writings on Students Academic Performance

Dogbevi, (2006) opines that short message service (SMS) is the practice whereby users of mobile and portable devices exchange brief written messages via cellular networks. The act of sending a text message is termed "texting", the sender is called a "texter". It is used in place of voice calls in circumstances where it may be impossible or inexpedient. Generally, texting is considered more economical. Some people simply text because it is relatively cheaper compared to placing a phone call to another mobile phone. Originally, it referred to messages sent using the short message service (SMS), but as a characteristic of most technologies, the service has undergone transformations to cover messages that contain image, video and sound. It has also evolved from person -to-person messaging in include interaction with automated systems and is available on a wide range of networks. There is a bit of controversy as to who actually in vented the short message service (SMS). In same quarter credit is given to Neilpapwork, a 22-year-old test-engineer for sema group/new air wide solutions), who said to have been the first to invent the service in 1992, using a personal computer to text "Merry Christmas" through the Vodafone network to the phone of one Richard Jarvis Wikipedia, 2010).

Dogbevi, (2008) said, text messaging is considered the most widely used mobile data service. Its use around the globe can simply by described and pervasive. It is on record that by the end of 2007, half of the world's population (3.3 billion) was mobile phone subscribers. Out of this, 2.4 billion people, constituting 74% of all mobile phone users worldwide, were active users of short message service (SMS).

Dogbevi, (2008) edited Wikipedia, (2010) said, with an average of 27 text sent per day by subscriber the Philippines are considered the world's largest average user of the short message service by mobile phone subscribers. Scandinavia, particularly Finland, Norway and Sweden had over 85.800 their population using short message service (SMS) over same period. By the end of 2008, the European average and North American short message service (SMS) active user rate had risen to about 80% and 6000 respectively. Dogbevi (2010) said, the

international telecommunications union in a report released in 2009 rated Africa as "the region with the highest mobile growth rate" at the close of 2008. Although, Africa's information communication technology (ICT) penetration levels in general lagged behind the rest of the world, it defined all predictions in area of mobile cellular telephony, with subscriptions rising from just 5% in 2003 to over 30% by the end of 2008. As far as short message service (SMS) usage in Ghana is concerned it is hard is come by statistics (Dogbevi, 2008).

Dogbevi (2008) reports that available statistics dates back to 2000 when it Was estimated that short message service sent from Ghana grew from an initial 22,000 to over 130,000. The figure could be much higher now, given that Ghana current mobile telephony density stands at about 7.6 million subscribers. Text message mostly involves the use of pictograms and logograms. Words an either shortened through the use of symbols to represent the words or using symbols whose names sound like a syllabic of the word A text may consist of words or an alphanumeric combination. For example, texting "to date" could be rendered as "2d8", for you as "4u" and before as "b4".

Dogbevi, (2008) said also that several syllables of a word can also be substituted using numeral sequences. An example is the French a 12C4 "a un de ces quarters" meaning "see you around". It is also possible to use numbers alone to communicate whole passages. This is particularly so in character-based languages like Chinese and Japanese. For instance, "8807701314520" in Chinese is literally translatable as "hug you, kiss you, whole life I love you". The short message service (SMS) technology allows up to 160 characters in length for each short message composed with Latin alphabets and 70 characters in length for those composed with non-Latin alphabets like.

The global messaging survey conducted by Nokia in 2002 revealed that text messaging has addictive tendencies. The finding was continued by a study Under taken at the catholic university of Leuven in Belgium in 2004. A study at the university of Queens land in Australia found that "text messaging is the most addictive digital service on mobile or internet" adding that the text reception habit introduces a need to remain connected" (Wikipedia, 2010). By facility, a sense of connectedness of users in assured even in circumstances where voice calls may not be practicable or acceptable. It also provides users with the convenience of responding to messages when they deem fit.

Dogbevi (2008) opines also that in addition to inter personal communication through texting, ordering products and services, texting votes example short message service (SMS), and participating I contests or polls have also become common features of the service. For instance, MTN subscribers in Ghana who are customers of Societal Generale Social Security Bank (SGSSB) can receive statement of their bank balances through "sikatext" literally "money text", and even top up credit by simply texting their request to a given code. Another recent service that uses text messaging is MTS's "mobile money transfer". All sorts of raffles are new being drawn through texting. The National Lottenes Authority (NLA) has recently also adopted the service as a means by which people could stake the weekly lotto. In Uganda, farmers are able to access their real price of their crops with mobile phone through short message service. This way, they avoid being cheated by unscrupulous middlemen (Rose, 2004).

Statement of the problem
The Nigerian Population Census (2002) estimated the Nigerian population at 140 Million and virtually all the working class and Non-working class as well as both literate and non-literate use GSM. However, the GSM are used by different groups to meet the different needs of individuals. The students however use the GSM in so many ways such as to call, send multi-media message, to browse on the net, for video and audio recording as photo camera, for assignments, for storing information and sending text messages. This act of sending text messages is having a great negative effects generally on the students' academic learning which invariably pollute the original "Queen" English. It has led the students to poor academic performance in English Language, that than to develop lazy attribute towards reading English Language and inability to write in a professional ways (formal, informal and semantic writing) and generally lacadacical commitment to the use of English Language dictionary. If all these and others are uncherched, the future of modern English Language could be things of the past. Hence the researchers try to proffer a lasting solution through guidance and counseling.

Purpose of the study
The purpose of this study is to investigate the influence of Short Message Service (SMS) on the grammar of Secondary School students and to proffer counseling techniques that could be used to avert such problems. Specifically to find out how the use of Short Message Service (SMS) influence:
1. The students spelling attitudes.
2. The appropriate choice of words among the students.
3. The vocabulary development of the students.
4. The reading habit among the students and counseling therapeutic intervention to avert the problems

Research Questions
The study is guided by the following research questions:
1. Does the students spelling of words influenced by Short Message Service (SMS)?
2. Does the use of Short Message Service (SMS) influence the grammar development of the Secondary School students?
3. Does the use of Short Message Service (SMS) influence the reading habit of the Secondary School students?

Research Hypotheses
Two research questions were generated for the study.
1. There is no significant difference between Male and Female students on the effect of SMS on spelling of words.
2. There is no significant difference between Junior Secondary School and Senior Secondary School students on effect of SMS in vocabulary development.

Significance of the Study
The study will be of significance to the counseling psychologists as it will expose to them the challenges by the use of Short Message Service (SMS) in passing to the students' learning activities across all the discipline irrespective of the class levels and educational background and how to handle the situation professionally.

The study will point out, to the students in particular, the effects of Short Message Service (SMS) through System of Mobile Communication (GSM) on their grammatical expression and on the choice of English words among the students.

The study will be of a great benefit to the teachers, particularly the professional English teachers as to be able to identify various ways through which Short Message Service (SMS) affects and distorts the grammatical expression of the students.

Both the parents, teachers and stake holders in education moved benefit image in the study. They would be able to know how best the students would be advised on the need to write in full-without shortening the sentences they would like to pass across to other people.

Scope of the study
The focus of this study is the influence of Short Message Service (SMS) on the Secondary School students of Kogi State. Since majority of the students are fond of using one form of handset another to chart and write short message to one another. Therefore, the study is limited to the Secondary School students across all the disciplines and not restricted to English language alone

II.   Methodology

Area of study
The 2006 National population census of Kogi state is 3,276,487 with 1,691,737 being male and 1,586,750 being female. The projected population of the state at 2.80% growth rate for 2010 is 3,661,389 with male being 1,889,319 and female being 1,772,070. The major ethnic groups are Igala, found in Ankpa, Dekina, Idah, Ibaji, Igalamela/Odolu, Ofu, Olamaroboro, Omala L.G.As. The Ebira are concentrated in Adavi, Ajaokuta, OkehiaandOkene L.G.As. The other tribes are Bussakomo, BassaNge, in Bassa L.G>a Kakaaunda, Oworo, Kupa, Egga Ebira Koto in Lokoja and Koli LGAs.

The total enrolment in public junior secondary school as at 2015 was 99,335. From this figure girls' enrolment was 55,521 and boys enrolment was 43,814. The gender promity index was 8,072. While girls' enrolment was 4,864 and boys enrolment was 3,205. The gender parity index was 1.5. The completion rate in junior secondary school was 81,682. From this figure, girlsenrolment was 44,605 and boys enrolment was 58,145. the gender parity index was 0.78. At the private secondary school, the total enrolment was 10,016 while girls' enrolment was 6,065 and boys' enrolment was 2,951. The gender parity index was 1.5. The enrolment of pupils with special needs was 1,659 in the public primary school while there are 328 special needs student in.

The research design chosen for this study was the export-fact design because according to Godwin (1995), if one wants to find out what people think about an issue, ask them. The Ex. Postfacto design is not only appropriate and economical but also permits inference for generations of populations that would be to expensive to study as a whole (Denga & Ali 1998). It helps to draw out a representative sample of the population whose characteristics, behavior or attitudes are relevant to the information.

Sample

A simple random sampling techniques was used to sellout six secondary schools of two from each of the three senatorial district while proportional sampling technique was used to sample the number of the participant from each district. However, a simple random sampling technique was used to sample 72, 67 and 61 from Kogi East, Centre and Western Senatorial district respectively. Therefore, a total of two hundred students participated in the study which consists of 100 Males and 100 Females while 95 and 105 of the respondents were from Junior and Senior Secondary school respectively.

Procedure

The instrument for the study was self contructed questionnaire titled "Perceived Effects of Short Message Service" (PESMS) which was used to gather information from the respondents and was personally administered on the respondents. The questionnaire was structured on 4 Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). It was put into face and content validly by two experts from the Educational Foundations Department, Kogi State University, Anyigbawhile its reliably was established through test-retest method administered on twenty respondents and subjected to Pearson Correlation Coefficient was formed to see 0.87, which indicated a highly reliable instrument is use.

The data collected were analyzed through percentage and chi – square to answer the research questions while t – test statistical method was used to test the generated hypothesis at 0.05 level of significant.

III.   Result:

Research Questions
Research question 1.
Does the student spelling of words influenced by short message service(SMS)

Table 2: shows the Chi-square (x^2) analysis on the influence of SMS on spelling of words among the students in secondary schools.

| Items | Observed Frequency (Expected Frequency) | | | | | Cal X^2 | Df | Crit X² Value | Dec |
	SA	A	D	SD	Total				
The proper balance of words can be better through the use of short messaging service (SMS) in secondary school.	2 5 (25.8)	3 7 (30.0)	5 8 (78.4)	8 0 (65.8)	2 0 0				
The spelling ability of student to improve reader the use of short messaging service in secondary school.	3 0 (25.8)	3 2 (30.0)	7 3 (78.4)	6 5 (65.8)	2 0 0				
The use of short messaging service (SMS) affect the management of spelling method of the students in secondary school	4 0 (25.8)	3 5 (30.0)	8 0 (78.4)	4 5 (65.8)	2 0 0	212.027	12	21.026	Rejected
The student need for use of spelling improve student knowledge use of short messaging service in secondary school.	8 5 (25.8)	2 3 (30.0)	1 7 (78.4)	7 5 (65.8)	2 0 0				
The right usage of spelling in English can be affected through the use of short messaging service	2 5 (25.8)	1 0 (30.0)	1 1 0 (78.4)	5 5 (65.8)	2 0 0				
Total	1 2 9	1 5 0	3 9 2	3 2 9	1000				

Source: field work 2019

Source: field work 2019

Table 2 shows that the use of SMS had significant influence of the spelling knowledge of secondary school students. theX^2 (12) = 162.03 was greater than X^2_{cri} =21.02 at 0.05 Alpha Level.the calculated value (x^2) of 162.03 against the critical value of 21.026 with 12 degree of freedom at 0.05 alpha level.

Research question 2.
Does the use of short message services(SMS) influence the vocabulary development of secondary school student.

Table 4: shows the Chi-square (x²) Analysis on influence of SMS on students' vocabulary on development of students.

Items	Observed Frequency (Expected Frequency)					Cal	Df	Crit X² Value	Dec
	S A	A	D	S D	Total				
Application of short messaging services (SMS) affect the students vocabulary in secondary school	2 5 (26.0)	2 5 (26.6)	7 0 (78.8)	8 0 (68.6)	2 0 0				
The use of short messaging services (SMS) affect students' understanding of subjects in secondary school.	1 5 (26.0)	2 3 (26.6)	8 7 (78.8)	7 5 (68.6)	2 0 0				
The knowledge of students improve as a result of the use of short messaging services (SMS) in school.	3 0 (26.0)	3 0 (26.6)	8 0 (78.8)	6 0 (68.6)	2 0 0	42.13	12	21.026	Rejected
Student' use of short messaging services (SMS) affect the use of language of students in secondary school	4 2 (26.0)	3 3 (26.6)	5 5 (78.8)	7 0 (68.6)	2 0 0				
The words of students improve as a result the use of short message services (SMS) in secondary school.	1 8 (26.0)	2 2 (26.6)	1 0 2 (78.8)	5 8 (68.6)	2 0 0				
T o t a l	1 3 0	1 3 3	3 9 4	3 4 3	1000				

Source: Field work, 2019

Table 4 shows that the use of SMS hadsignificant influence on the vocabulary use among secondary school students. The X^2_{cal} (12) = 42.13 was greater than the X^2_{cri} = 21.026 at 0.05 significance level.

Research question 3.

Does the use of Short Message Service(SMS) influence the reading habit of the secondary school students.

Table 5: shows the chi-square(x²) Analysis on the Influence of SMS on students' reading habit in secondary school students.

Items	Observed Frequency (Expected Frequency)					Cal X²	Df	Crit X² Value	Dec
	S A	A	D	S D	Total				
The use of short message service (SMS) helps the students to bring up their habit to enhance reading comprehension in secondary school.	4 0 (28.4)	3 0 (31.0)	6 0 (73.0)	7 0 (68.6)	2 0 0				
The use of short message service (SMS) helps students in reading and comprehension in secondary school.	2 5 (28.4)	3 5 (31.0)	9 0 (73.0)	5 0 (68.6)	2 0 0				
The use of short message service (SMS) improve reading understanding of students in secondary school.	2 0 (28.4)	1 5 (31.0)	8 5 (73.0)	8 0 (68.6)	2 0 0	41.72	12	21.026	Rejected
The use of short message service (SMS) make the students read in between the reading comprehension in secondary school.	3 0 (28.4)	3 2 (31.0)	7 3 (73.0)	6 5 (68.6)	2 0 0				
The use of short message service (SMS) facilitate the easy of students in reading in secondary schools.	2 7 (28.4)	4 3 (31.0)	5 5 (73.0)	7 5 (68.6)	2 0 0				
T o t a l	1 4 2	1 5 5	3 6 3	3 4 0	1000				

Source: Field work 2019

Table 5 Revealed that the use of SMS significantly affect the reading habit of secondary school students. The X^2_{cal} (12) = 42.73 was greater than X^2_{cri} = 21.026 at 0.05 alpha level of sinificant.

Testing of Hypotheses

Hypothesis One: There is no significant difference between Male and Female Secondary school students in view of SMS influencing their spelling of words.

Table 4: T-test of showing gender difference in Secondary School students in view of influence of SMS on spelling of words.

Group	N	Mean	S D	D F	t-cal	t-crit	L S	Prob	Decision
Male	PVO	27.75	7.05	198	0.87	1,98	0.05	0.39	Accept
Female	IVO	28.32	6.61						

Table 4 Shows that t-computed (0.87) is less than t-critical (1.96) and the level of significance (0.05) is less than the probability level (0.39). This result accepts the null hypothesis that there is no significant difference between Male and Female Secondary School Students view on the effects of Short Message Service (SMS) on the spelling of words. This result implies that Male and Female students spelling of words are grossly affected by the use of Short Message Service (SMS).

Hypothesis Two: There is no significant difference between Junior and Senior Secondary School Students on effects of Short Message Service (SMS) on vocabulary development.

Group	N	Mean	S D	D F	t-cal	t-crit	L S	Prob	Decision
S S S	105	28.41	7.16	198	1.21	1.96	0.05	0.20	Accept
J S S	9 5	28.40	7.16						

Table 5 Showing t-test difference between the Senior and Junior Secondary School students on effects of Short Message Service (SMS) on vocabulary development.

The table Shows that t-calculated (1.29) is less than t-critical (1.96) and the level of significance (0.05) is less than the probability (0.20). this result accepts the null hypothesis that there is no significant difference between Senior and Junior Secondary school students on the effects of Short Message Service (SMS) on the vocabulary development of the students. This result implies that Senior and Junior students have equal view on how the use of Short Message Service (SMS) affect the vocabulary development among them.
r

IV.   Discussion

The study revealed that the use of Short Message Service (SMS) is affecting teaching/learning in the school with the greatest disadvantage in the spelling habit among the students. In an attempt to shorting the word's, space occupied as will as time management, the students often result into writing short hand in all papers or pencils from thereby disturbing the real word, the students invariable develop this into all there writing in the class across all the disciplines.

This finding is in line with the view of British Broadcasting Company (2003) which started that text messaging has long been blamed for declining standard of spelling and grammar, error, particularly in paper and pencil writing.

The finding equally in line withMmpphalite and Masharimaite (2005) whose stressed that through short messages the leaners have a tendency to use it as an officially accepted standard language and this make different errors from incorrect spelling to even in grammatical sentence construction.

The study is in line with Rose(2016) on study among 350 secondary school students on the effect of text messages among Nigerian students and fund that the uses of SMS lead to writing spelling and grammatical errors in the assignments and tests which makes it hard for teachers to distinguish what they are trying to say.

The study further revealed that the vocabulary development of the students arehampered with the use of Short Message Service. This often distort the real meaning of the words and thereby affecting the grammatical construction by the choice of the words usage. The finding is in agreement with the crystal (2008) who remarked that SMS has added a new dimension to language use which has a long term affect not only in English language students but across all other discipline.

The study revealed that undiscriminating use of SMS greatly affect the vocabulary development of the students. The students would inculcate the usual habit of shortening the letters/alphabets in their various English lessons

The gradually distorts their vocabulary development and pave way for speaking "Queen" English among the students. This finding is in line with the view of Motlebzadah (2011) who stressed that the effect of

Short Message Service (SMS) affects retention and has drastically reduce the rate of understanding vocabulary in schools, he further pointed out that teaching vocabulary usually occupied more space, in search of it. Last decades, vocabulary is the most important component of teaching and learning especially in relation to communication.

The study revealed that the reading ability of the students were affected by Short Message Service (SMS). Since the act of writing could hardly be separated from reading, therefore the SMS invariably affect the reading habit through wrong pronunciation of words, lack of vowelling, conjunctions and other grammatical expressions. The finding is in line with the view of ping (2011) who pointed out that adoption of SMS language writhing and reading habits of students which lead to declining in standard of education aside been making the student to be lazy and develop unserious attitude towards academic pursuits.

The study revealed of no significant difference between the male and female students in the Short Messages Services (SMS).Both male and female students are affected equally in the use of SMS and its consequence on their spelling of words. This study was in affirmation of the WAEC (2010) diary which revealed that both male and female students spelling must mistake where inherant from the use of SMC. The kind of writing system investigated was either in conformity with the acceptable abbreviations and win ages of words in the language. It was proved that all students in senior secondary schools in Nigeria irrespective of gender differences are occupied with the use of SMS/TM and are used in wrong spelling, wrong usage of abbreviations, coinages, eloping, shortening of lexical items, wrong use of morphemes, substitutions of lexemes with letters of alphabet or Arabic numerals or figures, wrong or no use of mechanizes and wrong spellings leading to poor results in all subjects among all students.

The study revealed that the use of SMC affect both the Junior and Senior secondary schools student vocabulary development, since both the junior and senior students are holding highly sophisticated smart phones day and night charting, sending SMS, which deals with shortening of words, invariably their spoken English would be greatly affected which has a great influence on their vocabulary development. This finding is in line with (Chiluwa 2007) who affirmed that the use of SMS lead to new form of language style among the youths ranges from spelling inconsistency, improper use or lack of punctuation marks, the use of figures to represent words, the use of prefix to represent words, the use of letters to represent words, reduction of words. For example 'everybody' (everybody) ds (this), DT (that), nt (night) rit (write).All these and others show the confused state of the students in vocabulary building. The students at this time know that easy writhing.

The study reviews that multitude of students both male and female, juniors and seniors are highly involved in the use of short message services (SMS) which has negatively effects on their grammatic expressions via poor spelling of words ,vocabulary development and its general reading and writing habit.

This ugly situation among the students could be arrested through adequate and appropriate therapeutic guidance and counseling services. There are many behavior modification therapies that could be used. However, cognitive behavior therapy (CBT) could be used by the counselor which Okoiye Okereke and Nwogu (2015) attested that it focusing on changing a person perception and irrational assumptions of self for positive change. It gives individuals new ways of thinking and talking to themselves about their problems. Cognitive Therapies use the technique to assist individuals who have negative attitude towards an event or phenomenon.

V. COUNSELLING INTERVENTION./RECOMENDATION
The English teachers need to be counseled on the use of Short Message Service. It is obvious that vocabulary is used but not in a bad way, as many people argue. Rather than negatively affecting language, indept use of texting and instant messaging are fact prove of language mastering. Therefore, the students should not be totally condemned on use of SMS because teaching is technical based linguistic skilled that require perfect phonological awareness which can be perfectly handle by the professionals (English teacher).

The students should equally be aware that texting is informal way of writing on the go speech and equally texting with literature or to compare it with formal communication is to do justice to neither aspect of language. The student should adequately be informed that texting is not meant to be an instrument for facilitating fast-paced lives and deal with our overwhelming workloads.

Mast student don't allow to write essays the way they compose text message or tweets .They have to be reminded that there is sharp difference in informality, function and aim of each tool is , forum of written communication.

It is counsel bond to educate and remind the students that more professional and formal writing skills need to be improved upon by reading novels, text message, journal at the school library, so that they are prepared for their educational career requirement. However, it is usually simply necessary to remind them that texing is only one was to communicate, and its usefulness shouldn't be abused

Text messaging could not be totally condemned but writing could not devoid short message service. There are some educational benefits in it, it however has to be used with caution. There the counselor should use various behavavioural modefication methods   such as Assertiretraining IN correcting the students. This could be

done by subjecting the students to serious test particularly dictation,fill-in-the gap,essaywritting,pronunciation and oral English.through this type of counseling therapy,the students would be accustom to how to distinguish themselves from writing under professional method and on social media mood.

The counselor should involve both group and individual counseling method.an individual counseling method could be used for a deep routed addiction to SMS. This should be organized on-one-on one meeting between the consel or and the client. Privacy at this stage is of paramount to it success while group counseling should be embarked in dealing with the students when they are many involvement. This vould be class based on the general school assembly. This should be interval of not more than twice a month.

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APPENDIX

Dear Respondents,

This questionnaire is designed to find out the influence in the use of Short Message Service (SMS) on the grammar of secondary school English students in Akoko-Edo Local Government Area of Kogi state. Your honest opinion will be appreciated.

SECTION A: Personal Data

Please fill or tick (_) the appropriate response.

1.   Class: SSS I ( ); SSS II ( ); SSS III ( )
2.   Gender: Male ( ); Female ( )
3.   Age of Students: 13-15yrs ( ); 16-18yrs ( ); 19-21yrs ( )

SECTION B

Please respond as appropriately by a tick (_) your opinion.

Key:

SA – Strongly Agree

A – Agree

D – Disagree

SD – Strongly Disagree

S / N	Items	S A	A	D	S D
A	**DOES THE USE OF SMS INFLUENCE THE SPELLING KNOWLEDGE OF STUDENTS IN SECONDARY SCHOOL?**				
1	The appropriate use of words can be better through use of short message service (SMS) in secondary school				
2	The spelling ability of student improve after use of short message service in secondary school.				
3	The use of short message service (SMS) affect the arrangement of spelling in the English language in secondary school.				
4	The structure and forms of spelling improve students' knowledge after use of short message service (SMS) in secondary school				
5	The right usage of spelling in English can be effected through the use of short message service (SMS) in secondary school				
B	**DOES THE USE OF SMS INFLUENCE THE CHOICE OF ENGLISH WORDS OF STUDENT SIN SECONDARY SCHOOL?**				
1	The use of use of short message service (SMS) affect choice of English words of students in secondary school				
2	Students who use short message service (SMS) improve the written words in grammar.				
3	The use of short message service (SMS) improve students' knowledge of morphology in English language in secondary school.				
4	Students who use short message service (SMS) affects spoken words in English grammar in secondary school.				
5	The use of short message service (SMS) helps students' in selection of new words in English grammar on daily basis				
C	**DOES THE USE OF SMS INFLUENCE THE VOCABULARY USE OF STUDENTS IN SECONDARY SCHOOLS?**				
1	Application of short message service (SMS) affects the students' use of vocabulary in secondary school				
2	The use of short message service (SMS) affects students' understanding of subjects in secondary school.				
3	The knowledge of students improves after the use of short message service (SMS) in secondary schools.				
4	Students' use of short message service (SMS) affects the use of language of students in secondary school				
5	The words of students improve after the use of short message service (SMS) in secondary school.				
D	**DOES THE USE OF SMS LEAD TO PROBLEM OF READING AMONG STUDENTS IN SECONDARY SCHOOLS?**				
1	The use of short message service (SMS) helps the students in taking note of punctuation marks in reading comprehension in secondary school				
2	The use of short messages helps the students in reading and comprehension in secondary school				
3	The use of short message service (SMS) improves reading understanding of students in secondary school.				
4	The use of short message service (SMS) enables the students to read in between lines in reading comprehension in secondary schools.				
5	The use of short message service (SMS) facilitates the fluency of students in reading in secondary schools.				