

Teachers' Demographics and Secondary School Students' Academic Performance in Christian Religious Studies in Uyo Local Government Area of Akwa Ibom State

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Abstract

The study examined Teachers' Demographics and Secondary School Students' Academic Performance in Christian Religious Studies in Uyo Local Government Area of Akwa Ibom State. Three objectives, three research questions and three null hypotheses guided the study. The study adopted a descriptive survey research design. The population of the study was 4,224 senior secondary two students in public secondary schools in Uyo. The sample size was 200 students' selected using simple random sampling technique of hat and draw method. Data were collected using a researcher-made instrument titled "Teachers' Demographics and Students Academic Performance Questionnaire" (TDSAPQ). The instrument was validated by experts and the reliability tested using Cronbach Alpha Statistics. Reliability indices of 0.77 for Teachers' Demographics and 0.82 for Students' Academic Performance were obtained. The collected data were analysed using mean, standard deviation and ANOVA. The result showed that there is a significant difference in students' academic performance based on all the Teachers' Demographics of age, gender and years of experience. It was therefore concluded that Teachers' demographics of age, gender and years of experience, significantly influence students' performance in Christian Religious Studies. It was therefore recommended among others that school Administrators should assign roles to teachers irrespective of their years of experience, to give them opportunity to learn and have experience on the job. This will help them to do better and also influence the students they teach to perform better as they say "experience is the best teacher".

Keywords: Age, Experience, Gender, Teachers, Performance.

Introduction:

Teachers are very important resources as far as the school system is concerned. This could be due to the fact that teachers are the personnel directly involved with the implementation of educational policies in the schools. This calls for Teachers' related issues therefore being given utmost consideration and importance. One of such issues among others is Teachers personal factors otherwise known as Teachers' demographics. Teachers' demographics refer to the particular characteristics of teachers, which include age, gender, years of experience, marital status, academic qualification, and academic discipline among others. For the purpose of this study, only age, gender and years of experience of teachers were considered in line with their influence on students' academic performance in Christian Religious Studies in Uyo Local Government Area of Akwa Ibom State.

Age refers to how old a person is at a particular point in time. It is defined as the measure of time elapsed from date of live birth to a specific point in time, usually the date of collection of data (Lally and Rafentine-French, 2019). Age usually influences the totality of an individual generally, and performance in particular. In the teaching profession, more often than not, it has been observed that older teachers seem to be better off as far as teaching is concerned. Just like age, gender is another demography that should be considered as far as teachers and students' performance is concerned.

Gender refers to the roles and responsibilities of men and women that are created in families, societies and cultures. World Health Organization (WHO, 2013), defined gender as the socially constructed characteristics of women and men, such as norms, roles, and relationship of and between groups of women and men. It varies from society to society and can be changed. Gender roles in some societies are more rigid than those in others (Okon, 2023). In the school setting also, like in others, men are usually expected to do better than females in most areas including teaching, but sometimes this may not be the case, as some females are equally good in teaching. For instance, some females are generally more patient and easily approachable compared to the males. As such, there is that likelihood that the females will relate better with students, take time to listen to their problems, be patient to explain more where students lack understanding and much more. These and other attributes are likely able to make students taught by such female teachers perform better. As such, gender could influence students' performance and perhaps the teachers' years of experience as well.

Years of experience of teachers has been considered as one of the most important factors influencing the academic performance of students. Years of experience refers to the period of time one has spent on a particular job or profession, and the knowledge such an individual has gained during this period. This is because, it is believed that the longer a person stays on a job, the more experienced the person becomes. Thus, a teacher who has been teaching for more number of years is expected to have gained more experience, and thus more productive than the one with fewer number of years, though this may not always be the case, due to some other factors. Whatever the case maybe, irrespective of the factor involved, the essence of the teaching role is to enhance the students' academic performance.

Academic performance of students is a very important aspect of schooling that cannot be ignored, but given utmost attention. Academic performance of students goes a long way to tell how productive a teacher and thus the school is generally. Academic performance is performance on a task with measures including comprehension, quality and accuracy of answers of test, quality and accuracy of problem-solving, frequency and quality of desired outcome, time or rate to solution, time on task, level of reasoning and critical thinking, creativity, recall and retention and transfer of tasks (Tadesse in Nzimoha, 2021). Academic performance can be seen as the level of success achieved in any subject which can be determined through test, examinations, assignments, projects and the likes. The academic performance of students in any subject could be influenced by so many factors. Hence, students in Secondary Schools just like in other levels of Education are exposed to various

factors in the course of teaching and learning, which may influence their academic performance either positively or negatively. These factors could range from home factors to school factors, to students' factors and to Teachers factors among others. However, this study intended to research into the teachers' factors to understand how these may influence the academic performance of students in Secondary Schools. Though several studies have been carried out to solve the problem of poor academic performance among Secondary School Students, the problem still remains. Whereas, students are expected to attend classes, carry out all required tasks in the form of assignment, class work, test, examination, project, studying among others so that their academic performance can be good. In some of the secondary schools today, particularly in the study area, some students are doing the opposite.

They go late or absent from school thereby missing classes, do not carry out assigned works, tests, examination and project and do not study as expected. As such, their academic performance comes out poor. In CRS in particular, some students do not have the required textbooks and Bible. Some do not copy their notes, nor do assigned works and projects. These and many others are related problems which lead to poor students' performance in Christian Religious Studies. This therefore prompted the researchers to conduct this study in an attempt to solve the problem of poor academic performance among Secondary School Students in Christian Religious Studies. Hence, the study on Teachers' Demographics and Secondary School Students' performance in Christian Religious Studies in Uyo Local Government Area of Akwa Ibom State.

Literature Review

Academic performance can be seen as the outcome of students' efforts in their different subjects and vocations in school, which is usually revealed in their results in the various subjects. Peter (2016) viewed Academic performance as the outcome of teaching and learning, the extent to which a student, teacher or institution has achieved their educational goals. In this context, however, students' academic performance is the extent to which a student has achieved his/her educational goals. The achievement could be high or low, success or failure. Academic performance is usually measured by examination or test (continuous assessment) (Peter, 2016), or both. Furthermore, Crow in Edet (2023) defined academic performance as the extent to which a learner is benefiting from instruction in a given area of study. In other words, if a student performs poorly, it means that such a student is not benefiting academically as expected. On the other hand, if a student performs well, it means that such a student is benefiting academically from the experiences gained during teaching and learning. As such, Narad and Abdullah, (2016) postulated that academic performance enables both students and parents to know the academic state of their children and this further determines the failure and success of an academic institution.

Nzimoha (2021) also opined that academic performance is the success accomplished in particular subject area, indicated by grades, marks and scores of descriptive commentaries. While Aragaw (2016) stated that academic performance is the achievement of the students in the subjects they study in the school. This of course determines the students' status in the

class. Hence, academic performance is the state of ones' ability in a given subject or subject area. It shows how well a student is thriving in that subject and goes a long way to speak volume about the teacher and the school the child is in. As earlier stated, academic performance could be influenced by certain teacher's demographics such as gender, age and years of experience.

The concept of gender was first used in the 1940s by John Money in a discourse meant to legitimize sex change and it began to be employed in the social sciences from the late 1960s onward (Unger in Joseph (2024). Thus from that period, the question of gender has become central in the discussion of social life. Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, boy or girl, as well as the relationship with each other. Gender can be seen as a social construct involving differences between male and female that is, the societal role assignment on male and female sex. Gender being a social construct varies from society to society and can change over time. In agreement with this view, Okon 2023 further asserted that gender roles and expectations are learned, they change over time and vary within and between cultures. The author further opined that the concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity masculinity).

Lacey (2021) saw gender as a form used to describe individual's social identity and personality or behavioural tendencies. The World Health Organization defined gender as the result of socially constructed ideas about the behaviour actions and roles a particular sex performs (WHO, 2013). WHO further asserted that gender is hierarchical and produces inequalities that interest with other social and economic inequalities? Also Sass (2021) noted that gender-based discrimination intersects with other factors of discrimination, such as ethnicity, socio-economic status, disability, age, geographical location, gender identity and sexual orientation among others. This is referred to as intersectionality.

Literally, Teachers' gender can be seen as a term used to indicate whether a teacher is male or female. A good teacher is one who can interact with the students and teach them effectively and produce good results, irrespective of his or gender. Some individual are of the view that females are more empathetic as such may likely be better teachers. In line with this view, Mivamwenda & Nwamwenda (2022) pointed out that women are born with empathy and high emotional quotient among others made counterparts to understand a child's ability to learn quickly. Others on the other hand believe that male teachers are more principled, disciplined and easily not distracted, and as such are able to guide the students to learn better. Different explanations and opinion regarding teaching effectiveness between male and female teachers have been put forward. It is the place of this study to further ascertain who do better (male or female), as would be reflected in the academic performance of students in this study. In addition to gender, the age of a teacher is also considered as far as this study is concerned.

Age could be categorized into four categories; Chronological Age, Biological Age, Psychological Age and Social Age. (Lally and Valentine French, 2019). According to the authors, Chronological Age refers to the number of years since the birth of an individual. Biological age refers to how quickly the body age. While Psychological age refers to an individual's cognitive capacity along with their emotional beliefs about how old the person is. Social age refers to the age based on social norms of a person's culture and the expectations the culture has for people of that age group.

In this study however, the researcher is interested in the chronological age of teachers in secondary school in Uyo Local Government Area. Okon (2023) pointed out that it essential is to understand age, also due to its human and organizational significance. According to the author, age is a human attribute that has long been taken for granted and that we know very little about the age beneath the skin and beyond the body. However, it is reported in Okiki (2015) that the average productivity of academic (teachers) members drop with age, but many senior academics (teachers) remain active and that there is no significant evidence that age determines a drop in productivity. This means that age has little or no influence on students' academic performance. There are cases where older individuals perform better. There are also cases where younger ones perform better. On this, Okon (2023) noted that some researchers show that production increases with age, but after a certain level, it begins to drop. This could be due to the fact that at a younger age the interest and excitement to work is more, but at an older age, it is believed that one has achieved, thus interest and excitement begin to drop. Okon (2023) further observed that there is a general recognition that greater education can lead to better productivity in old age. This means that old age birth better productivity, hence, better performance. It is also believed that the more experienced a person is, the better the performance of that person.

Years of experience refers to how long a person has been in a particular vocation or kind of job or responsibility in line with the experience he/she has been exposed to in his/her job or responsibility. As such, Okon (2023) defined years of experience as the period of time one has spent in a particular profession and the knowledge gained during this period. This implies that the longer one stays on a job the more experienced one is. In the Teaching profession, specifically, the older a teacher is on the job, the more experienced the teacher. On this, Ijaila in Okwong (2023) supportively opined that experience improves teaching skills while student learn better at the hands of teachers who have taught them continuously over a period of years. An old broom they say sweeps better. An experienced teacher knows just what to do at every point in time to ensure that students learn better and perform better academically.

In line with the teachers demographics of gender, age and years of experience, as they influence students' academic performance, several related studies have been conducted. For instance in a study conducted on the relationship between Teachers' age and their job performance in secondary schools in Ebonyi State Nnebedun (2017 found out that there is a high positive correlation between teacher's age and their job performance. In Rivers State,

Onyeike (2020), also carried out a study on the influence of teachers' age on their job effectiveness in secondary schools' with a study population and a sample size selected through the use of Cluster Sampling Technique, Data Collected through the use of questionnaire were analysed using mean, standard deviation and independent t-test. The result showed that teacher's age influences their job effectiveness. Both studies reviewed showed that teachers' age influence the way they do their job and the effectiveness. This also indicates that teachers' age influences teaching and learning process of the students which will certainly tell on the students' academic performance. Hence, teachers' age influences student academic performance, based on the reviewed studies. It is left for the present study to support or debunk this finding.

Another study was conducted in Ebonyi State on teachers' gender and their job performance in Secondary schools in 2019. Three research questions, three hypotheses, a study population of 4,368 teachers and a sample size of 1,005 respondents were used. Data collected were analysed using mean, standard deviation and independent t-test. The result showed a high positive correlation between teachers' gender and their performance. This indicates that gender influences performance. Among students, perhaps teachers' gender can also influence their performance in any given subject. This present study will ascertain this.

Adung (2025) also conducted a study on Demographics Variables and Teaching Effectiveness of Secondary School Teachers in Cross River State, Nigeria. The study made use of five research questions and five hypotheses. The population of teachers were 4,530 with a sample size of 430 Teacher. Data were collected using a structured questionnaire and analyzed using mean, standard deviation and independent t-test. The result showed among others a no significant difference in teaching effectiveness based on gender. However, female teachers were found to be more effective in teaching compared to the males. This result implies that though there may not be any significant difference, females seem to perform better. This infers that gender influences performance. Teachers' gender therefore can influence student's academic performance in any given subject, including Christian Religious Studies. The present study is left to ascertain the position of this conclusion.

In 2023, Okon also conducted a study on Demographics of Academic and their Scholastic output in Federal Universities in South-South Nigeria. Using seven research questions, seven hypotheses, descriptive research design, a population of 7,323 lecturers and a sample size of 1,383. Data were collected using a structured questionnaire and analysed using mean, standard deviation and Analysis of Variance (ANOVA). The result showed among others that there is no significant difference in scholastic output of academics based on gender. This implies that gender does not have any significant influence on the performance of Academics (Teachers), though the mean value of males was slightly higher than that of females. It is however left for the present study to either support or debunk this finding.

Similarly, Edet (2023) carried out a study on Teachers' variables and junior secondary school student's performance in Christian Religious Studies in Urue-Offong Oruko Local Government Area of Akwa Ibom State. Three research questions and three hypotheses were used for the study. A correlational research design was used with a

population of 9,482 Junior Secondary School Students, and a sample size of 40, selected using multi-stage sampling approach. Data were collected using a structured questionnaire and student's achievement test, and analyzed using independent T-test and Anova. The result of the analysis showed among others that Teachers years of experience has significant influence on students' performance in Christian Religious Studies. This implies that the years of working experience of a teacher has great effect and determines to a great extent the way students 'perform academically. This means that the more experience teachers help students to perform better academically than the less experienced teachers

In Cross River State, Adung (2025) also conducted a study on Demographic Variables and Teaching Effectiveness of Secondary School Teachers. Using five objectives, five research questions and five hypotheses, a population of 4,530 teachers and a sample of 430 teachers were also used. Data were collected using questionnaire and analysed using mean standard deviation and independent T-test. The findings of the study indicated among others that teachers' years of experience significantly influence their teaching effectiveness. This means that the more experienced teachers were the more effective they were in their job. This also implies that students taught under experienced teachers will perform better than those taught under inexperienced teachers'. Hence, teachers' years of experiences significantly influence students' academic performance.

Statement of the Problem

The problem of poor performance among students, particularly of the Secondary School level has been a matter of concern to many over the years. It is not uncommon to find some students at this level not being able to obtain up to a credit pass in Christian Religious Studies to qualify for admission into tertiary institutions. Right from the junior secondary schools, some students still have difficulties in performing academically above average in all subjects generally and in Christian Religious Studies in particular. We can still find among the secondary school students those that cannot make at least a pass in Christian Religious Studies tests and assignments. These and many more constitute a problem that eventually tell on the students' performance when it comes to external examinations like WAEC and JAMB. One wonders, if teachers could also contribute to some of these problems associated with poor students' performance. This is because some teachers are not even helping matters at all. Some teachers are found to be less concern with students' performance at school as long as they get their pay at the end of the month. Some teachers leave their classes unattended to in the name of school runs, ill-health, personal businesses and the likes.

Though several studies have been conducted to solve this problem of poor students' academic performance, this problem remains. It is based on this backdrop that the researcher decided to carry out this study, perhaps to proffer solution to the problem of poor students' academic performance. The problem of this study therefore is ... "What is the influence of teachers' Demographics on Secondary School Student performance in Christian Religious Studies in Uyo Local Government Area of Akwa Ibom State?

Purpose of the Study

The major purpose of this study was to determine the influence of teachers' demographics on students' academic performance in Christian Religious Studies in Uyo Local government Area of Akwa Ibom State. Specifically, the study sought to:

1. Examine the difference in academic performance of secondary school students in Christian Religious Studies in Uyo Local Government Area of Akwa Ibom State, based on Teachers' age.
2. Determine the difference in academic performance of secondary school students in Christian Religious Studies in Uyo Local Government Area of Akwa Ibom State based on teachers' gender.
3. Assess the difference in academic performance of secondary school students in Christian Religious Studies in Uyo Local Government Area of Akwa Ibom State, based on Teachers' years of experience.

Research Questions

The following research questions were raised to guide the study:

1. What is the difference in Secondary School Students' academic performance in Christian Religious Studies, based on teachers' age?
2. What is the difference in Secondary School Students' academic performance in Christian Religious Studies, based on teachers' gender?
3. What is the difference in Secondary School Students' academic performance in Christian Religious Studies, based on teachers' years of experience?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

1. Secondary School Students do not differ significantly in their academic performance in Christian Religious Studies, based on Teachers' age.
2. Secondary school students do not differ significantly in their academic performance in Christian Religious Studies based on teacher's years of experience
3. Secondary School Students do not differ significantly in their academic performance in Christian Religious Studies, based on Teachers' years of experience.

Methodology

Descriptive Survey Design was adopted for the Study. This design was used because the study sought to study the current status of teachers and how they influence students' academic performance. Kerlinger (2022) supports the choice of this design on the fact that it is towards determining the nature of a situation as it exists at the time of investigation and to discover the relative incidence, distribution, interrelation of sociological and psychological variables. The study population was centered on all the 4,224 senior secondary school two students in 14 public schools in Uyo local government area. A sample size of 200 senior secondary two (SS2) students was drawn from the population of the 4,224 SS2 students in Uyo Local Government Area. Using Taro Yamane sampling formula, 200 students

representing about (5 %) of the population was derived. Simple random sampling technique of hat and draw was used to do the selection. A researcher-made instrument titled “Teachers’ Demographics and Students’ Academic Performance Questionnaire” (TDSAPQ) was used to collect data from the respondents. The questionnaire had two sections. Section A was for Teachers’ Demographics, while Section B was for Students Achievement Test to determine the Academic Performance of Students in secondary schools in Uyo Local Government Area of Akwa Ibom State. The section B had objective questions for students in CRS. The instrument was validated by experts and reliability tested using Cronbach Alpha statistics. Reliability coefficients of 0.77 for teacher’s demographics and 0.82 for student’s academic performance were obtained respectively. These indicated that the instrument was reliable for the conduct of the study. Data collected were analyzed using mean, standard deviation and analysis of variance (ANOVA) to answer research questions and test the null hypothesis at 0.05 level of significance.

Results

Research Question 1: What is the difference in secondary school students’ academic performance in Christian Religious Studies in Uyo Local Government Area based on teachers’ age?

Table 1: Mean and Standard Deviation of the Difference in Students’ Academic Performance in Christian Religious Studies Based on Teachers’ Age.

Variables	Teachers’ Age	n	X	SD
Students’ Performance	Below 30 Years	17	49.67	10.14
	31-40 Years	89	50.07	9.77
	41 and Above	94	55.02	9.99

The results in Table 1 shows the mean score of students’ academic performance under teachers’ age below 30 years is 49.67; students’ performance under teachers’ age 31-40 years is 50.07; and students’ performance under teachers’ age 41 and Above is 49.67 respectively. This suggests that students’ academic performance increase as their teachers’ age increases. The findings indicate that students’ academic performance differs based of teachers’ age-related differences. While competence generally increases with age, the differences are moderate; suggesting that age alone does not fully determine students’ performance.

Research Question 2: What is the difference in secondary school students’ academic performance in Christian Religious Studies in Uyo Local Government Area based on teachers’ gender?

Table 2: Mean and Standard Deviation of the Difference in Students' Academic Performance in Christian Religious Studies Based on Teachers' Gender

Variable	Gender	N	X	SD
Students' Performance	Male	78	52.85	7.52
	Female	122	50.33	6.60

The result in Table 2 shows the mean score of students' academic performance under male teachers is 52.85, and those students' performance under female teachers is 50.33 respectively. The findings indicate that students' academic performance differs based on teachers' gender differences. This suggests that gender influence students' academic performance, with males demonstrating relatively higher competence.

Research Question 3: What is the difference in secondary school students' academic performance in Christian Religious Studies in Uyo Local Government Area based on teachers' years of experience?

Table 3: Mean and Standard Deviation of the Difference in Students' Academic performance in Christian Religious Studies Based on Teachers' Years of Experience

Variables	Teachers' Years of Experience	n	X	SD
Students' Performance	1- 20 Years	71	50.24	9.83
	21-40 Years	92	53.19	8.47
	41 and Above	37	50.51	9.62

The results in Table 3 shows the mean score of students' academic performance under 1- 20 teachers' years of experience is 50.24; those students' performance under 21- 40 teachers' years of experience is 53.19; and students' performance under 41 and Above teachers' years of experience is 50.51 respectively. The findings indicate that students' academic performance differs based on teachers' years of experience differences.

Testing of Hypotheses

Null Hypothesis 1: There is no significant difference in secondary school students' academic performance in Christian Religious Studies in Uyo Local Government Area based on teachers' age.

Table 4: Analysis of Variance of the Difference in Students' Performance in Christian Religious Studies Based on Teachers' Age

Sources of Variation	Sum of Squares	df	Mean Square	F-cal	Sig.	Decision
Between Groups	371.458	2	185.73	13.24*	.000	Rejected
Within Groups	2764.802	197	14.03			
Total	3136.260	199				

*= Significant at 0.05 alpha level; N = 200; F-crit = 3.06

The entries in Table 4 reveals that the F-calculated (13.24) is greater than F-critical (3.06), and the p-value (.000) is less than .05 level of significance with 2 and 197 degrees of freedom. Therefore, the null hypothesis which states that there is no significant difference in secondary school students' performance in Christian Religious Studies in Uyo Local Government Area based on teachers' age is rejected. This implies that there is a statistically significant difference in secondary school students' performance in Christian Religious Studies in Uyo Local Government Area based on teachers' age. This suggests that students' performance in Christian Religious Studies varies significantly across teachers different age groups.

Null Hypothesis 2: There is no significant difference in secondary school students' performance in Christian Religious Studies in Uyo Local Government Area based on teachers' gender.

Table5: Result of Independence t-test Analysis on the Difference in Students' Performance in Christian Religious Studies Based on Teachers' Gender

Variables	Gender	N	Mean	Std. Deviation	Df	t-cal	Decision P<.05
Students' Performance	Male	78	52.85	3.90	198	4.50	.001
	Female	122	50.33	4.29			

*significant at $P < .05$ level; $t_{-crit} = 1.96$; $N = 200$

The information in Table 5 reveals that the t-value is 4.50 with its corresponding p-value of .001 at .05 alpha levels with 198 degree of freedom. Since the p-value (.001) is less than 0.05, the null hypothesis which states that there is no significant difference in secondary school students' performance in Christian Religious Studies in Uyo Local Government Area based on teachers' gender is rejected. This implies that there is a statistically significant influence of teachers' gender on students' performance in Christian Religious Studies. The result suggests that students' performance in Christian Religious Studies significantly differ based on teachers' gender.

Null Hypothesis 3: There is no significant difference in secondary school students' academic performance in Christian Religious Studies in Uyo Local Government Area based on teachers' years of experience.

Table 6: Analysis of Variance of the Difference in Students' Academic Performance in Christian Religious Studies Based on Teachers' Years of Experience

Sources of Variation	Sum of Squares	Df	Mean Square	F-cal	Sig.	Decision
Between Groups	221.143	2	110.57	7.47*	.001	Rejected
Within Groups	2915.117	197	14.79			
Total	3136.260	199				

*= Significant at 0.05 alpha level; $N = 200$; $F_{-crit} = 3.06$

The entries in Table 6 reveals that the F-calculated (7.47) is greater than F-critical (3.06), and the p-value (.001) is less than .05 level of significance with 2 and 197 degrees of freedom. Therefore, the null hypothesis which states that there is no significant difference in secondary school students' performance in Christian Religious Studies in Uyo Local Government Area based on teachers' years of experience is rejected. This implies that there is a statistically significant difference in secondary school students' performance in Christian Religious Studies in Uyo Local Government Area based on teachers' years of experience. This suggests that students' performance in Christian Religious Studies varies significantly across teachers' years of experience.

Discussion of Findings

Findings of the study from research questions one and Hypothesis one reveal that there is a significant difference in secondary school students' academic performance based on Teachers' age. The null hypothesis which therefore stated that there is no significant difference in secondary school students' academic performance in Christian Religious Studies based on Teachers' age is therefore rejected. The outcome of this result could be due to the fact that in most cases, older teachers are believed to be more experienced as they have stayed longer on the job, most times perform better than the younger ones who have not stayed long on the job and are still learning much about the job and what teaching really takes so as to make students outstanding in their performance. The logic behind this is that, as the teachers' grow old on the job, or as the increase in performance on the job, this also has a direct influence on the students, who are believed to perform better as their teachers also perform better.

The finding is therefore in line with that of Nnebedun (2017) who found a high positive correlation between teachers' age and their job performance. This of course implies that when teachers perform well, students will also perform well. It also implies that the older the teachers, the better their performance and also the better the performance of the students in that subject. This supports the findings of this study that revealed a significant difference in students' performance in Christian Religious Studies based on teachers' age. This finding also agree with the findings of Onyeike (2020) who carried out a study on the influence of teachers' age on their job effectiveness. The result of the study showed that teachers' age influences teachers' job effectiveness. This also implies that when teachers are effective in their job, students are more likely to perform well. Relatively, Age, again as in Teachers' age influences their job effectiveness and in turn students' academic performance.

To support all the findings stated, Okiki (2015) reported that many senior members (older teachers) remain active. In addition, in terms of social age which refers to the expectations the culture has for people of a particular age grade/ group, it is generally believed that older teachers will teach better than younger ones, though there are situations or subjects that younger teachers do better. On the whole, the fact here still remains that age do influence performance. As such Teachers' age is more likely to influence the performance of students in all subjects and particularly in Christian Religious Studies.

The result of testing hypothesis two reveals that there is a significant difference in students' academic performance in Christian Religious Studies based on teacher's gender. Therefore the null hypothesis which stated that there is no significant differences in secondary school students' academic performance in Christian Religious Studies is rejected. This could be due to the fact that males do better in some subjects, vocations or areas of life, while females on the other hand do better on other subjects or aspects as the case may be.

The findings in this study, specifically revealed that the mean score for males was higher than that of the females. This further implies that students taught by male teachers perform better than those taught by female teachers. This finding contradicted the finding by Adung (2025). Adung discovered in his study that female teachers were more effective in teaching than the male teachers, showing also that gender of teachers, influence their job performance and invariably the academic performance of students. Though statistically, the researcher found that there is no significant difference in teachers' teaching effectiveness based on gender, showing a disparity between the findings of the two studies. Gender therefore may or may not influence students' performance. Perhaps, the subject concern, the topic to be taught, the students involved, the classroom/ school factors and even the teachers himself are some of the factors among others that could influence students' performance in any subject including Christian Religious Studies.

The findings debunks the findings by Okon (2023) who found a no significant differences in scholastic output of lecturers based on gender, implying that gender does not significantly influence lecturers or teachers' performance and also that of the students. This is because when teachers do well, it is expected that the students will also do well. Perhaps the reason why the findings of the study came out the way it did could be as a result of extra venous factors like students' disposition, teachers' disposition and other external factors, which all combine to exert a great impact on the performance of the students. This goes a long way to show that several other factors outside teachers' related factors could be responsible for the performance of students in any subject, Christian Religious Studies inclusive. It therefore behooves the teacher to give consideration and some form of control over other factors that may influence students' performance, particularly on the negative side. When this is done, students will be more committed to their studies and will likely perform better than expected.

The result of testing hypothesis three shows that there is a significant performance based on teachers' years of experience. This therefore debunks the stated hypothesis which has it that there is no significant difference in students' academic performance based on teachers' years of experience, making the null hypothesis to be rejected. The result came out the way it did probably because it is generally believed that the more experienced a person is, the better the person irrespective of any vocation, trade or subject. This means that more experienced teachers or teachers who have spent more years teaching will do better than those who are less experienced or those who have spent lesser years on the job. This is because, the longer the years, the more exposed to the job challenges and how to overcome them and

become better. Hence, the lesser the years, the less exposed to the job challenges and how to overcome the challenges and lesser chances of becoming better. This, therefore has direct impact on the students these teachers teach. Meaning more experienced teachers, better job performance and better academic performance by the students being taught.

The findings here is in agreement with that of Edet (2023) who conducted a study on Teachers' variables and Junior Secondary School Students' performance in Christian Religious Studies in Urue-Offong Oruko Local Government Area and found that teachers years of experience has significant influence on students' academic performance in Christian Religious Studies. This implies that more experienced teachers help students to perform better than less experienced teachers. Also Adung, (2025), while carrying out a study on Demographic variables and Teachers' teaching effectiveness, found out that teachers' years of experience significantly influence their teaching effectiveness. If a teacher's teaching is influenced significantly, it is most likely that students' performance will also be influenced significantly. This means, the more the years of teachers experience, the better the performance of students. In line with the findings of this study and that of the supportive studies, Ijaila in Okwung (2023) supportively opined that experience improves teaching skills, while students learn better at the hands of teachers who have taught them continuously over a period of years. This is because an experienced teacher knows just what to do at every point in time to ensure that students learn better and perform better.

Conclusion

Based on the findings of the study, it was concluded that secondary school student's academic performance in Christian Religious Studies is significantly influenced by Teachers' age, gender and years of experience. Hence, teachers play a significant role in determining students' academic performance.

Recommendations

Based on the findings and conclusion of the study, it was recommended that:

1. Teachers should work towards the improvement of the academic performance of students generally and particularly in Christian Religious Studies, irrespective of their age.
2. Students should ensure they co-operate with their teachers and shun anything that may make them to deviate, not minding the gender of their teachers. This will make them perform better academically.
3. School Administrators should endeavor to assign roles to teachers, whether they are experienced or not. This will give all opportunity to learn on the job and as such perform better and also help the students to perform better. Experience they say is the best teacher.

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