

Influence of study habit and parental involvement on secondary school students' achievement in financial accounting in Bauchi state

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Abstract

The study examined the influence of study habit and parental involvement on secondary school students' achievement in financial accounting in Bauchi state Nigeria. The study adopted a survey research design which is purely quantitative, using a structured questionnaire which were administered to 390 randomly selected financial accounting students of secondary school in Bauchi State, Nigeria. Data collected was analyzed using multiple regression. The findings of the study revealed among others that study habit and parental involvement have significant and positive influence on achievement of secondary school students in financial accounting. By implications, the findings of the present study suggest that parents and financial accounting teachers should encourage secondary school students to develop a good study habit in financial accounting as this will improve their achievement in the subject. Furthermore, parents should also be encouraged by financial accounting teachers and school management to fully involve in the academic activities of financial accounting students. This will also help in improving the achievement students in financial accounting and reduce the massive and consistent failure recorded among secondary school students in financial accounting especially in the national examination.

Keyword: *Study habit, parental involvement, students, achievement, financial accounting*

Introduction

The education system in Nigeria is the collective responsibility of the federal, state, and local governments. The Federal Ministry of Education plays major roles in regulating the education system, such as the establishment of education policy and ensuring quality control. However, the federal government is more concerned with tertiary education. The state governments, on the other hand, maintain the secondary education while the local governments control the primary education. Hence, education sector in Nigeria is divided into three (3) subsectors, namely: basic education,

senior secondary school education, and tertiary education. The tertiary education comprises of University and non-University education (Federal Republic of Nigeria, 2013). The Federal Republic of Nigeria (2004) stated that the broad goal of senior secondary school education is to prepare the individual for useful living within the society and for higher education. The curriculum designed for senior secondary school education is comprehensive and broad-based, and it is aimed at broadening students' knowledge and outlook. The Subjects offered in senior secondary school are in three



categories: (1) core subjects; (2) vocational subjects; and (3) non-vocational subjects.

Financial accounting is one of the vocational subjects offered at secondary school level to enable the students to acquire the relevant knowledge and skills that are necessary for national growth and development (Seyi, 2014). The subject goes beyond recording and keeping of business transaction. It concerned with record keeping system, preparation, analysis, and communication of financial information (Francis, 2014). It is an occupationally oriented subject that provides trained manpower for the development of the nation (Ezeagba, 2014). According to the federal Republic of Nigeria (2004), the objectives of teaching financial accounting in secondary schools are: to train the students for career in the accounting field, to prepare them to play their economic roles as workers, consumers and citizens, and to prepare them to further their study in accounting and related courses at the higher level of learning. Hence, financial accounting subject is very imperative to the Nigerian economy as it provides the basis for preparing future entrepreneurs, accountants, managers, and other financial controllers (Francis, 2014).

However, the achievement of secondary school students in financial accounting has been fallen down over the years (Mohammed, 2017; Adebule & Aborisade, 2014; Inuwa, 2018). The major factor contributing to the poor achievement among secondary school students in Nigeria has not been completely established yet. Although, several attempts by the government, educationist, researchers and non-governmental organizations have made to identify the main cause of poor achievement among secondary school students. As a result of that, various teaching methods that might enhance the academic achievement of secondary school students in the subject have been suggested (Adebule & Aborisade,

2014). Still the arguments exist in the literature that the academic achievement of secondary school students can be enhanced by other factors. For instance, Alshann, Saguban, Pasay, Altheban, Shammari, (2018) observed that a good study habit is one of student-related factors that can influence student' academic achievement. In addition, study habit is one of the greatest students' related factors that can hugely influence students' academic achievements (Mahraj & Qamar, 2012). Amukowa and Karne (2013) argued that parental involvement could have a strong impact on students' performance. In the same way, Hoover-Dimpsy and Sandler (1997) opine that parental involvement could be one of the predictors of children's development and educational outcomes because the parents normally play the role of modeling, reinforcement, and instruction. Similarly, Corbonel, banggawan and Agbisit (2013) maintained that parental involvement can play a major role in improving the academic achievement of students. Inuwa (2018) on the other hand recommended that future studies should focus on influence of parental involvement on students' achievement in financial accounting.

But, at present, no published study was found to have focused on the influence of study habit and parental involvement on achievement of secondary school students. This study therefore, addressed this gap by examining the influence of study habit and parental involvement on secondary school students' achievement in financial accounting in Bauchi state Nigeria. The expected outcome of this study will be relevant to the financial accounting student of secondary school in terms of identifying factors that will have influence on their achievement in financial accounting.

Literature Review

Study Habit

Scholars viewed study habit in different ways, for instance, Nneji (2002) viewed study habit as a technique such as summarizing, note taking, outlining or locating materials which learners employ to assist themselves in the efficient learning of the material at hand. Nneji further emphasize that study habits are those learning tendencies that enable students to work privately and when broken down involved the time put into study, method used in studying and content of study. Azikiwe (1998) describe study habit as the adopted way and manner a student plans his private studies or reading, after classroom learning so as to attain mastery of the subject. He further stress that good study habit are good asset to learners because the habit assists students to attain mastery in areas of specialization and consequent excellent performance, while the opposite bad study habits, constitute constraints to learning and achievement leading to failure.

Kelli (2009) viewed study habits as students' ability to manage time and other resource to complete an academic task successfully. Or the amount and kind of studying routines which the student used during regular period of study occurred in a conducive environment. Crede and Kuneel (2008) defines study habit as study routines, including, but not restricted to, frequency of studying sessions, review of material, self-testing, rehearsal of learned material and studying in a conducive environment. Study habits are commonly referred to as regular patterns in approaching study tasks and these patterns are made up of a combination of one or more individual tactics or techniques such as note taking (Wade, Trathen & Schraw 1990). When these techniques are used deliberately in particular study situations, they are called study strategies. A study strategy and in turn study habit, is a direct sequence of activities applied by the learner

to a set of information rather than a single random event (Kail & Bisanz, 1982).

Good (1998) on his part define study habit as the students way of study whether systematic, efficient or inefficient. Going by this definition it literally means that good study habit can produce positive academic achievement while inefficient study habit may leads to academic failure because how a student takes his or her studies, can determines his/her level of academic achievements. The level of preparation and learning strategies developed and employed consciously by students, may influence their level of academic performance (Ebele&Olofu,2017).Therefore, study habit is one of the greatest students or learning factors that can hugely influences students' academic achievements (Mahraj&Qamar,2012).

Also,Marc (2011) noted that study habits typically denotes degree to which students engages in regular acts of studying that are characterized by appropriate studying retains (review or material) occurring in an environment that is conducive to studying. Marc further state it is the activities carried out by learners during the learning process, and it intended to elicit and guide one's cognitive processes during learning. It is also a tendency that enable students work privately. Azikiwe (1998) describes study habits as "the adopted way and manner a student plans his private reading, after classroom learning so as to attain mastery of the subject". According to her, "good study habits are good asset to learners because habits can helps students to attain mastery in areas of specialization and ensuing excellent performance.

Kelli (2009) posits that for students to succeed in their studies, they must be able to appropriately assimilate course content, digest it, reflect on it and be able to articulate the information in written and/or oral form.



What is fundamental is the ability of a student to acquire effective study habits. Many students feel that the hours of study are the most important. Similarly, Marc (2011) explains that students with learning problems may still have generally inefficient and ineffective study habits and skills. Becoming aware of your learning habits or styles will help students to understand why they sometimes get frustrated with common study methods. He observes that good study habits are essential to educational success; as they can contribute to a successful academic future. Good study habits can lead to good grades while good grades lead to admissions to better colleges and universities, possibly with a scholarship thrown in. This in turn, will lead to a great career. Developing good study habits to Marc is very crucial for every student irrespective of his level of education. It can boost students' ability to be self-disciplined, self-directed and ultimately successful in their degree programs.

Ashish (2013) opines that if students must ensure academic success throughout the entire year, it is important to ditch bad study habits and establish good ones. She further maintains that no matter what age or academic level, employing effective study strategies can mar all the difference between acing a class, barely passing or worse and failing miserably. She admits that many of today's most common study methods or habits can lead to utter disappointment despite best efforts and intentions. To Ashish, knowing exactly what does and does not work on a personal level, even tracking study patterns and correlating it with related grades and then proactively creating a study plan and schedule around the proven effective methods, is the most powerful study tool of all. Similarly, Adeninyi (2011) maintains that good study habits allow students to study independently at home and aspire for higher educational career. The formation of good

study habits in secondary school level further serves as the basis for students' performance in external examinations.

In the view of Agba (2013), serious students do study anyhow without specific techniques, and he submits that such students are most likely to perform well. Thus, he concludes that good study habits help students to: attend classes very often and do so on time. It also helps them to submit their assignment on time, read or prepare very well for tests and exams, take down notes and develop the points independently, ask relevant questions in class; thereby having good grades at the end of the term or semester. On the other, Monday (2008) writing on bad study habits maintains that developing good study habits in school will help students succeed in class and achieve educational goals. Similarly, Boiling (2000) asserts that good study habit through planning helps students prepare for what is ahead, and accomplish their academic goals. Thus, lack of study habits clearly puts students at a disadvantage, and is one of the main reasons students need remedial classes, fall behind in coursework and drop out of school. Developing good study habits drastically lowers students' risk of academic struggles, and failure to complete a secondary school. Hence, Boiling (2000) submits that who tend to perform high across most of their subjects can be considered to have good study habits by being actively involved in their own learning process, continuous planning and carefully monitoring of the educational task that they are required to complete.

However, John (2010) argues that not all students are alike. There are several key study habits that are crucial to all students' success. One of such is study in a good environment, a little bit of background music, such as classical with no lyrics are fine and a good studying location. Whether studying in rain or shine, day or night what is most important



is to be consistent and stay on one schedule. Generally, study habits can be classified into two-good study habits, and bad study habits. Good study habits according to Katelyn (2013) are sometimes referred to as positive or productive study habits. As the name implies, they are those pleasant study habits which have the tendency to improve the academic performance of students or that seem to produce good results. They are the study habits which make students successful in their studies after developing and applying them throughout their academic career. Good study habits occur as a result of practice and knowing what methods are most effective for you as a student. When studying, stay away from distractions, such as the computer. Instead of procrastinating, work on a long term assignment daily, instead of studying the night before, study a little each night, review what you learned in class every day when you get home, before starting homework. Also, a good tip is to review what you did in class the previous day at the beginning of class when, you have a few minutes before the teacher starts talking. By learning the ways that you learn the best, you will be successful in your studies.

Parental Involvement

Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfill their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can (Garcia & Thornton, 2014). Parental involvement is not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging,

mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013).

Many researchers recognize the important role that strong positive bond between homes and schools, play in the development and education of children (Edwards & Alldred, 2000; Henderson & Berla, 1994; Richardson, 2009; Sanders & Sheldon, 2009; Sheldon, 2009). The theories put forward have been supported, and reaffirmed, by numerous studies that have shown that good co-operation between schools, homes and the communities can lead to academic achievement of students, as well as to reforms in education. Research has also shown that successful students' have strong academic support from their involved parents (Sheldon, 2009). Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools despite often working in low social and economic neighborhoods, have strong and positive school-home relationships (Sanders & Sheldon, 2009; Sheldon, 2009). More importantly, these effective schools with positive school climate have made a real effort in reaching out to their students' families in order to bring about good cooperation. Sanders and Sheldon (2009) maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students' are more likely to experience academic success if their home environment is supportive (Henderson & Berla, 1994; Sanders & Sheldon, 2009).

Epstein (2001, 2009) alleges that there are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership is to aid students in succeeding at school. Other reasons include improving school climate and school programs,

developing parental skills and leadership, assisting families in connecting with others in the school and the community, and assisting teachers with their work. All these reasons emphasize the importance of parents playing an active role in their children's education and keeping a strong and positive relationship with schools.

Benefits of parental involvement

Parent-teacher partnership makes tremendous impact on children's education. According to Lamas and Tuazon (2016) parents become comfortable when the education system requires their involvement in school activities. The strong collaboration of parents with school authorities can lead to increased improvement in both physical and academic performance of the school. Hence, school administrators have to encourage parents to get involved and make contribution towards helping the school achieve its missions and goals (Sapungan & Sapungan, 2014). Seeing parents involved in the education of their children is a good thing because it can improve academic performance. Learners become more focused in their school work (Kwatubana & Makhalemele, 2015). This motivates learners not to give up easily when they do not understand a particular topic and will not bunk classes because they know that their parents are always monitoring their school attendance (Lemmer, 2007:320). Learners whose parents are involved, are active and ready to learn, they learn to be punctual from young age, they learn to be persistent as the parents would be continuously enquiring about their progress and they would not want to disappoint them. Taking responsibility becomes a part of the nature of such children as they plan ahead and are able to do their work according to their schedule, which is the quality of being organized (Sapungan & Sapungan, 2014). Through this parents can

be able to make sure that their children succeed in school (Hornby & Lafaele, 2011). According to Labahn (1995) parents are within their rights by insisting that children focus on their school work, because some children are lazy and come up with meaningless excuses in order to avoid doing their school work. Other benefits include those that are highlighted by Lemmer (2007) which include improved self-esteem, high rate of school attendance and positive social behavior. Sivertsen (2015) adds that parental involvement is linked to improved behaviour, low levels of absenteeism and optimistic attitudes.

Research Framework

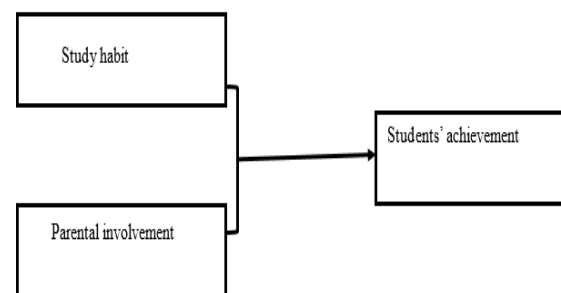


Fig. 1 Research Framework

A framework of this study that indicates the relationship between study habit, parental involvement and students' achievement is developed based on expectancy-value theory and cultural capital theory (see Figure 1). The expectancy-value theory is proposed by Atkinson (1964). The overall idea of expectancy-value theory is that beliefs and habit have effect on subsequent action or behavior. Therefore, students' beliefs and habit influence their subsequent action or behavior (Eccles, 1983; Feather, 1992). The achievement of students is determined by their attitude and their study habit. Hence, the expectancy-value theory is appropriate for this study to underpin study habit and students' achievement in financial accounting. The parental involvement has not

been captured by expectancy-value theory. Hence, cultural capital theory is used to underpin the parental involvement. The theory was developed by Bourdieu (1984). The theory emphasized that parent-child interactions affect students' schooling and motivation. Hence, cultural capital theory is appropriate in explaining the relationship between parental involvement and students' achievement in financial accounting.

The following hypotheses are formulated:

H1: Study habit has no significant influence on secondary school students' achievement in financial accounting.

H2: Parental involvement has no significant influence on secondary school students' achievement in financial accounting.

Methodology

A survey research design and ex post facto design was used in this study to examine the influence of study habit and parental involvements on secondary school students' achievement in financial accounting in Bauchi state, Nigeria. A survey research design is a procedure in quantitative research in which investigators administer a survey or questionnaire to a sample or to the entire population of people to describe the attitude, opinions, behavior or character of the population (Creswell, 2012). The present study is therefore interested in using questionnaire to study the opinions of secondary school students regarding their study habit and parental involvement in their academic activities. Hence a survey design was appropriate for achieving this.

While the main focus of interest (i.e., dependent variable) of this study is students' achievement in financial accounting and this was obtained from the schools record. Sekaran and Bougie (2013) stated that, ex post facto design is use when the cause-and-effect relationships are sometimes established. Here, there is no manipulation of

the independent variable in the lab or field setting. Since, the dependent variable of this study was obtained without manipulation of the independent variable in the lab or field setting, hence, ex post facto design was appropriate for collecting the data on achievement of secondary school students in financial accounting.

The population of this study comprised 3,902 senior secondary school level two (SSII) financial accounting students in Bauchi state, Nigeria. The SSII was considered in this study due to the fact that most of the studies related to students' achievement that were conducted in senior secondary school in Nigeria used SSII in their studies (see, for example, Inuwa, 2018; Ekeyi, 2013). Another justification for choosing the SSII students is because they are not under the pressure of preparing for external examination (Akanbi & Kolawole, 2014). The sample of this study consisted of 390 SSII financial accounting students in Bauchi state Nigeria. The sample was drawn from Krejcie and Morgan table for determining the sample size because the table provides the generalized scientific guideline for sample size decisions. Even though, Krejcie and Morgan (1970) recommended that 351 students are adequate to represent the entire population of 3,902 but the present study increased the sample size to 390 students in order have equal number of students from each educational zone of Bauchi state, that is, 130 students were drawn from each educational zone of Bauchi state to form the sample size, and the state has three educational zone (i.e., Bauchi educational zone, Katagun educational zone, and Darazo educational zone). This is in line with Salkind (2003) who suggested that a researcher can increase his/her sample size by up to 40% in order to avoid non-response problem and sample size error. The sampling technique used in this study is cluster sampling. A

cluster sampling technique is used in a situation where the population members are naturally grouped into a unit that can be conveniently used as clusters (Uzoagulu, 2011). Bauchi state has three educational zone and each zone was consider as cluster. Therefore, 130 students were drawn from each cluster. In each zone or cluster, the schools and the students used in the study were selected at random.

The study adapted measurement of two constructs from the previous studies (Adebule Aborisade, 2014; Al Sham, Saguban, Pasay Altheban, Shamman, 2018). The two constructs includes; study habit (20 items) and parental involvement (20 items). These measurements were adapted because Churchill (1979) recommended that a researcher can adopt or adapt measurement from the prior studies relevant to the current research. In this study, the likert scale was adopted for all the items of the two constructs. The respondents were asked to indicate their responses to each question on a five point scale that is, 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree, 5 = Strongly Agree. Kronick and Fabrigar (1997) suggested that a scale between five and seven points is more reliable than higher or lower scale and a scale with no midpoint may increase the measurement error, similarly, Darves (2008) states that a five or seven scale is likely to produce better results.

.To ensure the reliability of instrument of the present study, the pilot test was conducted with 30 SSII financial accounting students of some secondary schools in Gombe state. Because Gombe state is outside the study area but the respondents have similar characteristics with the sample of this study. The 30 students satisfied the recommended pilot test range from 25-75 (Babbie, 1990; Converse & Presser, 1999). In the present study, the reliabilities of the instrument was assessed using Cronbach alpha, the reliability

coefficients of the two construct are; study habit (0.94) and parental involvement (0.89). The results suggested that the instrument is reliable based on the recommendation given by Hair et al. (2013); Nunnally (1978). According to them Cronbach alpha coefficient of at least .70 is considered satisfactory and acceptable.

Finally, for cleaning of data and analysis, SPSS 23 was used throughout the process. The predictive power of study habit and parental involvement (i.e., independent variables) on students' achievement in financial accounting (i.e., dependent variable) was determined using multiple regression. A multiple regression is a statistical technique for testing the influence of a number of independent variables on one continuous dependent variable (Tabachnick & Fidell, 2007).

Findings

The necessary assumptions of regression analysis were properly assessed and fairly complied. Hair et al. (2013) recommended that when interpreting the result of multiple regression analysis, a researcher should first consider the F value, then the R-square value or adjusted R square, and follow by the individual contribution. Following their recommendation, in this study, the statistical evidence has proved that the model was statistically significant based on the F ratio 44.807, $p = .000$. The result also revealed the R^2 value of of .34, indicating that the model fit is large (Murphy, Myers & Wolach, 2014).

Concerning the individual contribution of independent variables, the variable study habit had a standardized coefficients beta value of .099, $p = .000$. This indicates a significant contribution of the variable in the model, that is, study habit has a significant positive influence on students' achievement in financial accounting. This result does not support the prediction of hypothesis H1 study

habit has no significant influence on secondary school students' achievement in financial accounting. Similarly, the relationship between parental involvement and students' achievement in financial accounting has a standardised coefficients beta value of .221, $p = .000$. This indicates that parental involvement has a significant contribution in the model. Hypothesis 2 is, therefore, not supported.

Table 1: Regression Analysis on influence of study habit and parental involvement on students' achievement in financial accounting.

Variable	Standardized Coefficients Beta	T value	P value	Decision
Study habit	.099	2.067	.000	Rejected
Parental involvement	.221	3.121	.000	Rejected

Discussion

The findings of this study indicated that study habit and parental involvement are significant predictors of students' achievement in financial accounting. This implies that the students with a good study habit in financial accounting can perform better in the subject than those with a poor study habit. Moreover, financial accounting students whose parents are involved in their academic activities are active and ready to learn and these lead to their better performance in their academic achievement. The finding is consistent with Cerrito and Levi (2010) who found statistically that study habit is a significant predictors of students' achievement in mathematics. Similarly result was reported in the study of Ukpong and Geoge (2012) that study habit has a significant influence on academic achievement of social studies education student. The findings also concurred with Siahi and Mayo (2013) that secondary schools students' study habit had impact on their academic performance in science. The finding of the present study is

also agreed with the study of Keith (2016) that parents checking child's homework, has shown a positive association with the academic achievement of students in mathematics this is because students whose parents are involved in checking their homework showed higher achievement than students whose parents are not involved in checking homework. This is in line with the finding of Jeynes (2017) who showed a strong positive association between parental involvement and academic achievement of students. Similar finding was observed by Hoover, (2018) that parental involvement is

very important on academic performance of preschool children.

Conclusion

The present study provided empirical evidence on influence of study habit and parental involvement on academic achievement of secondary school student in financial accounting in Bauchi State. The study proves that study habit and parental involvement have significant and positive influence on academic achievement of secondary school student in financial accounting. Therefore, massive and consistent failure recorded among secondary school students in financial accounting especially in the national examination can be addressed to enable the financial accounting students of secondary school in Bauchi State meet the requirement for furthering their studies in accounting and related courses at the higher level of learning by motivating the students to develop a good study habit and encourage their parent to fully involve in their academic activities.



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