Students' Perceived Influence of Broken Homes on their Academic Achievement in Secondary Schools in Anambra State, Nigeria.

ABSTRACT

Aims: This study seeks to determine students perceived influence of broken homes on their academic achievement in secondary schools in Anambra State. The study specifically determined students perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state, students perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state.

Place and Duration of Study: This study was carried out in Anambra State, Nigeria, conducted between August 2021 and January 2022.

Methodology: The design for this study is the descriptive survey research design. The target population comprises 18, 297, however, the accessible population stood at 5674 secondary school students in Onitsha Education Zone. The sample size of 420 SS II adolescents (male=262, female=158) gotten through multistage sampling procedure where disproportionate stratified sampling techniques was used to select 5 senior secondary schools from the existing 3 local governments in Onitsha education zone. Secondly, the purposive sampling technique was adopted to sample students from broken homes. To achieve this, a questionnaire on broken homes was administered to secondary schools' students through this, the sample of the study was drawn and it amounted to 420 secondary school II students from broken homes. The instrument for data collection is a 21 – item structured questionnaire titled "Influence of Broken Homes on Academic Achievement Questionnaire (IBAAQ)". The questionnaire is divided into section A and section B. Section A contains items on the respondents' demographic data section B contains 21-itens statements on the influence of broken homes on academic achievement of secondary school students. The questionnaire is structured on a 4 – point response option Strongly Agree to Strongly Disagree with weighted values of 4, 3, 2, 1 respectively. The content and face validation of the instrument was done by two experts in the Departments of Guidance and Counselling and Measurement and Evaluation. The reliability of the instrument was established using Cronbach Alpha statistics and yielded a reliability statistic of 0.715. The administration of the questionnaire structured for data collection was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researcher with the help of a research assistant for the sampled schools. The collected data were analysed using Mean, Standard Deviation (Mean±STD) and t-test for independent sample.

Results: This study revealed that equal number of the items on students' perceived influence of broken homes on their academic achievement in English language in secondary schools were rated as agreed to as well as disagreed. More so, there is a significant difference in the mean rating of male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state. Majority of the items raised were agreed to by secondary school students in Anambra state, there is no significant difference in the mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state.

Conclusion: it was concluded that;
1. Equal number of items raised on students' perceived influence of broken homes on their academic achievement in English language in secondary schools were rated as agreed to as well as disagreed.
2. Majority of the items raised were agreed to by secondary school students in Anambra state.
3. This study further concluded to have a significant difference in the mean rating of male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state.
4. On the other hand, there is no significant difference in the mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in

Mathematics in secondary schools in Anambra state.

INTRODUCTION

The training and development of a child is naturally on the hands of the parents. The family is the child's first place of contact with the world. The child as a result achieves initial education and socialization from parents and other persons in the family. The family according to [1] is seen an environment which lays the psychological, moral, and spiritual foundation in the overall development of the child. Broken homes or families in the context of this study is one which is not structurally intact, this could be as a result of divorce, separation, and death of one of the parents. Psychological home condition according to [2] arises mainly from illegitimacy of children, the label of adopted child, broken home, divorce and parental depravation. Such abnormal conditions of the home are likely to have a detrimental effect on student's overall achievement in school. This is congruent with the common assertion of sociologists that education can be an instrument of cultural change whose foundation begins from the home.

According to [3], the family being a powerful influence on the child, has its importance as a primary agent of socialization and could in no doubt enhance or hinder the academic achievement of the child depending on the social climate in the family. Variance in psycho-social emotional fortification in the family background could be an indicator to high or low academic achievement of students, bearing in mind the intervening effect of high and low socio-economic status and emotional stability of students which is a pre-requisite to academic achievement. When there is divorce among spouse, it is usually difficult for everyone in the family to cope with the situation. The stability of family creates a building block for children to progress throughout life. When spouses separate, children from such homes are left with no stability, thereby increasing the tendency of losing basic concepts of childhood and negative perception they will bare although their lives.

In the opinion of [4], broken-home is the breaking of family unit. One obvious effect of divorce is the vacuum that emerges in marital institutions. This by extension greatly affects the upbringing of the product of such marriages (children). Children from broken homes lack parental care and are often times maltreated by the guardian in whose care there are left with. The upbringing of a child prepares the child for general adjustment to the role of an adult, and the social class. Currently in Nigeria, broken homes are becoming a social menace that is raising lots of concern. Most married persons move out of their matrimonial homes due to one reason or the other. Hence, broken homes have devastating influence on development, social adjustment and academic achievement of students from such homes [4]. Students from such homes, often times usually have emotional problems and behaviour adjustment and most likely perform poorly in academic work. They could be socially backward because they could lack adequate parental care that leads them to juvenile delinquency

Statistics have shown that broken families may have profound negative impact on student's academic achievement in subjects in secondary schools as, parents play an important role in most children's academic development. Guardians or single parents attributed to limit time that has to spend on their child's academic work (Ghana Statistics Service, 2019). These statistics further reported that the problems of broken home are universal phenomenal which affect both developed as well as the under develop country. It pointed out that the family lays the psychological, moral, and spiritual foundation in the overall development of the child. This according to [5] shows that children from broken homes often perform poorly in school and are also at risk of some emotional outcomes whether positive or negative. However, the environment a child finds themselves goes a long way in determining their ability and ultimately their achievement in school. The home influences the child at the most-earliest possible time of their, nevertheless, this influence can be seen through the conduct outside their homes, and at a time when the students mind is most receptive. The home setting provides the first impression which may last through the lifetime of the child. The child often sees the parents, siblings and things in their immediate environment to be most significant and they are capable of promoting or diminishing them in self-worth and academic performance [3]. Academic achievement is seen as the knowledge attained shown in the school subject. To indicate such achievement, test scores or marks are assigned by the teachers.

Academic achievement is the school evaluation of the classroom work on the basis of the grades awarded.

Students' academic achievement has received considerable attention in previous researches. Secondary school students' according to Falipe in [1] takes into cognizance both quality and quantity of the internal and external academic achievement achieved. Following the West African Examination Council (WAEC) (2020) Chief examiners' report on students' achievement in core subjects, a slight improvement was recorded in some core subjects while achievement other subjects remain low. [6]) further reported that the WAEC and National Examinations Council (NECO) record mass failure. This implies that student's achievement in major subjects in secondary schools continues to deteriorate over the years. In 2018, only 24.4% and 18.6% of Anambra state students who sat for the WAEC and NECO had a pass and above in the subjects respectively. Similarly, in 2019 only 35.9% and 17.1% of the students had a pass and above in mathematics respectively. The extent at which broken homes influence student academic achievement in secondary schools could vary based on gender and school location. Gender can be described as the concept of being male or female. The response of secondary school students as regards the influence of broken homes on their academic achievement in secondary schools could differ based on their gender. Similarly, students from urban areas could differ in their rating from students in rural areas. This could be based on the influence of the environment in which the students reside.

Nevertheless, many factors are responsible for this mass failure, these include students' home background this is according to studies of [7] and [8]. The home is vital to the child's growth and possibly their future. Therefore, the better the home the more likely the child will grow with positive attitudes. The family plays an important role on the academic achievement of the child [9]. Couples who are happy in their homes are more likely to have their children perform better in schools. [9] further stated that students from broken homes are less likely to perform well in schools. This goes to show that the relationship within the family is likely to influence a child's mental health and the personality traits which has a multiplying effect on a students' academic achievement. Hence this, backdrop and gap in literature on the academic achievement of secondary school students has revealed a rising concern on the issue of academic achievement. This decline in academic achievement of secondary school students has been on the increase despite effort by the federal, state and local government in reducing all the pointers that leads to broken homes. Generally, in Anambra state, the ideal situation and adverse effect of broken homes is quite clear. This is so as most spouse abandon their homes due to neglect and other reasons listed earlier, this leads to a traumatized state of mind of most students affected. This state of mind leads to poor academic achievement in classrooms which is constantly recorded. The poor academic achievement could be likened to the psychological state of the students, which often times is influenced their parents. This unsatisfactory state of affairs informed that present study to determine students perceived influence of broken homes on their academic achievement in secondary schools in Anambra State. Nevertheless, the influence of broken homes on secondary school students have not been empirically established, hence the focus of the present study to determine students perceived influence of broken homes on their academic achievement in secondary schools. Specifically, the study determined;

1. Students perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state.
2. Students perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state.

Research Questions

The following research questions guided the study

1. What is the mean rating of students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state?
2. What is the mean rating of students on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state?

Hypotheses

The following hypotheses guided the study

1. There is no significant difference in the mean rating of male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state.
2. There is no significant difference in the mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state.

RELATED EMPIRICAL STUDIES

[10] investigated the influence of broken homes on pupil academic performance in selected schools of Mbala District in Zambia. Three research questions guided the study. A case study design was used which combined qualitative and quantitative techniques of data collection and analysis. However, the study was more inclined to the qualitative research paradigm. The target population comprised teachers, pupils and school administrators. Other informants included Education Standards Officers, Provincial Education Officer and Civil Society Organizations. Purposive sampling procedures were used to select ninety-one (91) respondents who participated in the study. Data were collected through questionnaires, semi-structured interviews, in-depth interviews and analysis of documents. Qualitative data were analysed thematically through identification of themes and sub-themes that emerged. Basic descriptive statistics such as frequencies, percentages and tables were used in the analysis of quantitative data. The study found that broken homes contributed to poor pupil performance in most cases. Differences were found in performance with pupils from unbroken families out performing pupils from broken families in the subjects they were tested. The study noted that pupils from broken families experienced a lot of emotional difficulties as they tried to cope with changes brought about by their parent's divorce or separation. However, it was noted that not all children from broken families performed poorly in class. The study found that the home environment was critical in the academic performance of pupils, as learning whether at home or school occurred through the environment.

Similarly, [11] examined the influence of broken homes on academic performance and personality development of adolescents in Lagos state metropolis. Correlation survey research design was adopted for the study. Two research questions and two hypotheses guided the study. The target population of the study comprised adolescents from all junior secondary schools in Lagos metropolis. The sample for the study consisted of two hundred (200) adolescents randomly selected from four public senior secondary schools in Kosofe Local Government Area of Lagos State. The instrument used for data collection was a self–developed questionnaire. The questionnaire was validated and its reliability established using Cronbach alpha reliability statistics. The data collected were analyzed using both independent t-test and Pearson Product Moment Correlation statistical methods. The results were held significant at 0.05 alpha level. The results revealed significant difference between single-parenting and academic performance of the adolescents, significant difference between parental socio- economic status and academic performance. And a significant relationship between adolescents from broken homes and academic performance.

[12] examined the effects of broken home on academic performances of adolescents of secondary schools in Ibadan. Four research questions and four null hypotheses guided the study. Descriptive survey research design was adopted for the study. The sample for the study consisted of 200 students drawn from four randomly selected secondary schools in Ibadan North Local Government Area, Ibadan, Oyo State, Nigeria. One validated instrument (Effect of Broken Homes on Academic Performance of Secondary School Adolescents' Questionnaire [EBASQ]) was used for data collection and the data collected. The instrument was subjected to validity and reliability and yielded a coefficient of internal consistency to be 0.741. data collected were analyzed using the Spearman Correlation Coefficient. Their results showed that there were significant differences between the family type/family structure and academic performances of students from broken homes. The findings further revealed significant difference in the academic performance of adolescents from broken and intact home based on religion; male and female adolescents from broken and intact or two-parent homes; junior and senior students.

Salami and Alawode (2011) conducted a study on the effects of single parenting on the academic achievement of adolescent in secondary schools in Ejigbo Local Government Area of Osun State. Two research questions and two hypotheses. Descriptive survey research design was employed. The

population for the study was all the adolescents in all the secondary schools in Ejigbo Local Government Area of Osun State. A stratified random sampling method was employed in selecting the 100 participating SS 3 students from five randomly selected secondary schools in the Local Government Area involved in the study. The academic records of the students were obtained from their Principals. Personal data forms were also used to collect information as regards their age, gender, religion, and type of home they come from. Student's t-test statistic was used to analyze the data collected. The findings of the study indicated that students from intact homes had significantly better academic achievement than those from single parenting homes. They also observed significant difference between the academic achievement of Christian and Muslim students from intact homes whereas none was found between the Christians and Muslims from single parenting homes, a significant difference was found between the academic achievement of males and females from single parenting homes but none between those from intact homes.

[4] conducted a study on impact of broken homes on academic performance of handicapped students as expressed by secondary school teachers in Oyo State. Five research questions and five null hypotheses guided the study. The study adopted the descriptive survey research design. Purposive sampling technique was used to select four (4) secondary schools in the state. 200 completed questionnaire forms were returned to the researcher. Data was collected with the use of a structural questionnaire. The instrument was validated and its reliability established using the Cronbach alpha statistics and yielded a coefficient of 0.75. Data were analyzed using t-test and analysis of variance, (ANOVA). All the five hypotheses tested were accepted. The findings showed no significant difference in the expression of secondary school teachers in Oyo State on the impact of broken homes on academic performance of handicapped students at 0.05 alpha level of significant.

[7] conducted a study on the relationship between broken homes and academic achievement of secondary school students in Oredo local government area of Edo State. Three research hypotheses were formulated to guide the study. The study adopted the correlation research design. This was because the study sought to establish the extent of relationship between broken homes and academic achievement. Six senior secondary schools were randomly selected for the study. One hundred and fifty respondents from single parent homes were used for the study. 25 respondents were randomly selected from six schools. Reliable and validated questionnaires which were designed to elicit information on the hypotheses of study were used by the researchers. The statistical method used in analyzing the data was the Pearson product moment correlation coefficient (r). Their results showed a significant relationship between broken homes and academic achievement of students. It was also discovered that female students from broken homes perform better in their studies than the male students, moreover, the result showed that low socio-economic status, also had an adverse effect on the academic performance of children from broken homes.

Adeyemo (2012) carried out a study on family background and classroom correlates of students' achievement in physics Shomolu Local Government Area of Lagos State. Three null hypotheses were postulated and tested at 0.05 level of significance. The study adopted the correlation survey design. The samples used for the study were selected randomly from five senior secondary schools in Shomolu Local Government Area of Lagos State. A total of two hundred (200) randomly selected SS2 students served as the subjects for the study. The instruments used for this study were physics classroom Observation Schedule (PCOS) and Classroom Interaction Questionnaire (CIQ). The data collected were analyzed using statistical packages for social sciences (SPSS) which include: simple percentage, mean, standard deviation, simple regression and ANOVA. The result of the findings showed that background and classroom correlates have significant influence on students' achievement in physics.

METHODOLOGY

The design for this study is the descriptive survey research design. The target population comprises 18, 297, however, the accessible population stood at 5674 secondary school students in Onitsha Education Zone. The sample size of 420 SS II adolescents (male=262, female=158) gotten through multistage sampling procedure where disproportionate stratified sampling techniques was used to select 5 senior secondary schools from the existing 3 local governments in Onitsha education zone. Secondly, the purposive sampling technique was adopted to sample students from broken homes. To achieve this, a

questionnaire on broken homes was administered to secondary schools' students through this, the sample of the study was drawn and it amounted to 420 secondary school II students from broken homes. The instrument for data collection is a 21 – item structured questionnaire titled "Influence of Broken Homes on Academic Achievement Questionnaire (IBAAQ)". The questionnaire is divided into section A and section B. Section A contains items on the respondents' demographic data section B contains 21-itens statements on the influence of broken homes on academic achievement of secondary school students. The questionnaire is structured on a 4 – point response option Strongly Agree to Strongly Disagree with weighted values of 4, 3, 2, 1 respectively. The content and face validation of the instrument was done by two experts in the Departments of Guidance and Counselling and Measurement and Evaluation. The reliability of the instrument was established using Cronbach Alpha statistics and yielded a reliability statistic of 0.715. The administration of the questionnaire structured for data collection was done through direct delivery approach. By this method, copies of the questionnaire were distributed personally to the respondents by the researcher with the help of a research assistant for the sampled schools. The collected data were analysed using Mean, Standard Deviation (Mean±STD) and t-test for independent sample.

RESULTS AND DISCUSSION

Research question 1: What is the mean rating of students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state?

Hypothesis 1: There is no significant difference in the mean rating of male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state.

Result relating to research question 1 presented in table 1 reveals the mean and standard deviation on students perceived influence of broken homes on their academic achievement in English language in secondary schools. The rating revealed that male secondary school students among others agreed to item 5 with a mean score of 2.56, item 7 with mean score of 3.11, agree to item 8 with a mean score of 3.00, item 10 with a mean score of 2.67, item 12 with a mean score of 3.11, item 16 with a mean score of 3.22, item 18 with a mean score of 3.29, item 19 with a mean score of 4.00, item 20 with a mean score of 3.21 and item 21 with a mean score of 2.51. Male students further disagreed to item 1 with a mean score of 2.00, item 2 with a mean score of 1.75, item 3 with a mean score of 2.11, item 4 with a mean score of 1.09, item 6 with a mean score of 2.22, item 9 with a mean score of 2.14, item 11 with a mean score of 2.18, item 13 with a mean score of 2.58, item 14 with a mean score of 1.76, item 15 with a mean score of 1.76, item 17 with a mean score of 1.21. Based on the rating, equal number of the items on students' perceived influence of broken homes on their academic achievement in English language in secondary schools were rated as agreed to as well as disagreed. The standard deviation scores show homogeneity in students perceived influence of broken homes on their academic achievement in secondary schools.

Data relating to hypothesis 1 presented in table 2 shows the t-test for independent sample summary on the mean rating of male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state. The result shows that the Sig. value is less than the Pvalue, hence the first null hypotheses is rejected (N = 420, df=418, Sig. = 0.00, Pvalue = 0.05). This goes to implies that there is a significant difference in the mean rating of male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state.

The findings of this study agree with the findings of [10] which revealed that broken homes contributed to poor pupil performance in most cases. Differences were found in performance with pupils from unbroken families out performing pupils from broken families in the subjects they were tested. The study noted that pupils from broken families experienced a lot of emotional difficulties as they tried to cope with changes brought about by their parent's divorce or separation. However, it was noted that not all children from broken families performed poorly in class. Furthermore, the findings relating to the hypotheses conform to the finding of [11] significant difference between single-parenting and academic performance of the adolescents, significant difference between parental socio- economic status and academic performance. And a significant relationship between adolescents from broken homes and academic performance.

Research question 2: What is the mean rating of students on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state?

Hypotheses 2: There is no significant difference in the mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state.

Result relating to research question 2 presented in table 3 reports the mean and standard deviation scores on students perceived influence of broken homes on their academic achievement in mathematics in secondary schools. The rating revealed that secondary school students among others agreed to item 1 with a mean score of 2.70, item 2 with mean score of 2.75, agreed to item 3 with a mean score of 3.11, agreed to item 5 with a mean score of 2.56, agreed to item 6 with a mean score of 2.72, agreed to item 7 with a mean score of 3.11, agreed to item 8 with a mean score of 3.87, agreed to item 10 with a mean score of 2.70, item 12 with a mean score of 4.00, agreed to item 13 with a mean score of 3.86, agreed to item 13 with a mean score of 3.86, agreed to item 17 with a mean score of 3.56, agreed to item 19 with a mean score of 3.76, and agreed to item 20 with a mean score of 4.00. students in secondary school disagreed to item 4, 9, 11, 14, 15, 16, 18 and 21 with mean scores of 1.09, 2.16, 2.41, 1.26, 2.30, 3.12, 2.76 and 1.54 respectively. Based on the rating, majority of the items raised were agreed to by secondary school students in Anambra state. The standard deviation scores revealed that the respondents are heterogonous in their response on the perceived influence of broken homes on their academic achievement in mathematics in secondary schools.

Data relating to hypothesis 2 presented in table 4 shows the t-test for independent sample summary on the of mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state. The result shows that the Sig. value is greater than the Pvalue, hence the second null hypotheses is accepted (N = 420, df=418, Sig. = 0.261, Pvalue = 0.05). This means that there is no significant difference in the mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state.

This finding agrees to the finding of [10] who found that the home environment was critical in the academic performance of pupils, as learning whether at home or school occurred through the environment. Similarly, the findings of the present study contradict the finding of Salami and Alawode (2011) which indicated that students from intact homes had significantly better academic achievement than those from single parenting homes. They also observed significant difference between the academic achievement of Christian and Muslim students from intact homes whereas none was found between the Christians and Muslims from single parenting homes, a significant difference was found between the academic achievement of males and females from single parenting homes but none between those from intact homes. The findings further agree with the findings of Adeyemo (2012) which showed that background and classroom correlates have significant influence on students' achievement in physics.

Table 1: Mean and standard deviation on students perceived influence of broken homes on their academic achievement in English Language in secondary schools (N= 420).

S/N	Items statements on influence of broken homes on academic achievement	Mean	SD	Remark
1	As a student I achieve mutual understanding of academic concepts taught	2.00	0.93	Disagree
2	I enjoy argument with my peers as it relates to divorce issues at home	1.75	1.00	Disagree
3	As a student broken home threaten my level of achievement in school	2.11	0.84	Disagree
4	As a result of a broken home, I am able to connect with people	1.09	1.14	Disagree
5	I am easily influenced by bad habits due to my home background	2.56	0.82	Agree
6	I am easily afraid of risks and risky behaviour due to my home background	2.22	0.55	Disagree
7	Coming from a broken home makes me insensitive	3.11	0.42	Agree
8	As a student from a single parent home, I perform poorly on take	3.00	0.67	Agree

	home assignment			
9	As a student from a single parent home, I perform effectively on home assignment	2.14	1.45	Disagree
10	I lack the zeal to participate in class activity	2.67	0.42	Agree
11	As a student from a single parent home I cannot cope with the lessons effectively	2.18	0.57	Disagree
12	Due to the single parent home, I am always punctual to class	3.11	0.51	Agree
13	My home background makes me optimistic most of the times	2.58	1.07	Disagree
14	Based on my home background I have difficulty in comprehending lessons	1.76	1.11	Disagree
15	My home background makes me focused	2.01	1.11	Disagree
16	I have a positive attitude towards myself against others	3.22	1.11	Agree
17	Based on my family background, there is increase in my level of indiscipline	1.21	1.11	Disagree
18	I am independent as a result of my family background	3.29	1.11	Agree
19	My family background influences my decisions and intentions towards life	4.00	0.41	Agree
20	I am temperamental due to my family background	3.21	0.62	Agree
21	I manage emotion well due to my family background	2.51	0.11	Agree

Table 2: t-test summary on the mean rating of male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state.

Sources of variation	N	Mean	SD	df	Sig. value	A	Decision
Male	262	32.67	6.68				
				418	0.00	0.05	S
Female	158	34.11	8.76				

S=Significant

Table 3: Mean and standard deviation on students perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state

S/N	Items statements on influence of broken homes on academic achievement	Mean	SD	Remark
1	As a student I achieve mutual understanding of academic concepts taught	2.70	0.93	Agree
2	I enjoy argument with my peers as it relates to divorce issues at home	2.75	1.00	Agree
3	As a student broken home threaten my level of achievement in school	3.11	0.84	Agree
4	As a result of a broken home, I am able to connect with people	1.09	1.14	Disagree
5	I am easily influenced by bad habits due to my home background	2.56	0.82	Agree
6	I am easily afraid of risks and risky behaviour due to my home background	2.72	0.55	Agree
7	Coming from a broken home makes me insensitive	3.11	0.42	Agree
8	As a student from a single parent home, I perform poorly on take home assignment	3.87	1.12	Agree
9	As a student from a single parent home, I perform effectively on home assignment	2.16	1.02	Disagree
10	I lack the zeal to participate in class activity	2.70	.91	Agree
11	As a student from a single parent home I cannot cope with the lessons effectively	2.41	1.14	Disagree
12	Due to the single parent home, I am always punctual to class	4.00	1.11	Agree
13	My home background makes me optimistic most of the times	3.86	.98	Agree
14	Based on my home background I have difficulty in comprehending lessons	1.26	1.21	Disagree

15	My home background makes me focused	2.30	1.01	Disagree
16	I have a positive attitude towards myself against others	3.12	.89	Disagree
17	Based on my family background, there is increase in my level of indiscipline	3.56	1.11	Agree
18	I am independent as a result of my family background	2.76	.96	Disagree
19	My family background influences my decisions and intentions towards life	3.76	.88	Agree
20	I am temperamental due to my family background	4.00	.87	Agree
21	I manage emotion well due to my family background	1.54	.81	Disagree

Table 4: t-test summary on the mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state.

Sources of variation	N	Mean	SD	df	Sig. value	A	Decision
Urban	262	30.67	4.08				
				418	0. 261	0.05	NS
Rural	158	54.11	9.76				

NS=Significant

CONCLUSION

The crux of this study is to determine students perceived influence of broken homes on their academic achievement in secondary schools in Anambra State. Thus, the study concludes that

1. Equal number of items raised on students' perceived influence of broken homes on their academic achievement in English language in secondary schools were rated as agreed to as well as disagreed.
2. Majority of the items raised were agreed to by secondary school students in Anambra state.
3. This study further concluded to have a significant difference in the mean rating of male and female students on the perceived influence of broken homes on their academic achievement in English Language in secondary schools in Anambra state.
4. On the other hand, there is no significant difference in the mean rating of students in urban and rural areas on the perceived influence of broken homes on their academic achievement in Mathematics in secondary schools in Anambra state.

REFERENCES

1. Ihedioha, L. N. (2020). Perceived Influence of Broken Home on the Academic Performance of Secondary School Students in Aba North Local Government Area, Abia State. *Academic Journal of Public Policy and Educational Research, 8,* (4) ;8-23.
2. Omoruyi, I. V. (2014). Influence of broken homes on academic performance and personality development of the adolescents in Lagos state metropolis. *European Journal of Educational and Development Psychology,2* (2);10-23.
3. Felisilda, M. M. A. & Torreon, L. C. (2020). Effects of broken family on pupils' behavioural development and academic success. International Journal of Research-GRANTHAALAYAH,8(10); 216-223. ttps://doi.org/10.29121/granthaalayah.v8.i10.2020.1526
4. Awoniyi, G. F. (2019). Impact of broken homes on academic performance of handicapped students as expressed by secondary school teachers in Oyo State. *International Journal of Innovative Psychology & Social Development, 7*(9); 130-138.
5. Thomas, B, Konstantina, T, Vassillis, N. and Panagiotis, M. (2018). Effect of single parent families and the academic performance of pre-primary pupils in urban and suburban areas in Greece. *Journal of marriage and family. Retrieved from: http://www.Broken HomeEffect---pdf.*
6. Isa, S. G. (2019). Impact of broken homes on mathematics students' academic achievement in senior secondary schools in Nassarawa Zonal Education Area, Kano State – Nigeria**.** *Scientific research Journal, 7*(10); 41-47.

7. Alika, H. L., & Edosa, O. S. (2012). Relationship between Broken Homes and Academic Achievement of Secondary School Students in Oredo Local Government Area of Edo State, Nigeria. *College Student Journal*, *46*(2), 256-263. https://eric.ed.gov/?id=EJ994214

8. Zubairu, A. Abdullahi, A. H, & Sani, G. S. (2018). Impact of Broken Homes on Mathematics Academic Achievement in Senior Secondary Schools in Nasarawa Local Government, Kano State. Undergraduate project and published. Kano University of Science and Technology, Wudil.

9. Datta, A. (2014). Education and society. Sociology of African Education Macmillan Press Ltd. 173-175

10. Kasoma, F. (2013). *The influence of broken homes on pupil academic performance in selected schools in Mbala district: lessons for school managers* (Doctoral dissertation, University of Zimbabwe).

11. Omoruyi, I. V. (2014). Influence of broken homes on academic performance and personality development of the adolescents in Lagos state metropolis. *European Journal of Educational and Development Psychology,2* (2);10-23.

12. Yara, P. O., & Tunde-Yara, B. A. (2010). Broken homes and academic performance of adolescents in secondary schools in Ibadan Nigeria. *Journal of International Social Research*, *3*(12), 469-487.