

Study Habit Gaps of Students with Learning Disabilities: Social Media Addiction Interference

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ABSTRACT

The thrust of this paper centered on the effects that social media addictive behaviour had on students with learning disabilities in their study habits. A descriptive survey research design was adopted in the study and two thousand (2000) students with learning disabilities participated in the study. Multistage and purposive sampling techniques were used in the selection sample, Myklebust's Pupil Rating Scale ($r = 0.84$) and Questionnaire tagged "Social Media Addictive Behaviour" (SMAB) ($r = 0.81$) were instrument used to collect data. Two research questions were raised and answered in the study. The results obtained using Analysis of variance (ANOVA) statistics indicated that there is joint contribution of the independent variables on study habit, hence $F_{(7,1991)} = 282.150$, $P < 0.05$, also the t-ratio associated with respective variables indicated that each of the independent variables contributed to the prediction of study habit. It was however discovered that social networking site had allowed for a significant change in the social, interpersonal and personal behaviour of students with learning disabilities, nevertheless, this exercise should not take primacy over students' study habit. They should therefore reduce or eliminate social media addictive behaviour in this regard.

Keywords: addictive behaviour; social media; social networking site students with learning disabilities; study habit