

## **Teachers' Chronological Age and Gender in Relation to their Job Commitment and Academic Achievement of Secondary School Students in Rivers State.**

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### **Abstract**

*The main purpose of the study is to examine teachers' age and gender in relation to their job commitment and academic achievement of secondary school students in Rivers State. A research question and a hypothesis guided the study. The research design adopted was the descriptive survey design. The population size was one hundred and fifteen thousand, nine hundred and forty three (115,943) students, drawn from the twenty three local government areas in Rivers State. A sample size of three hundred and ninety nine (399) senior secondary students was drawn from the population. Data collected for this study was collected manually and fully analyzed using mean score and Pearson product moment correlation analyses. The mean score analysis was used to answer the research questions while the Pearson product moment correlation analysis was equally used in the testing of hypotheses at a significance level of 0.05. The results of the study were presented in tables. The analysis was also presented in tables based on the research questions posed. Significant differences were found when teacher's chronological age and gender and academic achievement of secondary school students were compared. It was recommended that teachers need to be encouraged by way of increasing their salaries to boost their self-esteem so that they can be committed to do their jobs.*

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**Key words:** *chronological age, gender, job commitment and academic achievement*

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### **Introduction**

Akinsolu (2011) posited that education in Nigeria has been adopted as a cornerstone for the development of individuals and the nation. Investments in form of human, material and financial resources are made into the education system by individual and the government in large quantities in order to ensure that it provides the individual the best opportunity to live well in the society and make positive contributions towards the nation development. Akinsolu regrettably said that this huge investment on education seems not to be fully justified by the conducts and attributes exhibited by the totality of the education products inside and out of the academic institutions. Education is a very important human activity; it helps any society to fashion and modal individuals to function well in their environment. According to Boit, Njoki and Chang'ach (2012) the purpose of education is to equip the citizenry to reshape their societies and eliminate inequalities. In particular, secondary education is an important sector

in national and individual development. It plays a vital role in creating a country's human resource base at a level higher than primary education. Provision of quality secondary education is therefore important in generating the opportunities and benefits of social and economic development. One of the indicators of quality of education being provided is cognitive achievement of learners (United Nations Educational Scientific and Cultural Organization, (UNESCO, 2015). According to Adediwura and Tayo in Kimani, Kara, and Njagi (2013), academic achievement is designed by test and examination scores or marks assigned by the subject teachers. It could also be said to be any expression used to represent students' scholastic studying. Academic achievement of students at secondary schools level is not only a pointer of the effectiveness of schools but a major determinant of the well-being of youths in particular and the nation in general. This is because the performance of students in any academic task has always been of special interest to the government, educators, parents, and society at large.

There is a growing demand from the Rivers State government and the public for teacher accountability. Schools are commonly evaluated using students' achievement data. Teachers in this context are found in various secondary schools both in private and public as tutors in various subjects. The concept of teacher is relative in the sense that anybody that teaches is generally called a 'teacher'. This has led to various definitions of a teacher. Utulu (2014) presented a 'teacher' as a trained person who helps a learner to acquire necessary knowledge, skills and attitudes through a variety of intertwined ways. These activities are carried out by the learners to assist him to develop ideas, gain and gather information and cultivate culturally acceptable habits and attitudes with a view to producing well balanced personality. Teachers cannot be dissociated from the schools they teach and academic results of the schools. Teachers are highly important for the successful operation of the educational system and important tools for educational development (Sparks, 2000). The success and quality of any educational system depend on the quality of any educational input into the system. However, a teacher should be excited about his or her subject and look for a way to draw the students' attention thereby enhancing functional learning to the students. According to Olatoye (2006), teaching effectiveness refers to the extent to which students' performance improves after a period of instruction in a manner consistent with the goals of instruction. However, teachers' effectiveness involves the use of teaching resources, attainment of instructional objectives as well as good language and communication skills. It would therefore, be logical to use standardized students' assessment result as the basis for judging the performance of teachers. Teachers celebrate and are rewarded when their schools and teaching subjects are highly ranked. In Chile for instance, teachers are identified as high performers by the National Performance Evaluation System of subsidized schools (Organization for Economic Co-operation and Development, 2005).

In Kenya, teachers who excel in their teaching subjects are rewarded during open education day held annually in every district (Kimani, Kara & Njagi, 2013). According to Fafunwa (1994) in Nigeria the school system and teaching profession have suffered a lot of humiliation, because they are seen as stepping stone and dumping ground by most people who join teaching profession irrespective of their field of study, just to make a living and leave later which is not obtainable in other professions. Many Nigeria teachers are considered as a bunch of disgruntled, frustrated and depressed professionals (Giwa, 2011). Teachers are lacking in motivation and encouragement and therefore the output in terms of teaching, research and publication is relatively low. The cumulative result of all these is not only that we are producing graduates of secondary schools, polytechnics and universities, who cannot compete on equal terms with their counterparts trained elsewhere.(Utulu, 2014). Says education is gradually

losing its pride of place in the Nigerian society stressing that a teacher may be efficient but not effective if conditions for effectiveness are not available. While appreciating the value of rewarding teachers who produce better results, teachers should also not escape a portion of blame when students perform poorly. It has been proved that teachers have an important influence on students' academic achievement. They play a crucial role in the educational attainment because teachers are ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Afe as cited in Kimani, Kara & Njagi 2013). In their study, Kimani, Kara & Njagi (2013) concluded that the most important factor influencing student learning is the teacher.

Teachers stand on the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher tutelage will achieve inadequate progress academically. This is regardless of how similar or different the students are in terms of individual potentials in academic achievement. Commitment is basically the loyalty and attachment to an organization. In the school context, it is the extent to which the teachers identify with their institutions and desire to continue to work and promote the vision of the school. Organizational commitment has three dimensional construct namely; affective, continuance and the normative commitments (Baofour & Wechsler, 2006). Affective commitment is the emotional feelings, identification and involvement with an organization. It is the strong believe and acceptance of the organization. While Normative commitment is the extent, to which the employees belief in an organization and the willingness to make considerable efforts. In affective commitment the employee stays on the job because of his emotional attachment to the job and company while in normative commitment the employee stays on the job because he feels he may not have better remuneration and other benefits due him. Whereas Continuance commitment is defined as the perceived costs associated with leaving the organization. It is the willingness to remain in the organization because of the "non-transferable investment" already committed such as retirement benefits, relationships with other employees, unique benefits from the organization among others (Jonathan, Durroux & Thibeli, 2013). The present paper is on teachers' chronological age and gender in relation to their job commitment and academic achievement of secondary school students in Rivers State.

### **Purpose of the Study**

The main purpose of the study is to examine teachers' age and gender in relation to their job commitment and academic achievement of secondary school students in Rivers State.

### **Research Question**

To what extend do teachers' age and gender influence their job commitment and academic achievement of secondary school students in Rivers State?

### **Hypothesis**

There is no statistically significant relationship between teachers' chronological age and gender in relation to their job commitment and academic achievement of secondary school students in Rivers State.

### **Significance of the Study**

The study can be useful for students and principals who can be equipped on how to enhance job commitment of teachers. It can also help teachers adjust their behaviours towards their responsibilities patterning to job commitment. Similarly, the outcome of the study might equally help stakeholders in education sector such as parents; the neighboring communities

among others understand the effects of teachers' characteristics on students' academic achievement.

### **Scope (Delimitation) of the Study**

The study anchored on the assessment of teachers' demographic variables and job commitment on students' academic achievement in public secondary schools in Rivers State. The demographic variables hereby under listed serve as the content scope.

### **Definition of Terms**

**Job commitment** refers to an employee's emotional attachment to a job, based on comparison between actual outcome and desired outcomes.

**Teachers' demographic variables** refer to those traits and behaviors the teacher exhibits at place of work. These variables define the outcome of the work and extent of commitment to the work within a period of time. They are age, gender, experience, educational qualification, teachers teaching method, teachers' inability to complete the syllabi

**Academic Achievement** refers to the successes a student makes through the examinations or tests administered either by internal or external bodies within a period of schooling in any level of education or institution of learning.

### **Review of Related Literature**

#### **Conceptual Framework**

Teachers are highly important for the successful operation of the education system and important tools for educational development (Sparks, 2000). The success and quality of any educational system depends on the quality of teachers' input into the system. According to Iwundu (2005) teaching is an art as well as a science. The skills required to impart knowledge are often tedious and tasking. Since teaching makes a difference in the holistic development of the individual, whatever it takes to ensure an optimum utilization of basic skills of teaching must be observed.

Teachers are indeed human engineers. There are three outstanding individuals in our society whose decisions or opinion or authority can hardly be ignored or questioned. Whatever that proceeds from them is considered excathedral, that means undisputable and unchallengeable. These authorities are:

1. The pastors
2. The referees
3. The teacher (Iwundu, 2005).

Teachers are highly respected and revered by students. So, whatever they tell students is hardly disputed. This is because, right from the Greek old days, teaching up to the time of the western civilization has remained the banking system of education. This system epitomizes a typical education by spoon feeding, which has always reduced man to mere "robot" that must accept whatever the teacher says hook, line, and sinker. No, wonder, Otu (1999) states as follows:

"If a teacher makes a mistake, generations yet unborn may suffer the consequences. The teacher affects eternity. Before his retirement an average teacher would have affected directly or indirectly the lives of not less than 50,000 people". To this effect, the teacher is considered the key to the proper development of the child. Having said all these, it will be expedient here to state that teachers today, especially at the secondary and primary school levels still remain revered, adored, and loved by students. The quality of education not only depends on the teachers teaching performances, but also on how he/she can control the school environment effectively (Ajoa, 2001).

Many factors might contribute to students' poor performances in school which may include: poor study habit and lack of available resource materials, poor school climate, indiscipline, inadequate facilities and teachers' ineffectiveness. However, having looked at all these, one is of the view that teachers' demographic factors play significant role in students academic achievement who then is a teacher and "What are teachers' demographic variables?" Different scholars from diverse shades present various opinions on the concept "teacher". "A teacher (also called a school teacher or in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values. Informally the role of a teacher may be taken on by anyone (e.g. When showing a colleague how to perform a specific task). (<https://en.wikipedia.org/wiki/teacher>). Waldron (n.d) said that teachers are those who love knowledge and also love contributing to the development of others. To him, a teacher is a student. A teacher is the one who listens to the "strange" boy talk about his fascination with dragons and not judge. A teacher listens intently to the very animated child and might not understand what he is speaking of, but a teacher listens. A teacher can take criticism from students. A teacher will stay up until midnight to change the next day's lesson plans because the students said they needed to be taught in a different way than previously taught. ([www.huffingtoupost.com/natasha-walizer/what-is-a-teacher-b5545882.htm](http://www.huffingtoupost.com/natasha-walizer/what-is-a-teacher-b5545882.htm)).

### **Teacher's commitment**

Affective commitment is described as the identification of employees with their organization with sympathy (Allen and Meyer 1990). In this context, affective commitment reflects the identification and commitment situation where the employees stay in the organization with their own will. Affective commitment has been defined as the emotional attachment, identification, and involvement that an employee has with his or her organization (Mowday, Steers and Porter, 1979). It is the positive emotional attachment employee feels for the organization because they see their goals and values to be congruent with that of the organization. Porter, Steers and Mowday (1974) further characterize affective commitment by three factors

(1) "belief in and acceptance of the organization's goals and values, (2) a willingness and effort on helping the organization achieve its goals, and (3) a desire to maintain organizational membership." Mowday et al (1979) further state that affective commitment is "when the employee identifies with a particular organization and its goals in order to maintain membership to facilitate the goals". Meyer and Allen (1997) continue to say that employees retain membership out of choice. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain part of the organization. This employee commits to the organization because he/she "wants to". The concept of affective commitment is linked to the idea that strongly committed persons identify with, are involved in, and enjoy membership in an organization. The most widely accepted measure of affective commitment assesses a one-dimensional construct of the phenomenon (Wanderi, 2015). This is applicable in Rivers State in particular and Nigeria in general and poorly committed teachers would harm the success of academic achievement. This study will be limited to the affective component of commitment as a one dimensional construct.

### **Teachers' Gender, Job Commitment and Students' Academic Achievement.**

The provision of quality education is the major concern of every government. In efforts to provide quality education, all education stakeholders focus on learners, subsequently realizing high performance. However, many factors contribute to a students' academic performance. These include the learners' individual characteristics as well as family, school and neighborhood experiences. Research suggests that, among school – related factors, teachers

matter most. The teacher is the single most important resources to a student's learning, but more importantly, the largest influence on students learning can be traced to teachers. The study of Ngugi and Mumiukha (2016) further opined that students were asked whether their teachers played a role in enhancing their performance and shaping their future. Several studies have investigated the role of teacher gender on student performance thus addressing the issue of on whether or not female teachers play a role on students' grades, more specifically female students. The topic is still widely debated due to the varying results obtained from different studies. In the context of the united states, Dec (2007) shows that girls outperform boys in measures of reading achievement while generally under perform in Science and Mathematics, and that one major class of explanations for these gaps involves gender based interaction between students and teachers. His study was carried out in the United States and examines whether assignment to a same gender teacher influences eighth grade students achievement, teachers perception of students performance, and student engagement.

The identification strategy in his paper exploits a unique match – pairs feature of a major longitudinal study, which provides contemporaneous data on student's outcomes in two different subjects. The results suggest that a year with the female teacher would close the gender gap in science achievement among eighth graders by half and eliminate entirely the smaller achievement gap in Mathematics. However, how these interactions may contribute to the gender gaps in educational outcomes also depends critically on the gender distribution of teachers by subjects. The main policy implication of these results is simply to underscore that the gender interactions between students and teachers do appear to constitute an important “environmental” influence of educational outcomes for both girls and boys. A policy alternative might be noted in the conjectured existence of stereotyped threat among students or of biases in the teacher behavior and expectations discriminating among these expectations and designing appropriately targeted promises is promising avenue for shaping the gender patterns of educational outcomes. Carrington, et al (2008) examined quantitative date to test the hypothesis that male teachers produce more positive attitudes amongst boys and female teachers amongst girls.

The paper is based on the assumption that “like is good for like”; women should teach girls and men should teach boys. The study was carried out in England and uses data from the performance indicators in primary schools project (PIPS), which was examined using multilevel models controlling for background factors. The results show no empirical evidence to support the claim that there is a tendency for male teachers to enhance the educational performance of boys and, conversely, for female teachers to enhance the educational performance of girls. One reason for the insignificant impact of teacher gender on student performance would be that the study included no information about the length of time spent with those teachers for the sample of pupils analyzed. In addition, there was no random assignment of teachers to classes, such could be employed to investigate the issue more vigorously. However, when it comes to attitudes, children taught by women – boys and girls alike – were more inclined to show positive attitudes towards school than their peers taught by men.

**Teachers Age:** Age of the individual, as it increases usually affects the various developmental changes and subsequently affects every area of human performance. In addition, it is often said that older students, being more highly motivated and more experienced in many realms of life, should obtain higher grade point average. For teachers' effectiveness, it is believed that they should be matured, experienced, emotionally well adjusted, and highly intelligent. An “under aged teacher” does not have these qualities, and therefore, cannot impact on the students.

Similarly, an older teacher by age would not be effective anymore. Age mean how old are the students studying in colleges of education. Naderi, Abdullah, Aizan and Kumar (2010) investigated creativity, age and gender as predictors of academic achievement among undergraduate students of American Universities. A sample of 154 (105 males and 48 females) students completed creativity tests. Cumulative Grade Point Average (CGPA) of the selected participant was used. Multiple regression analysis showed interaction in the effects between creativity, age and gender as lower predictors of academic achievement. No significant difference between CGPA and age was observed. A study carried out by Mboya (1998) in Nigeria found significance differences according to age in academic performance in English Language, Science and History but not in Mathematics.

In Nigeria, Ogunkola (2010) investigated students' inherent characteristics (age and sex), parents' educational attainment and family size as predictors of academic achievements among secondary school students in Ogun State. 100 Integrated Science students were selected as sample. Data generated was subjected to multiple regression and Analysis of Variance (ANOVA). The result revealed that only age contributed significantly is the prediction of students' academic achievement in Integrated Science. This means that age is a good predictor of academic achievement. However, the study of Murray – Harvey (1993) who investigated academic achievement and study habit in relation to age of student and the result revealed that matured age students did not score higher on achieving motives than younger students. This means that age is not a good predictor of academic achievement. Jense (1982) investigated the difference in academic achievement and learning styles of 15 & 11 years old students in Australia, the result revealed that 15 years old were significantly superior to the 11 years old students in academic achievement and learning style. However, the difference in the result of the studies may be due to differences in place of study and sample size. Cullin (2002) investigated factors that influence academic performance in Australia. The factors studied include: study styles, age, gender and prior achievements at entry. The sample consisted of 445 students representing 3 cohorts of students who first enrolled in 1990, 1991 & 1992. All information was extracted from student records. The result revealed that younger students have significant rate of failure and withdrawal than older students. Older students also received more distinctions than younger students. Female students achieve more credit than male students. NERC (1981) reported that for learning different subjects and skills, unless a child has reached a sufficient age of mental and physical development one could not effectively perform these skills. McEvoy (1989) found that the age was largely unrelated to performance.

## **Research Methodology**

### **Research Design**

The research method used for this study is the descriptive survey design. The descriptive survey method enables the researcher to collect data in order to test hypotheses or answer questions, concerning current status of subjects in a study. This type of research investigates differences and relationships between variables.

### ***Population of the Study***

The population for the study comprised 7619 teachers and 17493 students drawn from senior secondary schools from 3 Local Government Areas in Adoni, Tai, Khana, Source: Office of the Director Planning Research and Statistics Department, RSSSSB, Port Harcourt, Rivers State.

### ***Sample Size***

The sample size drawn from teachers consist of 380 representing 5% of the total population of teachers while students sample consists of 399 using Taro Yemene formula for the calculation from the large population. This sample is considered adequate for the study as it is representation of action teachers and students drawn from senior secondary schools in Rivers State.

### ***Development of Research Instrument***

The main instruments for this study are the questionnaire. The questionnaire titled, “Teachers’ Demographic Variables and Job Commitment Assessment Scale” (TDVJCAS) and “Students’ Academic Assessment Scale” (SAAS) were developed by the researcher to elicit information from the respondents. TDVJCAS is divided into two sections A and B. Section A contains teachers’ demographic data comprising of Age, gender, educational qualifications and teachers’ years of experience while Section B contains 24 question items corresponding with the research questions, designed with a modified 4 point Likert scale of strongly agree (4) – strongly disagree (1). “Students’ Academic Assessment Scale” (SAAS) is want to elicit information on how teachers’ variables affect their academic achievement. To sections, A and B are stated. Section A contain students’ demographic variables of gender, and class while Section B contains 16 question items to elicit information in conjunction with the research questions on students’ academic performance. Both instruments were designed by the researcher with a modified 4 point Likert scale.

### ***Validity of Instrument***

Validity describes the methods adopted in ensuring that the instrument used measures what it was designed to measure. Validity refers to the process of making sure that the questions or hypotheses really test the variables the researcher has claimed to test in his study (Akaninwor, 2006). Therefore, to ensure the validity of this instrument, the researcher subjected the instrument to the scrutiny of her supervisor and other two experts of Test and Measurement whose contribution and adjustments made it useful before administration.

### ***Reliability of the Instrument***

The reliability of the instrument was established employing the test-retest method. The instrument was administered to both teachers and students outside the sample at two different times. The period of interval between the first and the second test was two weeks. The scores were collated and correlated using Pearson Product Moment Correlation Coefficient (PPMC) statistical tool to find the relationship between the two scores. This gave a coefficient value of ‘r’ 0.81 which was accepted as high for utilization.

### ***Administration of the Instrument***

Due to proximity and large population, the researcher employed the services of three assistant researchers to help administer the instrument to respondents. The instrument was designed in a way that all information was elicited that very day for easy retrieval. Four hundred and twenty (420) copies of questionnaire were printed and administered out of which the target sample size was retrieved.

### ***Data Analysis Procedures.***

The mean scores and standard deviation was used in answering research questions whereas Pearson Product Moment Correlation Coefficient was used to analyze the null hypotheses at 0.05 level of significance.



## Data Presentation, Analysis and Discussion of Findings

### Data Presentation and Statistical Analysis

**Research question 1:** To what extent do teacher's chronological age and gender influence the academic achievement of secondary school students in Rivers State?

**Hypothesis 1:** There is no statistically significant difference teacher's chronological age and gender and the academic achievement of secondary school students in Rivers State.

To test for the above research question and null hypothesis, Pearson product moment correlation was used. The results obtained were summarized and presented in table 1

**Table 1:** Summary of the Pearson product moment correlation analysis for the influence of teacher's chronological age and gender on the academic achievement of secondary school students in Rivers State.

Variables	N	Mean	Coefficient of correlation ( r )	Significance	Accepted level of significance	Decision
Teachers' chronological age and gender	399	42.3	0.651	0.023	0.05	Hypothesis rejected
Academic achievement of the secondary school students in Rivers State	399	85.60				

The results in table 1 show that when the teacher's chronological age and gender were correlated with the students' academic achievement, the coefficient of correlation (r-value) obtained was 0.651 at a significant level of 0.023 (which is less than the accepted level of significance of 0.05). This shows a high positive relationship between the two variables, which is statistically significant. This means that the null hypothesis is rejected.

### Summary of Findings

1. When the chronological age and gender as well as educational qualification and years of experience of the teachers were independently correlated with the academic achievement of the students, they both indicated a high positive relationship, which was found to be statistically significant.
2. Teachers' teaching methods and inability to complete the syllabi when correlated with students' academic achievement indicated a low positive relationship between the variables.

### Discussion of Findings

#### Relationship between the Teachers' Chronological Age and Gender and Academic Achievement of Secondary School Students in Rivers State.

To answer the research question, mean score analysis was used while the null hypothesis was tested using Pearson Product Moment Correlation. The result obtained indicated a high positive relationship between the two variables, which was found to be statistically significant. This result reveals that the chronological age and gender of the teachers have a great influence on the academic achievement of the secondary school students in Rivers State. This result is in agreement with the works of Jense (1982) who investigated the difference in academic

achievement and learning styles of 15 & 11 years old students in Australia, the result revealed that 15 years old were significantly superior to the 11 years old students in academic achievement and learning style. However, the difference in the result of the studies may be due to differences in place of study and sample size. Similarly, in the study of Cullin (2002) who investigated factors that influence academic performance in Australia, the result showed that the younger students have significant rate of failure and withdrawal than older students. Older students also received more distinctions than younger students. NERC (1981) reported that for learning different subjects and skills, unless a child has reached a sufficient age of mental and physical development one could not effectively perform these skills. A study carried out by Mboya (1998) in Nigeria found significant differences according to age in academic performance in English Language, Science and History but not in Mathematics. Ogunkola (2010) is in tandem with this investigation. He investigated age and gender, parents' educational attainment and family size as predictors of academic achievements among secondary school students in Ogun State. Data generated was subjected to multiple regression and analysis of variance (ANOVA). The result showed that only age contributed significantly and is the predictor of students' academic achievement in Integrated Science. This means that age is a good predictor of academic achievement.

However, the study of Murray – Harvey (1993) disagrees with the works already cited. Murray-Harvey investigated academic achievement and study habit in relation to age of student and the result revealed that matured age students did not score higher on achieving motives than younger students. This means that age is not a good predictor of academic achievement. Carrington, et al (2008) examined quantitative data to test the hypothesis that male teachers produce more positive attitudes amongst boys and female teachers amongst girls. The paper is based on the assumption that “like is good for like”; women should teach girls and men should teach boys. The study was carried out in England and uses data from the performance indicators in primary schools project (PIPS), which was examined using multilevel models controlling for background factors. The results show no empirical evidence to support the claim that there is a tendency for male teachers to enhance the educational performance of boys and, conversely, for female teachers to enhance the educational performance of girls. This is true because one reason for the insignificant impact of teacher gender on student performance would be that the study included no information about the length of time spent with those teachers for the sample of pupils analyzed. In addition, there was no random assignment of teachers to classes such could be employed to investigate the issue more vigorously. However, when it comes to attitudes, children taught by women – boys and girls alike – were more inclined to show positive attitudes towards school than their peers taught by men.

### **Summary**

The main purpose of the study is to examine teachers' age and gender in relation to their job commitment and academic achievement of secondary school students in Rivers State. A research question and a hypothesis guided the study. The findings from this study would be of great benefit to students and principals who can be equipped on how to enhance job commitment of teachers. This study was conducted in various public secondary schools in Rivers State. Relevant literatures were reviewed; related theories and empirical review were also presented. The research design adopted was the descriptive survey design. The population size was one hundred and fifteen thousand, nine hundred and forty three (115,943) students, drawn from the twenty three local government areas in Rivers State. A sample size of three hundred and ninety nine (399) senior secondary students was drawn from the population. Data collected for this study was collected manually and fully analyzed using mean score and Pearson product moment correlation analyses. The mean score analysis was used to answer the

research questions while the Pearson product moment correlation analysis was equally used in the testing of hypotheses at a significance level of 0.05. The results of the study were presented in different tables. The analysis was also presented in tables based on the research questions posed.

### **Conclusion**

Significant differences were found when teacher's chronological age and gender and academic achievement of secondary school students were compared.

### **Recommendation**

Teachers need to be encouraged by way of increasing their salaries to boost their self-esteem so that they can be committed to do their jobs.

### **Limitation of the Study**

The results of this study cannot be generalized to all teachers resident in other states of the federation as they were not included in the sample. Only teachers resident in Rivers state were used.

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