**Conclusion: Summary of Key Findings**

This analysis explored how age and related policy opinions correlate with academic performance among students across various Nigerian tertiary institutions. Below are the most important insights gathered:

**Demographic Overview**

* **Gender:** The responses were fairly balanced, with a slight male majority (54.3%).
* **Institution Type:** Federal Universities dominated the sample (66.9%), followed by State Universities (19.2%).
* **Age Distribution:** Over half of respondents were aged **20 and above** (50.1%), which provided a good base for age-related comparisons.
* **Entry Mode & Level:** Most students entered via **JAMB** (90.1%) and were in **100 level** (36.0%), giving a fresh academic perspective.

**Degree Class Patterns**

* The most common degree class was **Second Class Upper (47.1%)**, while **First Class** and **Second Class Lower** followed.
* **Age Group vs Degree Class:** Older students (20+) generally achieved higher classifications, with the highest proportion of **First Class** and **Second Class Upper** degrees.
* **Academic Level vs Degree Class:** Middle levels (300L and 400L) had a better spread of top classifications than 100L and 500L, where extremes like **Pass** and **Third Class** were more concentrated.

**Policy Awareness and Beliefs**

* An overwhelming **94.5%** were aware of the **16-year minimum admission age policy**, and **65.6%** agreed with it.
* Majority believe that age affects **performance (59.8%)**, **maturity (53.6%)**, and especially **readiness (70.4%)** for higher education.
* Awareness of the **new policy revision** was moderate (66.4%), showing room for improved communication.

**Perception of Cognition and Performance**

* **42.2%** agreed that students **above 18** possess better cognitive ability, with virtually no one strongly agreeing or disagreeing.
* Responses about **students below 18** showed more uncertainty, with **37.2% staying neutral**.
* When asked directly, **50.7%** agreed that students **above 18 perform better** academically.

Statistical Tests

* A **Chi-square test confirmed** a **significant relationship between age group and degree class** (p = 0.0302).
* However, **no Yes/No opinion question** showed a statistically significant link to academic performance.
* Only **"agree\_cognition\_above\_18"** had a **significant Spearman correlation** with degree class (ρ = 0.110, p = 0.0426), indicating a weak but relevant association.

**Final Takeaway**

Older students (20+) tend to perform better, and there’s a subtle but noteworthy relationship between **belief in cognitive maturity above 18** and academic success. However, general policy awareness and opinions don’t appear to significantly impact actual performance outcomes. These findings suggest that while age may matter, it's the student's readiness and maturity—rather than mere awareness or opinion—that influence academic achievement.