

Principals' Review of Teachers' Records and its Influence on Teachers' Pedagogical Practices in Public Secondary Schools in Bauchi State, Nigeria

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Abstract:- The purpose of this study was to find out the effect of principals' review of teachers' professional records on pedagogical practices of teachers working in public secondary schools in Bauchi state, Nigeria. Specifically, the study aimed to: Examine the extent to which principals' carry out checking teachers' professional records in public secondary schools in Bauchi state. The study also investigated whether principals' review of teachers' professional records significantly predicts improvement of teachers' pedagogical practices. Finally, the study made recommendations for the promotion of principals' skills of supervising teachers' records in public secondary schools in Bauchi state, Nigeria. A descriptive survey design was employed for the study. The study used 29 principals purposively sampled and 375 teachers randomly selected from 29 public junior secondary schools in Bauchi South Senatorial District. Questionnaires of 5-point Likert scale type and documents analysis checklist were used for data collection. Descriptive and inferential statistics were used to analyse the quantitative data. Simple regression analysis was used to test the hypothesis at 0.05 alpha levels. Findings of the study revealed that supervisory activities of checking teachers' lesson notes, records of work and lesson plans were not consistent by many of the principals in public secondary schools in Bauchi state of Nigeria. It was also found that most principals in public secondary schools in Bauchi state merely signed teachers' professional records without making constructive remarks. The study concluded that principals' checking of teachers' records had a statistically significant effect on teachers' pedagogical practices of teachers in public secondary schools in Bauchi state. Checking teachers' records also explained a significant proportion of teachers' pedagogical practices in public secondary schools $R^2=.09$, $F(1,373)=40.075$, $p<.05$. The study recommended that the Ministry of Education, Bauchi state should organize in-service training for capacity building for the principals to improve upon their skills of reviewing teachers' professional records.

Keywords: Instructional Supervision, Teachers' records, Pedagogical practices

I. INTRODUCTION

This study aimed to examine the influence of principals' supervision of teachers' professional records on pedagogical practices of teachers working in public secondary schools in Bauchi state, Nigeria. According to Zepeda (2003), teacher's professional records include such documents as lesson plans, the scheme of work, records of work, and lesson notes. Other records kept by the teachers are students sample tests, students' assessment record, and sample students work, among others. These records assist the teacher in preparing instructions, keep up to date, and work in alignment to the school goal (Njideka and Chika, 2016). Various scholars have described the teachers' portfolio that should be the focus of principals' supervision. For instance, Lakkala, Ilomaki, and Kantosalo (2011) see the portfolio as including the pedagogical practices like proper planning, methodology, instructions, and feedback, among others. These are the different tasks and practices, which guide effective teaching and learning undertaken by the teacher. Furthermore, Lakkala et al. (2011) and Zepeda (2003) describe portfolio supervision as the review of the teachers' artifacts, such as the teachers' statement of belief on teaching, sample lesson plans, results of tests, schemes of work, samples of student work, career goals, journals and lesson notes.

Available records from Bauchi state Ministry of Education show that the performance of public secondary school students in national examinations has been persistently poor in several years (Aminu, 2014; Salihu and Filibus, 2015). There is a growing impression among the stakeholders that principals are not undertaking proper supervision of teachers' preparation for instructions. This study, therefore, sought to examine the influence of principals' supervision of teachers' professional records on pedagogical practices of teachers in public secondary schools at Bauchi state, Nigeria.

This study was conceptualized on the premise that efficient and sufficient checking of teachers' records promotes teachers' pedagogical practices and, consequently results in high-quality teaching. The independent variable in this study was principals' supervision of teachers' records characterized by checking lesson plans, records of work, scheme of work and lesson notes; while the dependent variable was pedagogical practices described by planning, methods, instructions, and feedback to students. The study was hinged on Leithwood (1994) Transformational Leadership Theory which associated principals' instructional supervision to the enhancement of teachers' effectiveness.

Statement of the Problem

Given adequate qualified teachers in secondary schools of Bauchi state, one would expect an outstanding performance from both teachers and students. However, available records indicate that the performance of public secondary schools students in national examinations has been poor over several years. Furthermore, it was observed that for many years, public secondary schools students in Bauchi state recorded poor results in national examinations. There is a growing perception among the stakeholders and the general public that teachers are applying ineffective pedagogical practices due to inadequate preparation for instructions. Principals are there to ensure that teachers prepare and update their lesson plans, schemes of work, records of work and lesson notes well ahead of time for effective teaching and learning. The literature reviewed indicated that little studies were undertaken about the effect of principals' review of teachers' professional records on pedagogical practices of teachers. The essence of this study was to examine the influence of principals' supervision of teachers' professional records on the pedagogical practices of teachers in public secondary schools in Bauchi state, Nigeria

Objectives of the study

The objective of this study was to examine the extent to which principals supervision teachers' professional records influence pedagogical practices of teachers in public secondary schools in Bauchi state, Nigeria.

II. LITERATURE REVIEW

Teachers' professional records have been portrayed as the documents which teachers utilized in the drawing up, execution and assessment of instructions and learning activities. Teachers' records comprise the scheme of work, the lesson plan, the learning activity notes, and the records of work accomplished. These records help the teacher to sort out the way towards conducting instructions progressively and proficiently (Enyiuche, 2017).

Various scholars have described teachers' professional records supervision and the records that should be the focus of principals' supervision. In this direction, Mues and Deane (2000) review teachers' records as an important set of

documents that symbolizes the teachers' pedagogical practices in terms of the students' learning. Similarly, Doolittle, (1994) argues, teachers' portfolio is a document created by the teacher that reveals, relates, and describes the teacher's duties, expertise, and growth in teaching. Furthermore, Doolittle (1994) observed that the supervision of teachers' records supports the enhancement of the teaching and student learning process. On her part, Zepeda (2010) portrays the supervision of teachers' professional records as the examination of the teachers' documented guide for their practice. For example, the tests exercise designed, tests results records, plans of work, the sample of students' work, vocation objectives, diaries, and learning exercise notes.

The preceding discussion illustrates teachers' portfolio as the records that provide clear evidence on the teachers' preparedness for instructions, strengths of teaching experiences, and a sign of potentiality for growth in the vacation. Therefore, principals' supervision of these records is likely to enable the teachers to reflect on their performance and determine areas needing improvements. According to Oyedeji (2012), as cited by Njideka & Chika, (2016), effective functions of school principals include, among others reviewing teachers' records and watching their attendance closely. A study of portfolio supervision by Sule *et al.* (2015) revealed that a positive relationship exists between principals' supervisory role of checking teachers' lesson plans, scheme of work, notes of lessons and teachers' pedagogical practices.

A research was conducted to investigate the effect of principals' supervision of teachers' professional records on their pedagogical practices by Paul *et al.* (2016) in public secondary schools in Uganda. Findings of their research revealed that checking of teachers' professional records had a statistically significant effect on teachers' pedagogical practices. Also in a similar study by Aseka (2016) on the influence of head teachers' instructional supervision practice on teachers' job performance in Kenya, it was found that principals checking of teachers' profession records significantly affect their job performance. The findings revealed by the foregoing pieces of the literature suggest that principals' supervisory activities of reviewing teachers' portfolio are essential for the academic achievement of secondary education students.

In a related development, research was undertaken to determine the influence of principals' supervisory roles on students' academic achievement in Nnandi County in Kenya by Jeptarus in 2014. The study findings revealed that principals check teachers' records like schemes of work, lesson plan, and record of work regularly. The study also reported that principals visit the classrooms to observe the execution of planned lessons. The study concluded those principals' instructional, supervisory activities of checking teachers professional records significantly impacted on instructions and students learning.

Ahmad *et al.* (2013) conducted a study on the difficulties facing the educational supervision process in public schools. The study observed that the supervisory duties of the principal include checking the teaching standards by reference to professional records of the teachers. This finding suggests that the quality of teaching and learning is affected directly or indirectly by teachers' portfolio. In other words, effective teaching may be prescribed by the degree to which teachers organize their professional records. This point was buttressed by Eshiwani (1993) argument that sufficient preparation of the teacher is an important factor that determines the academic performance of students in schools. This argument emphasizes the need for school heads to conduct thorough checking of teachers' professional records as it is likely their level of preparedness could be ascertained through their records. The present study aimed to assess the extent to which principals perform supervision teachers' professional records in public secondary schools in the Bauchi state of Nigeria.

Berhane (2014) study on practices and challenges of instructional supervision in Assosa, Ethiopia revealed that lack of objectivity by school principals in records checking was one of the problems. In this regard, Glickman *et al.* (2013) warn that supervision should have a focus. Therefore, when conducting the supervision of teachers' records, the school principal must be objective and should maintain absolute confidentiality in dealing with the individual teachers. This confidentiality will help in developing trust and confidence in teachers towards supervision. Consequently, the achievement of the aims of supervision exercise becomes realizable.

Though reviewing the teachers' professional records is very important, it is not enough to address teaching problems. Studies have indicated that some principals overstressed on checking the professional file to the extent that writing and submissions of documents by teachers become a ritual. This assertion was supported in a study on obstacle to adequate instructional supervision in Kenya by Kiamba in 2011. Findings of the study revealed that many at times, teachers prepare professional records to appease to supervision. Furthermore, Kiamba found that instructional supervision activities of reviewing teachers' records lacked thoroughness. It was discovered that principals did not endorse some teachers' records.

It has been observed that school-based supervision is very relevant in fostering pedagogical practices and student learning. In this regard, a study by Osae (2012) examines the effect of principals' supervision of teachers' records on staff performance. Respondents describe external supervision as control and visit oriented and that it makes little or no impact on staff performance. Further findings indicated that teacher respondents' preferred internal supervision which is characterized by records checking and class visits. Teachers cited the reason that both principals and teachers are in the full

picture of the existing conditions and in a better position to handle it within their schools.

Similarly, a study on the impact of supervision on teacher effectiveness by Njideka and Chika (2016) uncovered that principals' supervision has a high positive effect on teachers' pedagogical practices. The scholars distinguished that primary function of principals' supervision is to incorporate procedures for dominant educational programmes usage, conveyance of guidance, and instructive administration. Furthermore, a related study by Jeffrey, Vivian, and Susan, (2007) on the impact of supervision on student achievement revealed that a direct relationship exists between instructional supervision and both students' success.

Akinfolarin *et al.* (2017) conducted a study on academic supervision as a correlate of students' academic performance. Their study findings noted that supervision of teachers' professional records positively correlate with students' academic performance and teachers' practices. It has been observed that typically, teachers tend to prepare and structure their lessons effectively in a school where the principal regularly and thoroughly review teachers records (Chapman 2001).

A study on the influence of headteachers' supervisory strategies on pupils' performance by Ngunjiri, (2012) stressed that maintaining records by teachers should be seen as a vital component in the running of the school activities. Ngunjiri further recommends that every teacher should maintain records like a lesson plan, the scheme of work, records of work done, students' progress records, and attendance register. In line with this argument, Onyango (2005), has also stressed that maintaining record is an essential aspect in the running of any organization.

Accordingly, Nyamwamu (2010) asserts that regular updating and maintenance of teachers' professional records promote academic achievement in a school. Further, Nyamwamu warns that principal should endeavour to supervise teachers' professional records regularly. The previous works of literature point to the fact that supervising teachers' record is a vital role of principals. This role ensures that teachers' preparedness is kept in check. These activities might have a direct implication on the students' academic performance in the long run. The essence of updating these records is to ensure effective organization and implementation of instructions. According to Achuonye, (2007), planning of work inform of the lesson is a summarized breakdown of the syllabus to depict daily exercises with the end goal of precise and efficient instructions. The planned work indicates how the life skills education content for each class is to be implemented on a week by week premise.

Furthermore, the lesson plan is viewed as the last stage in educational programmes usage. Essentially, it highlights exercises planned, mapping out methodologies, and the normal learning results. The lesson plan demonstrates the

dimension of educators' readiness for instructions unmistakably. The topic in the planned lesson should align with that in the scheme of work and indicates continuity from work accomplished (Achuonye, 2007). Scheme of work as conceptualized by the Republic of Kenya (2004) is an action plan made by teachers as part of preparations for instructions. It reduces the broad topics from the syllabus into teachable units, indicating specific items to be taught at what particular time, and the relevant learning activities.

A study on the supervisor's role in improving the quality of teaching and learning, it was revealed that schools where principals check teachers' records have high performance (Kotirde *et al.* 2014). Mohammed (2015) investigated the roles of Educational Inspectors in curriculum implementation in public secondary schools of Bauchi state. Findings of the study revealed that school Inspectors failed to include in their supervision of schools the checking of lesson plans, schemes of work, students' attendance, and academic progress. Mohammed (2015) study concluded that the situation had led to poor curriculum implementation in public secondary schools, hence poor learning. The study, however, did not explore principals' supervisory activities of checking teachers' records in ensuring curriculum implemented. The present study aimed to examine the extent to which principals supervise teachers' records. Additionally, the study examined how principals' supervisory activities of checking records predict teachers' pedagogical practices improvements.

Teachers' records have been viewed from different perspectives. The common denomination for all the arguments is that teachers' records assist teachers in preparing well and teaching effectively. Therefore principals' supervision of teachers' records is a very vital activity that may help to determine the level of teachers' preparedness for instructions.

Although some previous studies have examined the relationship between principals' instructional supervision and teachers' pedagogical practices, it had not been exhaustive. The reviewed literature shows that most studies carried out in this area examined the relationship of principals' supervisory activities of checking teachers' professional records and teachers' practices. They mainly established that relationship exists between principals' activities of checking teachers' professional records and teachers' practices. These study results lacked evidence of a causal relationship between principals' supervisory activities of checking teachers' professional records and their pedagogical practices. Furthermore, such studies were conducted in regions and states other than the current study locale.

Research Questions:

What is the extent to which principals in public secondary schools in Bauchi state implement review of teachers' professional records?

Null hypothesis:

H₀. The extent to which principals' review teachers' professional records does not significantly influence pedagogical practices of teachers' in public secondary schools in Bauchi state, Nigeria

Alternative hypothesis

H_a. The extent to which principals' review teachers' professional records significantly influences pedagogical practices of teachers in public secondary schools in Bauchi state, Nigeria

III. METHODOLOGY

This researcher adopted a descriptive, cross-sectional survey design for the study. Questionnaires and document observation were the instruments for data collection. They were pilot tested; as a result, some items were amended to attain clarity. Terrel (2011) suggests that quantitative and qualitative data can be collected concurrently, analyzed, and the results compared to support or contradict the quantitative findings.

Similarly, Johnson and Onwuegbuzie, (2004) argue that data gathered from multiple sources helps to increase authenticity and dependability of the data since the strengths of one source compensate for the potential weaknesses of the other. A descriptive survey design was appropriate for this study because it is suitable for explaining the nature of the existing situation as it is (Creswell, 2012; Orodho, et al., 2016). The study used 29 principals purposively sampled and 385 teachers randomly selected from 29 public secondary schools in Bauchi South Senatorial District. Simple percentage and linear regression were used to analyse the quantitative data. The documents observation was analysed using content analysis.

IV. STUDY FINDINGS

The data were analysed using descriptive and inferential statistics and the results presented in tables and in text.

Descriptive Statistics Results

Table 1: Principals and Teachers response to Checking Teachers' Records

Supervision Activities	The Principal	Disagree		Neutral		Agree		
		Respondents	n	%	n	%	n	%
Checks scheme of work every beginning of the term	Principals		2	6.9	0	0.0	27	93.1
	Teachers		35	9.3	28	7.5	312	83.2
Checks teachers' lesson plans every week	Principals		0	0.0	3	10.3	26	89.7
	Teachers		42	11.2	29	7.7	304	81.1
Checks records of work covered every week	Principals		3	10.3	2	6.9	24	82.8
	Teacher		52	13.9	36	9.6	287	76.7
Checks teachers' lesson notes weekly	Principals		22	75.9	2	6.9	5	17.2
	Teachers		253	67.8	48	12.9	74	19.7

Checking scheme of work: The data on table 4.10 indicate that 27/29 (93.1%) of the principals verified teachers' scheme of work, every beginning of the term. On the hand, majority 312/375 (83.2%) of the teachers also agreed that principals checked their plan of work every start of the term. Very few, 35/375 (9.3%) of the teachers disagreed, and 28/375 (7.5%) were neutral. With the majority of principals and teachers in agreement, the result established that principals check teachers' scheme of work regularly in public secondary schools in Bauchi state. This finding implies that principals have attached importance to review the scheme of work. In line with these findings, studies by Paul, David, Musaazi & Joseph (2016) and Kieleko, Kanori & Mugambi(2017) revealed that majority of principals checked scheme of work regularly in their schools. The results also concurred with that of a study carried out by Sekunda (2013), who found that the majority of teachers agreed that principals checked scheme of work regularly in public secondary schools.

Checking lesson plans: The data on table 4.10 shows that majority, 26/29 (89.7%) of the principals checked teachers' lesson plans weekly. Also, majority, 304/375 (81.1%) of the teachers agreed principals checked their lesson plans weekly. Given these results above, the study verifies that principals execute supervision activities of checking lesson plans regularly in public secondary schools. The results showed agreement with that of a survey conducted by Aseka (2014), which revealed the majority of teachers agreed that principals checked their lesson plans regularly. The findings suggest that principals are aware that checking teachers' lesson plan improves the teachers' instructions. In support of this assertion, a study by Sule et al. (2015) revealed reviewing lesson plans improves teachers, instructions. Therefore it is encouraged.

Checking teachers' records of work: The data on table 4.10 reveals that 287/375(76.7%) of the teachers agreed that principals checked teachers' records of work weekly. Also, majority 24/29 (82.8%) of the principals said they carry out their supervision of checking teachers records of work regularly. The result shows the majority of teachers and

confirmed that principals performed checking teachers' records of work weekly. Reviewing records work accomplished will enable the principals to monitor the progress of students. Those of similar research supported these findings by Jeptarus (2014), and Paul *et al.* (2016) reported that the majority of teachers said principals checked teachers' records of work regularly in their schools. Similarly, according to Oyedeji (2012), as cited by Njideka & Chika, (2016), useful functions of school supervisors include among others undertaking to review teachers' records and watching their attendance closely.

Checking teachers' lessons notes: The data in table 4.10 shows that majority of the teachers and principals representing 75% and 67.8 % respectively indicated that principals did not review teachers' lesson notes weekly in their schools. This result reveals that there was negligence on the part of some principals in checking teachers' lesson notes. The findings supported that of studies conducted by Hussen (2015), Paul et al. (2016) and Mohammed (2015). All these researchers found that the majority of teachers reported that principals did not check their lesson notes regularly. On the other hand, Buregeya (2011) study reported the majority of teachers as saying principals checked their lesson notes regularly in their schools. The level of commitment of principals may explain this difference. This finding suggested that the majority of principals in public secondary schools in Bauchi state paid no attention to checking teachers' lesson notes. Enyuiche (2017) writing stress that checking teachers' lesson notes is vital because it enables the principal to ascertain whether or not the teacher provides the students with the relevant information.

Document Analysis

This section presents information related to the documents observed in this study in the 29 sampled public secondary schools in the Bauchi state of Nigeria. Three each of scheme of work, records of the work lesson plan, and teachers' notes of lessons were targeted for observation from each of the sampled school. Besides, documented planning for monitoring of students' progress, teacher development programmes, and supervision of instructions were observed.

Table 4.27: Summary of Document Analysis

S/N	Documents	Targeted documents	Available	Percent	Signed	Percent	Valuable comments	Percent
1	Scheme of work	87	87	100	84	96.6	18	20.7
2	Lesson plan	87	79	90.8	65	74.7	15	17.2
3	Records of work	87	73	83.9	51	69.9	9	17.6
4	Lesson notes	87	45	51.7	7	15.6	0	
5	Monitoring of students' progress	29	7	24.1				
6	Teacher development programme	29	5	17.2				
7	Planned supervision	29	6	20.7				

Table 4.27 analysis showed that all 87 targeted scheme of work was available. Also, it was found that the principals endorsed majority, 84/87 (96.6%) of the scheme of work observed; but very few, 18/84 (20.7%) contained constructive comments of the principals. The result shows that 79/87(90.8%) of lesson plans were available. It also indicates that majority, 65/79(74.7%) of the lesson plans observed, were signed by the principals. However, very few, 15(17.2%) of the documents had constructive comments of the principals. Out of the 87 records of work targeted, 73(83.9%) were available; and the principals signed 51/73(69.9). Similarly, it was found that only 9/51(17.7%) had valuable comments made by principals. Concerning lesson notes, the analysis on Table 4.27 shows that 45/87(51.7%) were available; out of which 7(15.6%) only were endorsed by the principals, and none had any comments of the principals. Furthermore, the data reveals that 7/29(24.1%) of the school had documented a plan for monitoring students' progress; 5/29(17.2%) had written programme for teacher development; while only 6/29(20.7%) had written design for the supervision of instructions.

Findings from document analysis of this study revealed that many principals signed teachers' records without making

constructive comments. Also, the study found out that principals did not endorse some records like lesson plans, lessons notes, and records of work. This result seems to suggest that some principals and teachers did not appreciate the concept and essence of supervision of teachers' professional records. A similar study of school-based supervision by Wanzare (2010) also found that many principals were inconsistent in the supervision of teachers. These situations imply that both principals and teachers regarded the mere signing of the teachers' records as supervision. This supervision lacked thoroughness, and therefore it was not likely to enhance instructions. While according to Doolittle (1994) supervision of teachers' records should be able to facilitate the enhancement of instructions. The implication was that principals might not know the teachers' commitment in terms of effective preparation for instructions. Consequently, practical teaching and students learning may not be realized in such situations.

Hypothesis Testing

For testing the hypotheses, simple linear regression analysis was conducted at $\alpha=.05$

Table 2: Model Summary of Regression Statistics

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311 ^a	.097	.095	7.157
a. Predictors: (Constant), Supervising teachers' records				
b. Dependent Variable: Teachers pedagogical practices				

Note: $p < 0.05$

a. Predictors (constant) Principals' checking lesson plan, checking records of work, checking scheme of work, and checking lesson notes.

b. Dependent Variable: Teachers' Pedagogical Practices.

The result in table 2 shows a moderate positive and significant relationship exists between principals’ supervision of teachers’ professional records and teachers’ pedagogical practices in public secondary schools at $R= 0.311$. The R^2

value of 0.097 suggests 9.7% of the variability in teachers’ pedagogical practices in public secondary schools was explained by principals’ supervision of teachers’ professional records.

Table 3: ANOVA Table for records review and pedagogical practices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2052.523	1	2052.523	40.075	.000
	Residual	19104.02	373	51.217		
	Total	21156.54	374			
a Dependent Variable: Teachers pedagogical practices						
b Predictors: (Constant), Checking teachers’ record						

a. Predictors (constant) Principals' checking lesson plan, records of work, scheme of work, and lesson notes.

b. Dependent Variable: Teachers’ Pedagogical Practices

The results in table 3 showing $F(1, 373) = 40.075$, being significant at $p=.000 < 0.05$ depicted that the model can be used to significantly predict the degree to which principals’ review of teachers’ professional records has effect on teachers’ pedagogical practices. Basically, it reasonable to conclude that

principals’ review of teachers’ professional records significantly predicted promotion of teachers’ pedagogical practices in public secondary schools, $F(1, 373) = 40.075$, $p < 0.05$.

Table 4: Regression Coefficient Table

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constan)	48.704	1.807		26.946	.000
	Checking teachers records	.722	.114	.311	6.330	.000
a. Dependent Variable: Teachers’ pedagogical practices						

Table 4 shows the results of the regression coefficients. These results reveal that the relationship between principals’ checking of teachers’ professional records and teachers’ pedagogical practices was positive and statistically significant. Furthermore, the results indicate that a unit increase in principals’ supervision of teachers’ professional records increased teachers’ pedagogical practices by 0.722, ($\beta=0.722$, $t=6.33$, $p < 0.05$).

Regression analysis reveals that there was a moderate, positive and statistically significant relationship between pedagogical practices of teachers and principals’ supervision of teachers’ professional records. The study also established that an increase in principals’ supervision of teachers’ records would lead to increase in pedagogical practices of teachers. The results showed that principals’ review of teachers’ records significantly influenced pedagogical practices of teachers. The study rejected the null hypothesis that principals’ supervision of teachers’ records does not significantly influence teachers’ pedagogical practices at $\alpha=.05$ level of significance. Instead, the alternative hypothesis that principals’ review of teachers’

professional records significantly influences pedagogical practices of teachers was accepted.

The implication of the findings for teaching and learning was that, when there is an increase by principals in the supervision of teachers’ professional records, there would be an improvement in teachers’ pedagogical practices. And, consequently, students’ academic performance may also be enhanced. In line with these findings, Sule *et al.* (2015) found that useful and regular checking of teachers’ professional records improves teachers’ instructions. They further noted that checking teachers’ professional records properly has a positive impact on the academic performance of students in addition to teacher improvement.

Similarly, Paul *et al.* (2016) study revealed that the relationship between principals’ reviewing of teachers’ records and teachers’ pedagogical practices was positive and statistically significant. This finding connotes that active checking of teachers records will lead to the improvement of teaching and students learning. In the same vein, Njideka and

Chika (2016) assert that supervision of teachers' records has a high impact on teacher effectiveness. Because of these benefits, principals should improve and intensify the valid checking of teachers' records.

V. CONCLUSION

Based on the findings, the study made the following main conclusions:

- ❖ Supervisory activities of reviewing teachers' professional records were inconsistent by the majority of principals in public secondary schools in Bauchi state, Nigeria
- ❖ The principals' activities checking teachers' professional records significantly affect pedagogical practices of teachers in public secondary schools in Bauchi state, Nigeria
- ❖ Effective principals' supervision of teachers' professional records would foster pedagogical practices of teachers and improvements in students' learning in public secondary schools in Bauchi state, Nigeria

VI. RECOMMENDATION

The study made the following recommendations based on the study findings:

- The study recommended that the Bauchi state Ministry of Education should organise a workshop for training of principals on techniques for effective supervision of teachers' records.
- The study suggested that Principals should endeavour to peruse the contents of teachers' professional records thoroughly and make constructive comments before signing the documents.
- Findings of the study indicated that pedagogical practices of teachers could be improved by principals' consistent review teachers' records. Therefore, the study recommended that principals should intensify activities of checking their teachers' professional records. They should ensure that teachers' records were not only verified but also improved upon.

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