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TEACHERS' PEDAGOGICAL PRACTICES AND ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN OGIDI EDUCATION ZONE OF ANAMBRA STATE

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ABSTRACT

This study examined the relationship between teachers' pedagogical practices and academic achievement of senior secondary school students in Anambra State. Four research questions and four hypotheses were formulated to guide the study. Correlational research design was adopted for the study. The study was carried out in Ogidi education zone of Anambra State. The population of the study consisted of 9600 senior students of both public and private secondary schools. 480 respondents (160 teachers and 320 students) were selected using simple random sampling techniques. A mirror questionnaire (for teachers and for students) instrument titled teachers' pedagogical practice and academic achievement questionnaire (TEPEPAA-Q) was used for data collections. The instrument was face validated by three experts, namely an educational psychologist, psychometrist and a professor teaching educational research. The researcher used paired sample t-test to test the reliability of the instrument and a high score of internal consistency of 0.803 was obtained while a reliability index of 0.79 was determined. The researcher statistically analysed the data obtained using multiple linear regression analysis to answer research questions and test the formulated hypotheses. The result indicated that there was a positive relationship between teachers' pedagogical practices and students' academic achievement. Based on the findings, the researcher recommended amongst others that qualified and professionally trained teachers should be recruited to teach in schools for sound teaching and for enhancement of students' academic achievements in senior secondary schools. It is recommended that school authorities and governments should effectively provide the materials and the facilities needed for teachers' effective pedagogical practices so as to maximise students' academic achievements in senior secondary schools. The researcher also recommended that government through ministry of education monitor teachers' classroom teaching activities to ensure teachers' appropriate application of teaching pedagogies for enhancement of students' academic achievements in senior secondary schools. The study concluded that if senior secondary school teachers would adopt effectively the appropriate teaching pedagogies in their daily classroom teachings, the academic achievements of students would be highly optimised in schools.

Keywords: Pedagogical Practices, Academic achievement, School, Students, Teachers, Gender

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Introduction

Certain pedagogical behaviours definitely lead to success in the teaching job. To be successful, a great teacher must have an engaging personality and teaching style (ability to engage and hold the attention of students in all discussions), clear objectives for lessons (ability to establish clear objectives for each lesson and work to meet those specific objectives during each class), effective discipline skills (to promote positive behaviours and change in the classroom), good classroom management skills (to ensure good student behaviour, effective study and work habits, and an overall sense of respect in the classroom) good communication with parents to inform them of what is going on in the classroom as far as curriculum, discipline and other issues. In addition, a great teacher should have high expectations of his or her students to encourage them to work at their best level. He or she should have knowledge of subject matter and be prepared to answer questions and keep the material interesting for the students; likewise, the knowledge of the school curriculum and other standards to be upheld in the classroom. Above all, a great teacher should have passion for children and teaching and strive to maintain a strong rapport with students.

Researches, such as those of Jordan, Mendro and Weersinge, (1997) suggested that among school related factors, teachers matter most in the emotional, intellectual and social behaviours of the students. When it comes to student performance on reading and math tests, a teacher is estimated to have two or three times the impact of any other school factor, including services, facilities and even leadership (Mohammed & Yusuf, 2015). Effective teachers are best identified by their pedagogical behaviours not by their background or experiences. Despite common perceptions, teachers considered effective cannot reliably be identified based on where they went to school, whether they are registered or how long they have taught (Adunola, 2011; Ewetan, 2010; Birch & Ladd, 1996). The best way to assess teachers' effectiveness is to look at their *on the–job behaviours* and the consequent learning behaviours of their students.

Teaching is the art of enhancing potentials that are inherent in the learner, so as to draw out knowledge from the student. The ability to do this involves making intentional choices of the most appropriate pedagogical strategies that would ensure optimal participation in the learning process by students. Studies show that the degree of benefiting from learning materials by students correlates with teacher-pedagogy, including motivation and teaching styles (Hightower, 2011). The author believes that what the teacher brings to the classroom is an important factor in what the student takes out of the class. This is to say that the teacher's instructional behaviour influences the student's learning behaviour.

The controversy over the poor performance of senior secondary school students of Anambra in selected core subjects such as English and Mathematics has been on the front burner of the state government discourse over the past decades and it is apparent that the debates will continue for some time to come. Poor academic performance especially in the selected subjects has been linked to several teacher-factors which include low teacher-student ratio, shortage of good teaching staff, poor quality of teaching staff, and other learner-factors (Ewetan, 2010; Anderson, 1991). One would think that an essential ingredient

named for developing good schools with high academic performance is regular supply of quality teachers whose behaviours yield enhanced learning.

Apart from the factors above, the government educational policy seems to lack needed incentives to make sure students could not opt out of learning. The purpose of every suitable educational system is to create a system where failure is not an option and where teachers, students and parents work together to ensure academic success. Students who do not master the objectives the first time are given additional time and tutoring, to master the content and skills. There should be more emphasis on students' scores in the assessments and focus change from teaching the entire class to ensuring that every student learns and masters the content.

Teachers play a major role in the formation of students' personal and academic identities by stimulating their development into active members of society (Willemse, 2005). Through education, teachers expect to transmit broad body of knowledge to learners. The primary purpose of teaching at any level of education is to bring a fundamental relatively permanent change in the learner. To facilitate the process of learning, teachers should apply appropriate teaching methods and pedagogical behaviours that best suit specific objectives and expected learning outcomes. Until today, questions about the effect of teaching methods and teachers' behaviours on student learning have consistently raised considerable interest in the thematic field of educational research and educational psychology (Hightower, 2011). Moreover, teaching is a skilled job that involves making sure that a learner learns and, like all skilled jobs, it has some prescribed methods and techniques. The ways by which the teacher presents his materials to learners and engages them in the task at hand matters a lot. It has been noted that pedagogical behaviours as well as the method adopted by the teacher may hinder or promote learning. A teacher needs to have knowledge of a variety of teaching methods he can choose from in the teaching - learning process. In this sense, if a teacher could vary his methods, he will avoid monotony and boredom. How a teacher presents his lesson could sharpen children's mental activities which are the basis of social power or it may discourage initiatives and curiosity thus making self - reliance and survival difficult.

According to Ayeni (2011), teaching and teacher's behaviour are intentioned processes which involve all that happen in the classroom to make learning occur or not. In order for the method used for teaching to be effective, Adunola (2011) maintains that, teachers need to be conversant with numerous teaching strategies and pedagogical skills and attitudes that take recognition of the magnitude of complexity of the concepts to be covered in delivering information in the classroom. The report of the National Commission at the end of 20th Century on teaching and Nigerian's future (1996) made teaching the core of its three simple promises in the blueprint for reforming the nation's schools. They include what teachers know and can do, recruiting, preparing and retaining good teachers, and school reform. This is why teacher education is very essential since it ensures the teachers' acquisition of both teaching skills and sound intellectual and academic knowledge of general and specific domain specific of teaching profession. Hence, the

teacher, his training and the institutional framework under which he is produced have been varying responses to the changes or stages of development in the national educational systems. Such responses are to ensure relevance and effectiveness of the training institutions; of the curriculum; and of the organization, in producing teachers as the most essential force in the whole complicated business of education. It is believed that it is he or she who would educate others that must himself or herself be educated and have a broader background of general cultural training. It is only the teacher who has enjoyed a broad liberal education who can show resourcefulness and enterprise in teaching.

What the teacher does while in school, before the students in the classroom or outside the classroom, contribute towards the shaping of students learning (Adunola, 2011). Some of teacher's pedagogical behaviours are direct and some are vicarious in influencing the learning and behaviours of students (Hightower, 2011). Pedagogical behaviour is described in this research as those teaching and non - teaching activities carried by classroom teacher to engage students while they are in school, in order to behave well and learn better. In this regard, the quality of teacher -student relationships are the keystone for all other aspects of classroom management (Darling-Hammond, 2000). This educator opines that, teachers who have high quality relationships with their students have fewer discipline problems and rule violations than those who do not have high quality relationships. Other scholars, however, believe that effective teacher student relationships have nothing to do with the teacher's personality or even with whether the students view the teacher as a friend (Hattie, 2003; Hughes, Cavell, & Jackson, 2001). Effective teacher-student relationships are characterized by exhibiting appropriate levels of dominance and modelling. Teachers can exhibit appropriate dominance by exhibiting the principles of clear behaviour expectations, clear learning goals, exhibiting assertive behaviour, exhibiting appropriate levels of cooperation and being aware of high needs of students. Important teacher actions to achieve this end include establishing and communicating learning goals at the beginning of a unit of instruction, providing feedback on those goals, continually and systematically revisiting the goals and providing summative feedback regarding the goals.

Statement of the Problem

The upsurge of poor academic achievement of secondary school students of Anambra state especially in some selected core subjects is a matter of great concern to the government. Some people attributed it to psychological, family, school and social factors. Teachers' pedagogical practices are one of the important factors that influence students' academic achievement. A lot of research has been done into relationships between teachers' pedagogical practices and academic achievement, most of which have focused on particular facets of academic achievement such as reading, writing, comprehension and arithmetic. This is not enough since more students show lack of interest in certain selected subjects.

The Anambra State Education Commission has increased the pass mark of these core subjects to 50 marks in order to make the students work harder to pass them. This only instils fear among the students instead of motivating them to study for more knowledge of the subjects. It was also

found that children with poor academic achievement especially in the core subjects experienced emotional problems, such as anxiety, depression, negativism, withdrawal, and low self-esteem. This left us with the problem of both poor academic achievement and poor behavioural conduct in the secondary schools. It is fundamental therefore to determine the relationship between teachers' pedagogical behaviours and academic achievement in selected core subjects of senior secondary school students of Anambra State.

Purpose of the study

The general purpose of this study is to determine the relationship between teacher-pedagogical practices and senior secondary school students' academic achievement. Specifically, the study seeks to:

1. Examine the relationship between teachers' pedagogical practices and academic achievement of male and female students.
2. Find out the relationship between teachers' pedagogical practices and academic achievement of urban and rural based secondary school students.
3. Ascertain the relationship between teachers' pedagogical practices and academic achievement of students in private and public schools.
4. Determine the relationship between teachers' pedagogical practices and students' academic achievement.

Research Questions

The following research questions guided the conduct of this research.

1. What is the relationship between teachers' pedagogical practices and academic achievement among male and female students?
2. What is the relationship between teachers' pedagogical practices and students' academic achievement in urban and rural based secondary schools?
3. What is the relationship between teachers' pedagogical practices and academic achievement of students in private and public schools?
4. What is the relationship between teachers' pedagogical practices and students' academic achievement?

Hypotheses

The following null hypotheses were tested to further prove possible probabilities in the study. All hypotheses were tested at a value of significance level $p < 0.05$.

1. There is no significant relationship between teachers' pedagogical practices and academic achievement of male and female students.
2. There is no significant relationship between teachers' pedagogical practices and academic achievement of urban and rural based secondary school students.
3. There is no significant relationship between teachers' pedagogical practices and academic achievement of students in private and public schools.
4. There is no significant relationship between teachers' pedagogical practices and students' academic achievement.

Methodology

The design of this study is correlational research design. The population of this study consisted of 9,600 senior secondary school teachers (160) and students (320) in all the 157 secondary schools that make up Ogidi education zone of Anambra State. The population covers the public and private senior secondary school teachers and students in Ogidi education zone of Anambra State. (AN.Beaurea of Statistics, 2019). The sample of this study were 160

senior secondary school teachers and 320 senior secondary students totalling a proportionate sample ratio of 1:2 of teacher to students in two local government areas randomly selected from the three local government areas in Ogidi Education Zone of Anambra State. Ten schools were used for the study. A total of 480 participants were selected as sample for this study in the ratio of 1:2 so as to enable researcher make a scientific guess with regards to the teacher – students' relationship under study. Taken together, the sample was 5%. Ejifugha (1998) stated that if the population is in few hundreds, the sample size shall be 40%, if the population is in many hundreds, 20% of the population shall be considered appropriate for a study but if the population runs in thousands, 5% of the entire population is considered appropriate for a study. Multi-stage sampling procedure through the use of simple random sampling technique was used for sampling in this study.

Two instruments for teachers and students were used, namely Teacher Pedagogical Practices and Academic Achievement (TEPEPAA) for teachers TEPEPAA – QT, and for students TEPEPAA – QS. The instruments were designed by the researcher. TEPEPAA-QT was used to confirm TEPEPAA-QS. Summary of students' terminal examination records for 1st and 2nd terms were used to ascertain academic achievement level. TEPEPAA – QT is only a confirmatory validation of the instrument for this study, namely TEPEPAA – QS. The researcher crafted instruments termed TEPEPAA- Q. The instruments were given to three experts, an educational psychologist, a professor teaching educational research and an educational psychometrist all from Chukwuemeka Odumegwu Ojukwu University and University of Nigeria Nsukka. These are professors in their fields. The validators scrutinized the items in terms of their internal consistency of covering content and construct related to the topic of the study and research questions. A few typographical and arrangement errors were detected by the validators on the questionnaires. The researcher effected the changes on the final instruments before going out to the field. Items which were rated high by the validators were selected. Then the final draft of the questionnaires consisting 30 items was used. Copies of the validated TEPEPAA – Q were pilot tested among 20 teachers and 40 senior secondary students in the selected schools. Responses were returned to the validators to score.

The data collected by the researcher were analysed using multiple linear regression analysis in the statistical package for social sciences (SPSS) version 20. Research questions 1, 2, 3 and 4 were answered using the correlation coefficient (R) and coefficient of determination (R^2) which are aspects of multiple linear regression model. The decision on the strength of relationship was based on the following range of correlation coefficients .10 to .39 represents low relationship, .40 to .69 represents moderate relationship while .70 to .99 represents high relationship. The null hypothesis four was tested using analysis of variance (ANOVA) component of the multiple linear regression analysis while null hypotheses 1, 2, and 3, were tested using t-test for correlation coefficient. All null hypotheses were tested at $p < .05$ level of significance for two -tailed analysis.
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Presentation of Results

Research Question 1: *What is the relationship between teachers' pedagogical practices and academic achievement of male and female students?*

Table 1: Regression analysis of the relationship between teachers' pedagogical practices and academic achievement of male and female students

Model	Gender	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Male	0.817	0.667	0.666	2.64808
	Female	0.804	0.646	0.644	2.15582

Predictors: (Constant), Teachers' pedagogical practices

Table 1 showed that the correlation coefficient between male students' academic achievement and teachers' pedagogical practices is 0.817 with a coefficient of determination of 0.667 while those of the female students are 0.804 and 0.646 respectively. This means that there is a high positive relationship between teachers' pedagogical practices and academic achievement of both male and female students. Besides, the coefficients of determination of 0.667 and .646 for the male and female students imply that 66.7% variation in male students' academic achievement can be attributed to their teachers' pedagogical practices while 64.6% variation in female students' academic achievement can be attributed to their teachers' pedagogical practices.

Research Question 2: *What is the relationship between teachers' pedagogical practices and academic achievement of urban and rural based secondary school students?*

Table 2 shows that the correlation coefficient between the academic achievement of students in urban schools and teachers' pedagogical practices is 0.739 with a coefficient of determination of .546 while those of the students in rural schools are 0.479 and .230 respectively.

Table 2: Regression analysis of the relationship between teachers' pedagogical practices and academic achievement of urban and rural based secondary school students

Model	Location	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Urban	0.739	0.546	0.544	2.79590
	Rural	0.479	0.230	0.226	1.71199

a. Predictors: (Constant), Teachers' pedagogical practices

This means that there is a high positive relationship between teachers' pedagogical practices and academic achievement of students in urban schools while there is a moderate relationship between teachers' pedagogical practices and academic achievement of students in rural schools. Besides, the coefficients of determination of 0.546 and 0.230 for the students in urban schools and those in rural schools respectively imply that 54.6 percent variation in academic achievement of

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students in urban schools can be attributed to their teachers' pedagogical practices while 23.0 percent variation in academic achievement of students in rural schools can be attributed to their teachers' pedagogical practices.

Research Question 3: *What is the relationship between teachers' pedagogical practices and academic achievement of students in private and public schools?*

Table 3: Regression analysis of the relationship between teachers' pedagogical practices and academic achievement of students in private and public schools

Model	School Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	Private	0.485	0.235	0.231	1.72695
	Public	0.752	0.565	0.563	2.77412

b. Predictors: (Constant), Teachers' pedagogical practices

The data in table 3 showed that the correlation coefficient between academic achievement of students in private schools and teachers' pedagogical practices is 0.485 with a coefficient of determination of 0.235 while those of the students in public schools are 0.752 and 0.565 respectively. This means that there is a moderate positive relationship between teachers' pedagogical practices and academic achievement of students in private schools while there is a high positive relationship between teachers' pedagogical practices and academic achievement of students in public schools. Besides, the coefficients of determination of 0.235 and 0.565 for the students in private and public schools respectively imply that 23.5% variation in academic achievement of students in private schools can be attributed to their teachers' pedagogical practices while 56.5% variation in academic achievement of students in public schools can be attributed to their teachers' pedagogical practices.

Research Question 4: *What is the relationship between teachers' pedagogical practices and students' academic achievement?*

Table 4: Regression analysis of the relationship between teachers' pedagogical practices and the students' academic achievement

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.813[a]	0.661	0.660	2.53457

a. Predictors: (Constant), Teachers' Pedagogical Practices

The data in table 4 revealed that the correlation coefficient between teachers' pedagogical practices and academic achievement of students is 0.813 with coefficient of determination of 0.661. This shows that there is a high positive relationship between teachers' pedagogical practices and academic achievement of students. Thus, the higher the scores of teachers' pedagogical practices, the higher

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the grades scores of academic achievements of students. That is to say, students who are positive about the pedagogical practices of their teachers are those who are making good grades and high scores in their academic achievement. Besides, a coefficient of determination of 0.661 means that 66.1% variation in students' academic achievement is attributed to their teachers' pedagogical practices.

H_0 1: *There is no significant relationship between teachers' pedagogical practices and academic achievement of male and female students.*

Table 5: t-test analysis of the moderating influence of gender on the relationship between teachers' pedagogical practices and academic achievement of students

Gender	R	R^2	Standardized Beta	T	Sig
Male	0.817	0.667			
Female	0.804	0.646	0 .010	1.210	.078

Table 5 showed that the associated probability value for calculated t (1.210) for the moderating influence of gender on the relationship between teachers' pedagogical practices and academic achievement of students is 0.078. Since the probability value of 0.078 is greater than the 0.05 level of significance, the null hypothesis was accepted. Thus, there is no significant moderating influence of gender on the relationship between teachers' pedagogical practices and academic achievement of students.

H_0 2: *There is no significant relationship between teachers' pedagogical practices and academic achievement of urban and rural based secondary school students.*

Table 6: t-test analysis of the moderating influence of location on the relationship between teachers' pedagogical practices and academic achievement of students

Location	R	R^2	Standardized Beta	T	Sig
Urban	0.739	0.546			
Rural	0.479	0.230	0.367	6.210	0.002

Table 6 showed that the associated probability value for calculated t (6.210) for the moderating influence of location on the relationship between teachers' pedagogical practices and academic achievement of students is 0.002. Since the probability value of 0.002 is less than the 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant moderating influence of location on the relationship between teachers' pedagogical practices and academic achievement of students in favour of the students in urban schools.

H_0 3: *There is no significant relationship between teachers' pedagogical practices and academic achievement of students in private and public schools.*

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Table 7: t-test analysis of the moderating influence of school type on the relationship between teachers' pedagogical practices and academic achievement of students

School Type	R	R^2	Standardized Beta	t	Sig
Private	0.485	0.235			
Public	0.752	0.565	0 .404	-5.450	0.024

Table 7 showed that the associated probability value for calculated t (-5.450) for the moderating influence of school type on the relationship between teachers' pedagogical practices and academic achievement of students is 0.024. Since the probability value of 0.024 is less than the p < 0.05 level of significance, the null hypothesis was rejected. Thus, there is a significant moderating influence of school type on the relationship between teachers' pedagogical practices and academic achievement of students in favour of the students in public schools.

H_0 4: *There is no significant relationship between teachers' pedagogical practices and students' academic achievement.*

Table 8: Analysis of variance of the relationship between teachers' pedagogical practices and students' academic achievement

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5979.813	1	5979.813	930.851	0.000[b]
	Residual	3070.685	478	6.424		
	Total	9050.498	479			

a. Dependent Variable: Students' Academic Achievement
b. Predictors: (Constant), Teachers' Pedagogical Practices

Table 8 revealed that the calculated F = 931 for the relationship between teachers' pedagogical practices and students' academic achievement had an associated probability value of p = .0005. Since the probability value of p = .0005 is less than the 0.05 level of significance, the null hypothesis was rejected meaning that there is a significant high positive relationship between teachers' pedagogical practices and students' academic achievement.

Summary of the Findings

The following are the findings of the study;

1. There is a high positive relationship between teachers' pedagogical practices and academic achievement of both male and female students. However, the coefficients of determination of 0.667 and 0.646 for the male and female students imply that 66.7 percent variation in male students' academic achievement can be attributed to their teachers' pedagogical practices while 64.6 percent variation in female students' academic achievement can be attributed to their teachers' pedagogical practices. It was further revealed that there is no significant (p > 0.05) moderating influence of gender on the relationship between

teachers' pedagogical practices and academic achievement of students.

2. There is a high positive relationship between teachers' pedagogical practices and academic achievement of students in urban schools while there is a moderate relationship between teachers' pedagogical practices and academic achievement of students in rural schools. Moreover, it was found that there is a significant ($p < 0.05$) moderating influence of location on the relationship between teachers' pedagogical practices and academic achievement of students in favour of the students in urban schools.
3. There is a moderate positive relationship between teachers' pedagogical practices and academic achievement of students in private schools while there is a high positive relationship between teachers' pedagogical practices and academic achievement of students in public schools. It was further revealed that there is a significant ($p < 0.05$) moderating influence of school type on the relationship between teachers' pedagogical practices and academic achievement of students in favour of the students in public schools.
4. There is a high positive relationship between teachers' pedagogical practices and academic achievement of students. Thus, the more the teachers' pedagogical practices, the more academic achievement of students. Further analysis showed that there is a significant ($p < 0.05$) high positive relationship between teachers' pedagogical practices and students' academic achievement.

Discussion

The discussion was carried out based on the findings of the research questions and the hypotheses. The result in table 1 arising from research question 1 which sought to find out if there is any relationship between teachers' pedagogical practices and the academic achievements of male and female senior secondary school students revealed that there is high positive relationship between teachers' pedagogical practices and the academic achievements of male and female senior secondary school students. This corresponds with the idea of Adunola (2011) that whatever the teacher does while teaching (which includes his/her usage of teaching pedagogy) influences extensively the students' learning and their academic achievements. Njoku and Ogaugwu (2013) against this warned that teachers should know best the pedagogical practices to employ in their teaching-learning intercourse to elicit the best learning outcome from students.

The result in table 5 equally indicated no significant moderating influence of gender on the relationship between teachers' pedagogical practices and the academic achievements of senior secondary school students. An observed probability value of 0.078 which was not significant at $p \leq 0.05$ level of significance showed that there is no significant moderating influence of gender on the relationship between teachers' pedagogical practices and the academic achievements of students in senior secondary schools. Hence, students' gender does not affect their academic achievements in senior secondary schools when teachers' pedagogical practices were related to achievement.

Teachers are the major people that induce learning in the students male or female. The

implication of this is that teachers should be conversant with the numerous teaching strategies and pedagogical skills that induce learning in the students and have adequate knowledge of the application mode of these strategies and skills for effective optimisation of the students' academic achievements in senior secondary schools (Adunola, 2011).

The result in table 2 arising from research question three which sought to find the relationship between teachers' pedagogical practices and the academic achievements of urban and rural based senior secondary school students depicted that there is high positive relationship between teachers' pedagogical practices and the academic achievements of students in urban based senior secondary schools and a moderate relationship between teachers' pedagogical practices and the academic achievements of students in rural based senior secondary schools. This depicts that the more effective the teachers' pedagogical practices, the more the students' academic achievements are maximised. Mezieobi and Mezieobi (2013) warned that teachers should consistently utilise apt teaching pedagogies that are germane for students' effective academic achievements. In the same vein, Otoja and Otoja (2013) said that to be equipped for students' effective academic achievements in schools, teachers should employ diverse ways and means which will appeal to the senses of the students."

The result in table 6 invariably showed that there is a significant moderating influence of location on the relationship between teachers' pedagogical practices and the academic achievements of students in favour of the students in urban schools. An observed probability value of 0.002 which was significant at 0.05 level of confidence proved that there is a significant moderating influence of location on the relationship between teachers' pedagogical practices and the academic achievements of senior secondary school students. Hence, school location influences the relationship between teachers' pedagogical teachings and the academic achievements of senior secondary school students. This concurs with the findings of Goddard, et al (2007) that the site of the school affects the teachers' usage of teaching methods in schools.

Learners are central in all educational efforts. The implication of this finding is that teachers should be fully trained in the use of all the educational teaching pedagogies as this will make their teachings effective thereby enhancing the academic achievements of students in schools.

Analysis of the data in table 3 arising from research question four which sought to find the relationship between teachers' pedagogical practices and the academic achievements of students in public and private senior secondary schools revealed that there is a moderate positive relationship between teachers' pedagogical practices and the academic achievements of students in private senior secondary schools and a high positive relationship between teachers' pedagogical practices and the academic achievements of students in public senior secondary schools. This proves that teachers are the propeller of learning in students. Thus, every teacher must be prepared to expose the students to the desired learning experiences through effective selection of appropriate teaching pedagogies (Avery, 2003). Continually, Okon, Umoh and Essien (2013) opined that best pedagogy if appreciated and utilised by teachers is capable of improving the

academic achievements of students in schools.

The data in table 7 equally showed that there is a significant moderating influence of school type on the relationship between teachers' pedagogical practices and the academic achievements of students in favour of the students in public schools. An observed probability value of 0.024 which was significant at 0.05 level of confidence showed that there is a significant moderating influence of school type on the relationship between teachers' pedagogical practices and the academic achievements of students in favour of the students in public schools. Hence, school type influences teachers' pedagogical practices and the academic achievements of students in schools. The implication of this finding is that every teacher despite the type of school ownership should endeavour to use appropriate teaching pedagogies for optimisation of the students' academic achievements (Ehighibe & Okafor, 2013)

The analysis of the data in table 4 in chapter four arising from research question four which sought to find the relationship between teachers' pedagogical practices and the academic achievements of students in schools revealed that there is high positive relationship between teachers' pedagogical practices and the academic achievements of students in senior secondary schools. This finding aligns with the assertion of Akpan (2006) that teachers' teaching methods and styles contribute to students' achievements in schools. Continually, Akpan maintained that the degree to which teachers succeed in bringing out the desired outcomes or changes in students' academic performances and behaviours depends greatly on the methods they use in teaching. Supportively, Aitken and Sinnema (2008) quipped that for teaching to be effective, teachers are to identify the appropriate teaching methods that befit a particular subject and topic for students' understanding and good academic achievements.

The result in table 8 further x-rayed that there is high significant positive relationship between teachers' pedagogical practices and students' academic achievements in schools. An observed probability value of 0.000 which was significant at 0.05 level of confidence showcased a high positive relationship between teachers' pedagogical practices and the academic achievements of students in schools. Hence, both senior secondary school teachers and students agreed that there is high positive relationship between teachers' pedagogical practices and the academic achievements of students in schools.

Teachers are the major determinants of students' extent of academic achievements in schools. The implication of this finding is that teachers must fully possess the knowledge of the different teaching strategies; understand the learners and their diverse characteristics; have good knowledge of the subject matter and acquire the skills in selecting and implementing appropriately these teaching strategies in a given learning environment for students' effective academic achievements in schools (Ikpaya, 2004).

Conclusion

Based on the findings and the discussions of the study thereof, the following conclusions are made. There is high significant positive relationship between teachers' pedagogical practices and the

academic achievements of students in senior secondary schools in Ogidi education zone of Anambra State. There is high positive relationship between teachers' pedagogical practices and the academic achievements of male and female senior secondary school students in Ogidi education zone of Anambra State. There is high positive relationship between teachers' pedagogical practices and the academic achievements of students in urban-based senior secondary schools in Ogidi education zone of Anambra State.

Recommendations

Based on the findings and the implications of the study, the following recommendations are made:

1. Qualified and professionally trained teachers should be recruited to teach in schools for sound teaching and for enhancement of the students' academic achievements in schools.
2. Learner-centred teaching pedagogies instead of teacher-centred teaching pedagogies should mostly be used during teaching and learning as these are more effective in enhancing students' academic achievements in schools.
3. School authorities should monitor teachers' classroom teachings to help improve teachers' pedagogical practices in their classroom teachings.
4. School curricular should be reviewed from time to time to embrace learner-centred pedagogies that would aid students' effective achievements in schools.
5. Every teaching pedagogy has the requisite materials for its application during teaching and learning. These materials should be adequately provided by both government and the school authorities to aid teachers' effective usage of these teaching pedagogies.

   All these when adequately adopted will help to enhance students' academic achievements in schools.
6. Supervisions from Ministry of Education should encourage critical monitor of teachers' classroom teaching activities to ensure teachers' appropriate application of teaching pedagogies for enhancement of students' academic achievements in senior secondary schools.

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