

Principals as Drivers of Quality Learning Outcomes in Secondary Schools: A Management-Based Instructional Leadership Framework

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Abstract: The principal plays pivotal multiple leadership and managerial roles to ensure the accomplishment of institutional goal. As the lead teacher, they pilot the school affairs to achieve quality learning outcomes in the three domains of learning (manifestation of knowledge, character including the development of ethics, the learners' concentration and the acquisition of relevant productive skills). They set the goal for the attainment of required predetermined learning goals for secondary education, lead by example as servant leader, manager, supervisor, evaluator and counsellor, public relations manager, and foster parent to the teacher and learner alike. In the light of these roles, the paper proposed in a management-based instructional framework for more effective attainment of learning outcomes. The panel-discussion approach with anecdotal method was used to synthesise ensuing information, which culminated in the mnemonical framework proposed to drive effective learning. Thus, the principal must be an experience teacher and learning administrator having taken various school roles, should lead and guide in the effective curriculum implementation through instructional-supervisory leadership. The principal should be a trainer of the teachers, a mentor to teachers and learners, and relationship expert. They should be super life-wide and life-long learners, conversant with development in variety of relevant disciplines. The principal as servant-leader should lead by being the first to do the right things or to observe rules and regulations.

Keywords: Principal, chief executive officer, teacher, learner, curriculum implementer.

INTRODUCTION

The principal is the school leader and manager. However, a school principal is first a teacher, then a leader and manager of other teachers. For the collective success of the institution, the principal must lead by example as a servant-leader. They are, therefore, coordinators of their colleague-teachers and support staff, liaison between the school and its various publics (environmental components or stakeholders). They coordinate and regulate the activities of learners as their foster parents. The critical factor regarding their function is that they are to raise the academic and moral bars of their schools for the learners to attain the very desired learning outcomes in their educational pursuits. Thus, the principal as the internal leader of the school environment, plays diverse roles as well as the liaise between the school and its diverse publics. They are equally the *loco parentis* for the student and staff, and therefore, must be very empathetic, act as counselors, evaluators and managers (Onuka, 2022). The principal, being the foremost teacher in the school, is the prime initiator and coordinator of learning activities, because he is the chief interpreter of the curriculum in that school, its foremost manager, and its lead operator. Thus, as the lead manager of learning interaction, must be conversant with innovation in methods of facilitating knowledge and skill acquisition. To this end, Moronkola, Akinsola, Abe, and Onuka (2019) submit that the teacher is a critical factor in the development and

implementation of any education curriculum. This suggests that the principal, a certified teacher, is central to teaching and learning processes guided by the curriculum. As such, the principal cannot completely abandon teaching for administration; otherwise, they will become obsolete and ineffective. The principal leads the implementation of the curriculum in terms of translating its content into desirable and actionable activities, which ultimately results in the expected learning outcomes.

According to Onuka (2022: 13):

To facilitate learning, it requires that teaching be planned, budgeted for in terms of time allocation and utilisation relative to the content to be taught and learnt within a given period, organise the materials and the necessary activities and the actors including the teacher and learner during their interaction on the basis of the set curriculum, which is the articulation of the aspirations and hopes of the society to accelerate its development as well as the development of the individuals (adapted).

In view of this assumption, teaching and learning take place through various forms of interaction between the teacher and the learner. However, teaching has become more of a facilitation or leading learning rather than giving instructions. It is now a sort of leading learning by doing it first yourself, while the learners adapt the process as

each of them thinks best to attain their own learning achievement. The principal must be up-to-date in the areas of learning within their purview as the lead teachers by giving them directional examples on how things could be suitably done. Teaching/learning may be through the face to face interaction, or an interaction that takes place by means of new media/technology, or still it can occur when the learner interacts with a relevant text or it may be remotely guided by the teacher. The principal should be in a position to put a check it, no matter style employed. However, often teacher and learner interaction dovetails beyond classroom interaction. Thus, other forms of interaction could be evolved (Duorwoju, 2014). This is made possible by take-home-assignments of all kinds and through the notes that the learner may have written during classroom interaction. The principal as the lead teacher must be involved beyond the note of lesson supervision, to include

evaluation embedded with random inspection of the teaching/learning interaction, the mode notwithstanding.

According to Onuka (2006), there is management in whatever we do, just as much as we also have evaluation in everything a person does. Thus, evaluation aids effective management. So, both evaluation and management work hand in hand to engender improved learning outcomes. In managing learning interaction, the principal needs to take the lead in its evaluation process to ensure that learning facilitation is on track. He thus concluded that management in its various forms can be synthesised as follows: initiating, forecasting/estimating and planning, budgeting, organising, implementing, monitoring and evaluating, providing and remediation, as well as rejigging the learning facilitation process. This can be graphically illustrated as in Figure 1:

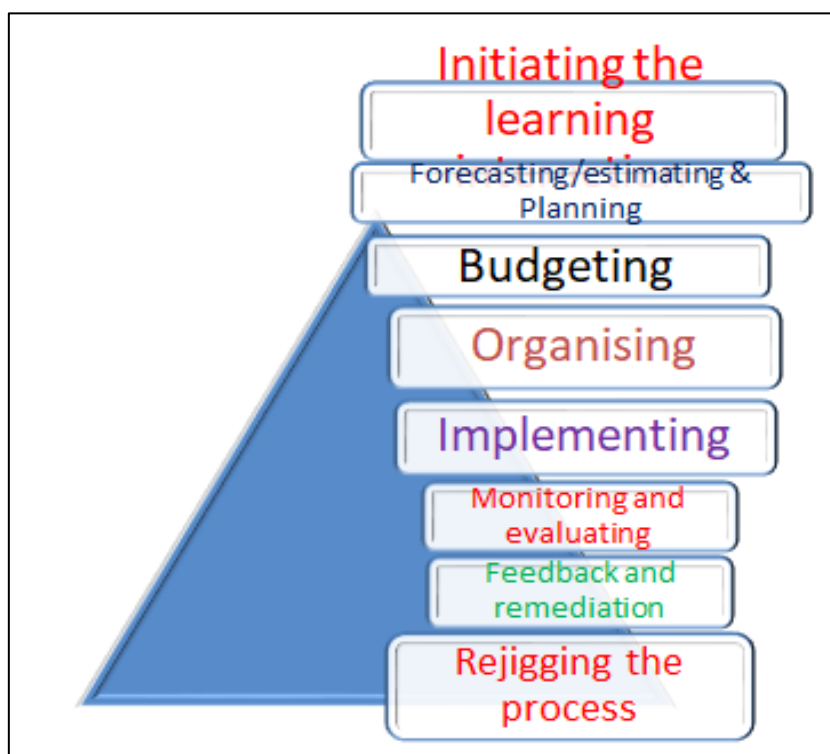


Fig. 1: Learning management model
Source: Onuka (2022:14) (adapted)

Fig.1 shows how that management can be evolved and made to work effectively and efficiently within a learning environment through the principal's management ingenuity.

Thus, in the context of our discourse, the principal who is also studies and digests the curriculum; translates the content into teachable and learnable components to be inculcated in the learner in an orderly and calculated predetermined sequence.

Consequently, they initiate or approve content to be learned and determine the duration, plan how best it is to be communicated in an interactive session with learners in the classroom or in other fora, allocate time and materials/means to effectively communicate the crux of the expected outcome to the learner, organises the mode of delivery including a step by step breakdown of the topic to be learned, then proceed on to implement,

monitor and evaluate the process. They use the result of the evaluation to remediate shortcomings after studying the evaluation outcome to guide the teacher to revise whatever needs to be revised in their plan for improvement of the next delivery during interaction session.

The principal should seek to access the right sources of learning and then consult them to gather relevant materials that contain the content that will enable their fellow teachers to facilitate the appropriate amount of required learning at any point in time. They do all these by undertaking the necessary steps: reviewing relevant texts, contacting appropriate media outlets like journals, surfing the internet, attending conferences/workshops and internalizing what has been learnt, and guiding process of learning for delivery to the learner so that they may learn. They should be ready to be asked both relevant and irrelevant questions by the learner at any time and be humble enough to own up when they cannot immediately answer a question, postpone the answers to enable them to search for the right answer. They can also tactically seek answer from the learners themselves without revealing their ignorance. The principal is the teacher of the teachers and the learners alike. They mentor both the teacher and the learner. The principal/teacher must be digital-compliant to keep abreast with the dynamics of the global happenings to ensure best practices in their school (Onuka, 2014). In other words, they should note the lifelong and life-wide of learning, and that all irrespective of their status, are learners.

THE PRINCIPAL AND THE LEARNER

The principal should be acquainted with the fact that the learner listens/reads, observes/interrogates and imitate the teacher as learning facilitator, that way the principal through the teacher can influence the learners' behaviour, attitude, intellect and action positively towards accomplishing the goals/objectives set out in national education policy. The learner largely depends on the principal via teacher for orientation on learning actions and habits, by listening, observing, and acting/applying what the teacher may be facilitating in the interactive sessions: physical, textual, and interpersonal relationships, or even online. During physical interaction, they learn from observing the life and soft skills, the principal displayed through teachers. This is because the learner regards the lead teacher and their fellow teachers as *loco parentis* and mentors. It is thus

very clear that teaching that does not have the learner at its centre in the digital era is a phantom mirage. It is in this sense that Obanya (2019) believes that pedagogy must be learner-centred. This is possible when the teacher is a facilitator of knowledge and skills, and thus a leader in the teaching-learning process under the leadership of the principal. To attain such a new orientation, the principal's mentorship of both the teacher and the learner cannot only be ignored at the peril of society. They must not behave like the boss of the process since they are not omniscient. To inculcate in discipline, they do so through teacher, who would have imbibed such discipline from the principal.

Learning

Learning is a process through which the whole person is developed, in which the individual learners get involved to enable them to listen, observe, acquire and exercise/apply intellect, attitude/character as well as acquire soft and practical skills in a concerned field of human endeavour (Onuka, 2022). Learning is a life-long and life-wide process that starts from the time one is born into world, and terminates only at one's death. Semi-formal learning begins at home and in the community, when we are gradually initiated to the norms, customs and traditions of our individual communities. It later progresses in a wider sense to a nationally defined scope and could also dovetails to international learning horizon. Even in its formal setting, it starts from learning general rudiments like 1, 2, 3, etc and a, b, c, d, etc, and then systematically moves further to the more complex structure in literacy and numeracy alongside character building, with communication and other manipulative activities. Learning can only take place effectively when the lead teacher and their fellow teachers are actually leaders in the teaching and learning process. They should not behave as the kings of the process. The principal leads in setting the example. When the principal/teacher behaves likes a master of the interaction process, learners are demoralised and discouraged from innovating and advancing in knowledge and skill acquisitions as they would have been deprived of taking personal initiatives. However, when the principal/teacher is the leader in the process of exploring new ways of obtaining knowledge and learning new skills, the learner is motivated to think critically and creatively, and would subsequently innovate and invent (Obanya, 2019). Therefore, the principal through the teacher must conceive teaching in a manner that the

learner is central to the process to accelerate effective learning outcomes attainment.

TEACHING/LEARNING INTERACTION - THE THREE DOMAINS

The implication of these, is that principal/lead teacher must always be prepared to impact and facilitate learning positively in terms of intellect, life and soft skills, as well as the psychomotor (psycho-productive) skills in the learner and their community as well as even augment the teacher through mentoring and training. That way, they will gain the confidence of the teacher, learner, and the community. It is also noteworthy that the (lead) teacher and learner interaction can either be planned or circumstantial. This understanding calls for preparedness on the part of the principal in order to instill the same spirit in their learner through the teacher. The motivator and driver of teaching/learning interaction is the teacher being led by the principal by virtue of their position. They lead the teacher to dictate the form in which the interaction takes place by the way they relate with the learner (whether friendly or unfriendly), by the way they build confidence and trust of the learner, and in the way they communicate to, and with them. They also need to cultivate discipline in the interaction process by exhibiting discipline by being punctual and regular in the classroom/school, by being organised and not easily distracted by the happenings around them. According to Onuka (2004) and Onuka (2010), management is largely a decision-making and communicative process.

Therefore, to effectively manage teaching/learning interaction, the principal/teacher as learning manager must be analytical. They estimate the content and context of the expected and sufficient learning duration for the average learner in every teaching/learning interaction. They equally plan what content is to be estimated against the expected time, how it is to be done, and when they are to be done.

THE PRINCIPAL AND MANAGEMENT

The principal, as a manager, must have rudimentary knowledge and skills in management. As noted Onuka (2004) and Onuka (2008) principal as learning managers should be involve initiating, planning, organising, implementing, supervising, monitoring, regulating, and evaluating the teaching/learning process to engender the

required learning outcomes in all domains. In tandem with the foregoing, Akinola (2017) argues that a manager is in charge of specific tasks and must see that they are done successfully. To ensure success, the principal usually evaluates how they arrange the accomplishment of these tasks, and be also responsible for the actions of teachers under them. The principal should be conversant with the process of forecasting/estimating the elements that, which when combined, can enhance goal attainment. So, in managing, the principal should plan based on the outcome of the forecasting, budgeting for these elements in terms of time and resources needed to effectively harness them and utilise them to achieve the required end, then organise them in the appropriate sequence of implementation, implement, monitor and evaluate the implementation, used the outcome as feedback for remediation by revising the process to improve ongoing implementation.

It is noteworthy that paramount in institutional management is the human element, because management is all about humans using humans to achieve institutional goals. Thus, from the education perspective, the lead teacher is an important element of learning management, and this is done through teaching/learning interaction monitoring and supervision. You cannot monitor and supervise what you do not have substantial knowledge of and skills in. Onuka and Durowoju (2012) posited that in managing, the following need to be cognisant of: forecasting which is done on the bases of hindsight, what was it like in the past – recent and distant; insight, the current happenings/occurrences and foresight, what is the likely occur in the near future projected from the past and the present, and use all these to plan the interaction and its supervision, having put together other necessary inputs and processes that will yield the expected learning outcomes in this context. What has been planned must be budgeted for step by step in terms of time, money/materials needed or to be improvised to facilitate the interaction, thereafter these activities have to be organised for implementation which follows the organisation of the items aforementioned, implementation is followed monitoring and evaluation, then giving of feedback accompanied by remediation, possibly through revision and application of the information from the feedback for process improvement. A careful study of Figure 2 below throws more light on the essence of the management process.

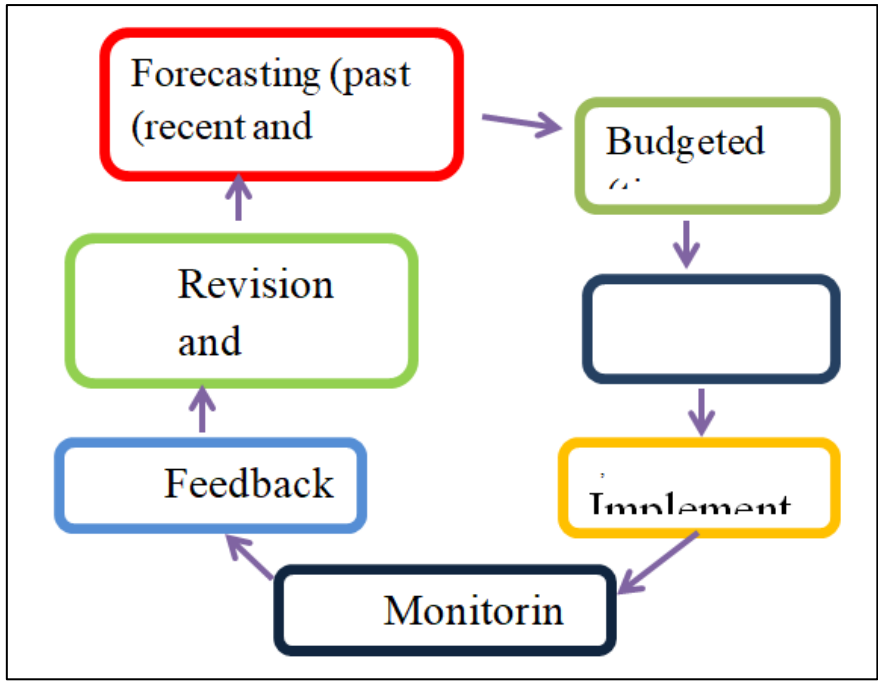


Fig. 2: interaction improvement initiative leading learning improvement
Source: Onuka (2022: 17) adapted

Essentially, management in any area of human endeavour begins with self-management of the manager-in-chief, in this case, the principal. It involves time management, communication management, managing others (learners, parents, and those who give support to the lead teacher in the process of carrying out their duties). The content and context of interaction have to be

managed as well. Subtract management (which includes evaluation as its tool) from whatever you do, it ends up a mirage

Management in the learning process can be depicted as succinctly shown in the following diagram and further explained in the tabulation.

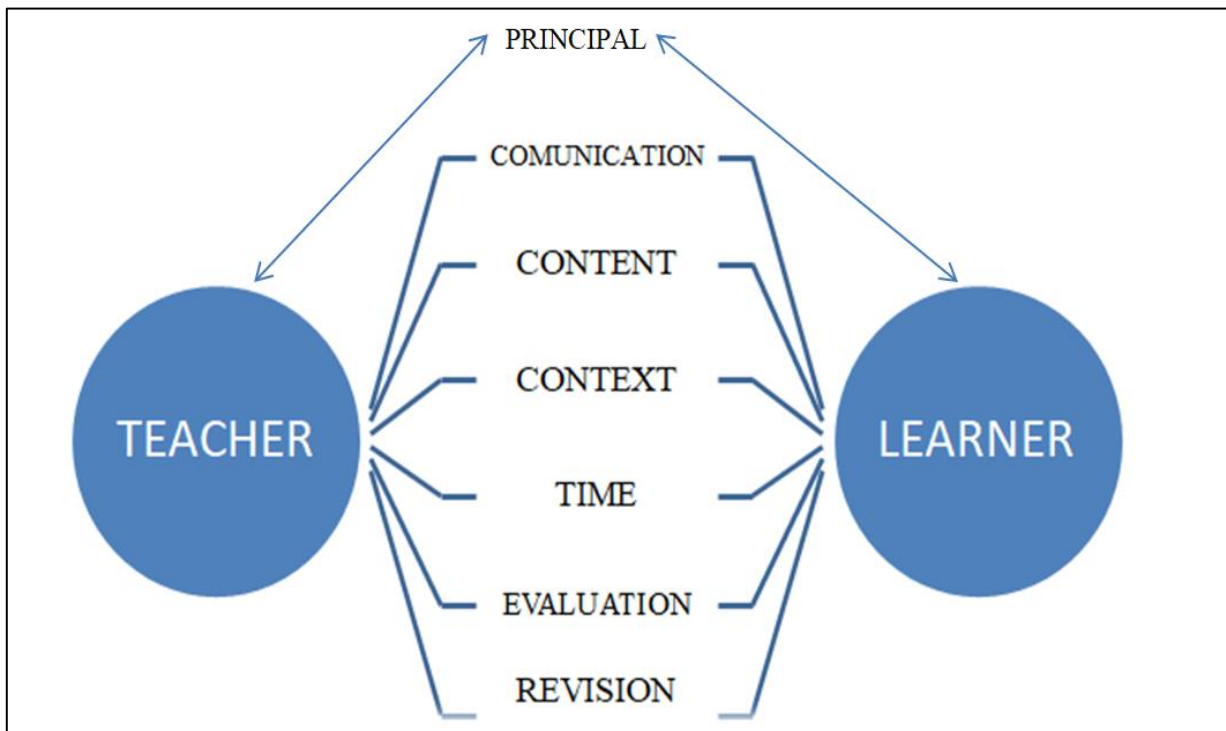


Fig. 3: Management in the learning process
Source: Onuka (2023: 18) modified

The principal must adapt diplomatic approach to ensure that the teacher is a true learning facilitator, and he must be active participant in leading learning. They should be moving around intermittently and communicate with both the learning facilitator and the learners to make certain that learning is actively taking place. They should regularly observe where errors have been committed and politely cause corrections to be made in learning facilitation without disgracing the facilitator. Every element of the learning facilitation interaction process is conveyed through the art of communication involves information processing and transmission which lend itself to correct decoding by the receiver, when correctly and understandably transmitted such that the receiver either appropriately respond or utilise the information as the case may dictate. It must be a

two-way affair, and it is the duty of the principal to instill such discipline in their teachers to aid effective learning facilitation. Content is communicated between the teacher and the learners, just as context, time, and evaluation are equal modes of communication between the two parties. The aggregate evaluation effect of these stages determines whether or not there is a need for revision and the extent to which it is needed. The effectiveness of communication between the two parties in the interaction process depicts the extent to which learning facilitation is effective. The principal, having been first a teacher, must be acquainted with all this to sustainably lead the process. This is why the process of appointing principals must be devoid of politics and be based on merit only.

Table 1: Facilitator/Learner Interaction Management Elements

Elements	How?	skills	Expectation
The facilitator	Study and understand themselves, plan themselves, organise themselves, and prepare to put into action their plan.	Should possess the ability to be analytical and take useful decision as well as be disciplined and committed	Efficiency and effectiveness in facilitating learning during interaction
Content	Forecast, plan, and develop content to be mastered, organise the content, and rehearse how to pass the content in all the domains of learning: cognitive, affective, and psychomotor. It is only through constant practice that affective and the psychomotor domains manifest in the teacher and from the teacher to the learner	Ability to decipher/analyse the extent of each content, and arrange in the appropriate sequence	Engendered internationalisation of the content to be learned by the learner
Context	Understand the environment, study the strengths, weaknesses, challenges, and plan to improve the strengths, turn these weaknesses and challenges into strengths to enhance the interaction. Be adaptive to the learning context, both internalities and externalities (including online and its relevant devices)	Understand and identify the various components of the content: environment, social environmental impact, sources of materials to be learned, and how the learners can access them with ease	Learning becomes faster because learners can improvise or source learning materials by themselves
Time	In planning the content to be facilitated for learning, it has to be broken into easily learnable parts, and situating each part within appropriate time frame	Analytical, proper allocation of time to each learning activity to be facilitated during interaction in and outside the classroom	Passage of what to be learned is made easier
Communication	Plan the communication, try to master the use of appropriate	Ability to read, interpret, listen, and say the right	The learner will easily grasp the content

	words to make a good sentence, and also use the relevant registers of the subject matter	thing using the right words	facilitated, and also learn how to communicate effectively
The learner	The facilitator has to plan to capture the learners’ attention, attend to their individual differences, have a personal positive attitude towards each of the learners, avoid using discouraging words, and always encourage by continuous promptings	Humility, disciplined mind, resilience, and commitment	Internalisation of content taught and enhanced learning accomplishment
Evaluation	Evaluate themselves, the interaction, the amount of learning taking place, and how well, etc	Assessment skills and developing tools for assessment	Feedback for remediation
Feedback	The outcome of the evaluation provides feedback on how effective the process has been. The feedback from the learners’ performance provides an opportunity for assessing the process and the entire learning environment for effectiveness or otherwise	Honesty in doing self-evaluation, both by the facilitator and the principal, and in fact, the whole setting	Learning facilitation interaction may be modified, and the whole context may be adjusted for more effectiveness
Revision for improvement	Prepared always to confront any emerging challenge headlong	By revising the initial interaction plan	Realised goal

Source: Onuka (2022: 18-19) as modified

The principal leads in the Facilitator/Learner Interaction Management through monitoring and evaluation.

As pointed out earlier, management should start with self-management, in which case, the principal has to understand themselves and their personality, then plan to control their relationships, mannerisms, consciousness, and in our context, the content of what is to be taught and learnt through thorough supervision as the chief academic and administrative officer of the learning environment (the school). The principal assists in developing the delivery system and equally helps to organise how best the content is to be delivered within the context of the learning environment. They should ensure that the context in which the content is to be delivered is planned and controlled (managed). They also manage what will form the central focus of the learner-facilitator interaction: the content of the subject, now broken down into a step-by-step procedure of delivering in order of increasing difficulty, i.e., from the simplest element to the most difficult one. Interaction is not intra-personal but inter-personal. Thus, having taken care of how to manage oneself. The lead teacher has to

consider how to manage others as part of the interaction process. They ensure that necessary materials are provided and well-organised to facilitate effective learning interaction. While the teacher forecasts the required learning materials for meaningful and profitable the teaching/learning interaction, the principal ensures their provision as a sign of endorsement and delegation. Principals who failed to delegate duties and commensurate authority are unlikely to hugely succeed.

They have to prioritise provision of learning material in order of importance for effective learning interaction management. Learning interaction execution could now proceed to engender the expected learning outcomes through principal’s monitoring and evaluation role. To make this meaningful, time for interaction is planned by allocating time to each segment of the interaction, and during the actual interaction, the time allocation and utilisation is checked to ensure that it is complies with what had been planned. Time management is a time plan for the execution of interactive sessions, plus monitoring the execution, controlling the execution to ensure

minimal or no deviation from the planned activities as originally scheduled. The purpose of managing the teaching/learning interaction is to ensure holistic accomplishment of learning outcomes.

Learning Outcomes (Cognitive-Intellect, Affective-Soft or Work Skills, Psycho-Productive [Manipulative Skills])

Learning outcomes are viewed as the desired long-term outputs that the teaching/learning process in the education sector produces at the end of a programme. In facilitating learning accomplishments in the three domains: cognitive, affective and psycho-productive or psychomotor, the principal teacher passes the cognitive (content knowledge of the subject they teach, and by actions and body language teach the various components of the affective domain: character, soft and life skills relevant to subject, culture, etc

and by displaying the appropriate manipulative skills about the particular subject relative to societal needs. The principal, who is a teacher by training and practice, must ensure that they keep abreast of developments in pedagogical space to enable them provide leadership via mentoring to their teachers. It is noteworthy that the learner not only listens and hearkens to information or instructions from the teacher but also observes and mimics the teacher in the two other domains. Thus, the principal and teacher have to equip themselves in intellectualism, character, and other observable innate traits that help character/personality building: relational, work, and communication-related skills, as well as manipulative skills: calculation, kinetics, mechanical movement, public speaking, etc. This process is succinctly explained by the following Figure 4 below:

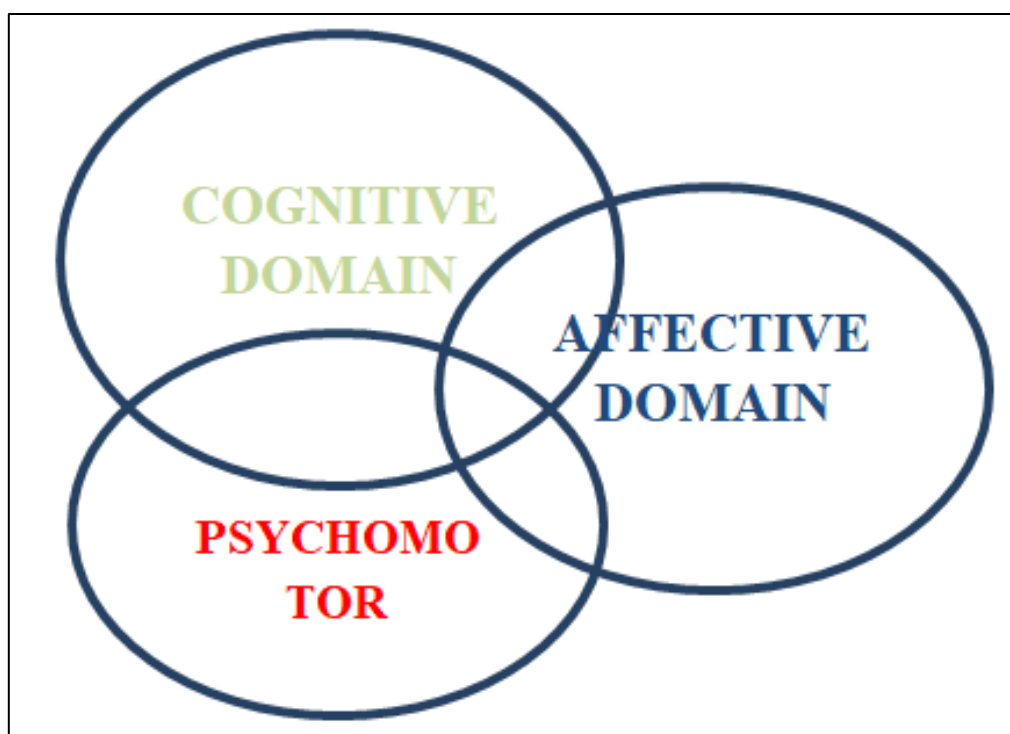


Fig. 4: Teacher/students interaction in achieving learning outcomes. Source: Onuka (2022: 20).

PROCEDURE FOR THIS STUDY

Panel discussion consisting of stakeholders’ representatives and anecdotal notes were used to collate the mnemonic elements used to evolve the instructional-management leadership framework for the study. It was based on the outcome of the studies by Ekpuyama (2021) and Ekpuyama and Onuka (2024), which proved that used mnemonics enhances the learning achievement, while reducing

examination since it results in high level mastery of taught content by the learner.

Mnemonic Tips for Remembering Concepts

The following can be learned and used as tips to remember how each concept can be made to work in the appropriate or required direction by turning to an explained acronym:

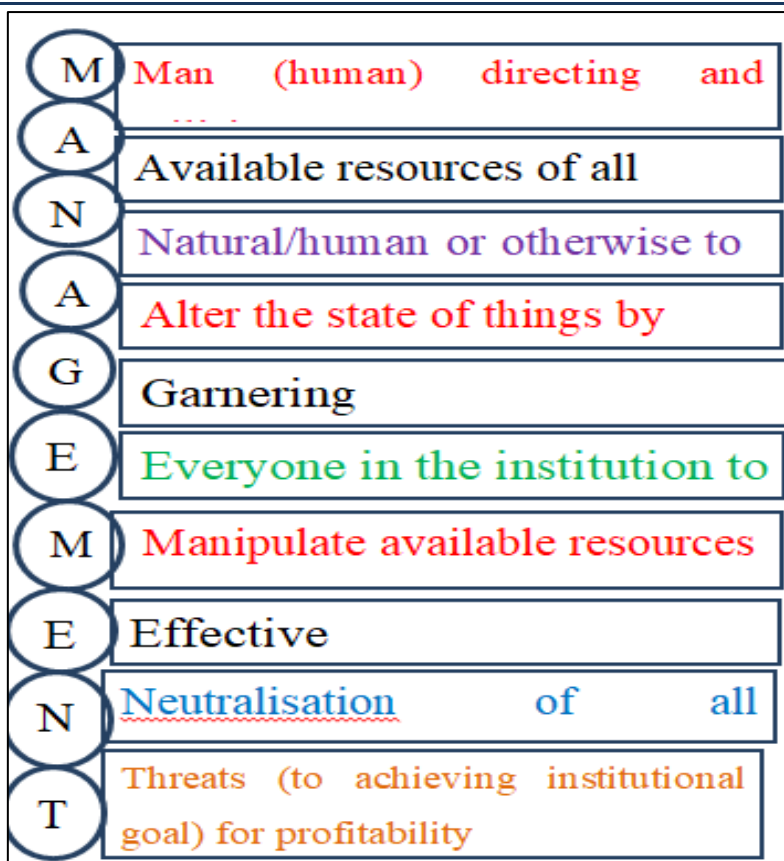


Fig. 5: Tips for remembering the term ‘MANAGEMENT’ Adapted from Onuka (2022: 21)

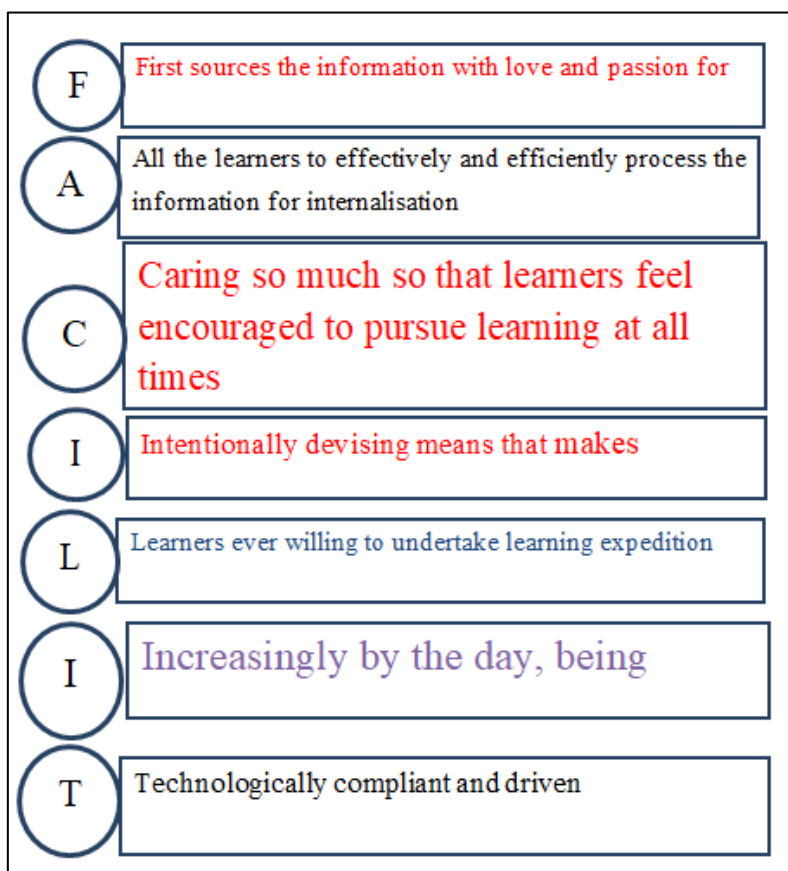


Figure 6: depicts tips for remembering who a teacher/facilitator is

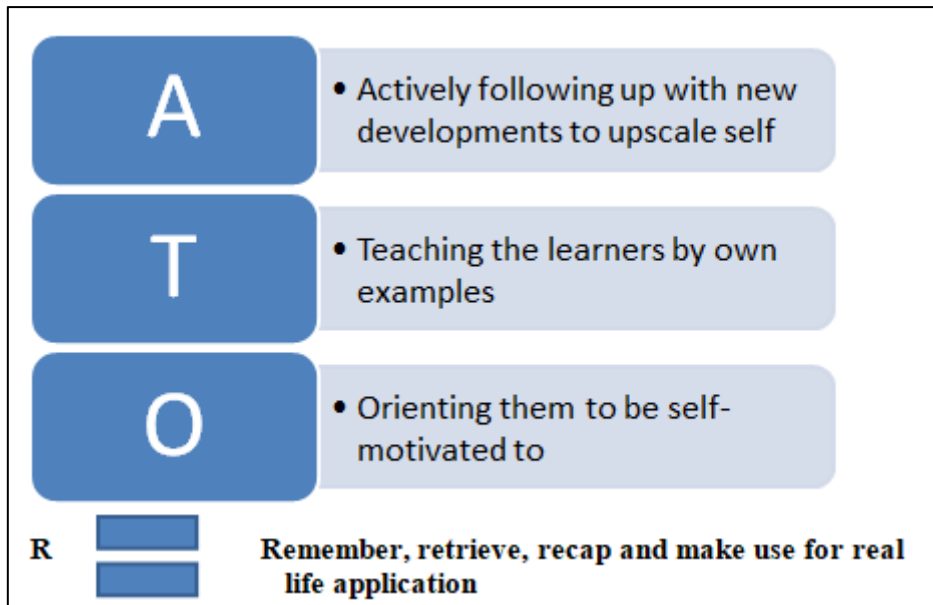


Fig. 7: Tips for remembering the term ‘FACILITATOR’
Adapted from Onuka (2022: 22)

For the Teacher, we may have the following tips to further help the teacher with high self-concept:
T = Tell the information with love and passion
E = Effectively and efficiently for internalisation by learners in your class, &
A = Ably capable of carrying learners along with him in the process of exploring knowledge & skills

C = Caring so much so that learners feel
H = Highly motivated to
E = Engage in personal learning for
R = Remembrance, retrieval, recap, and application
 The explanation for learner as an acronym may go thus:

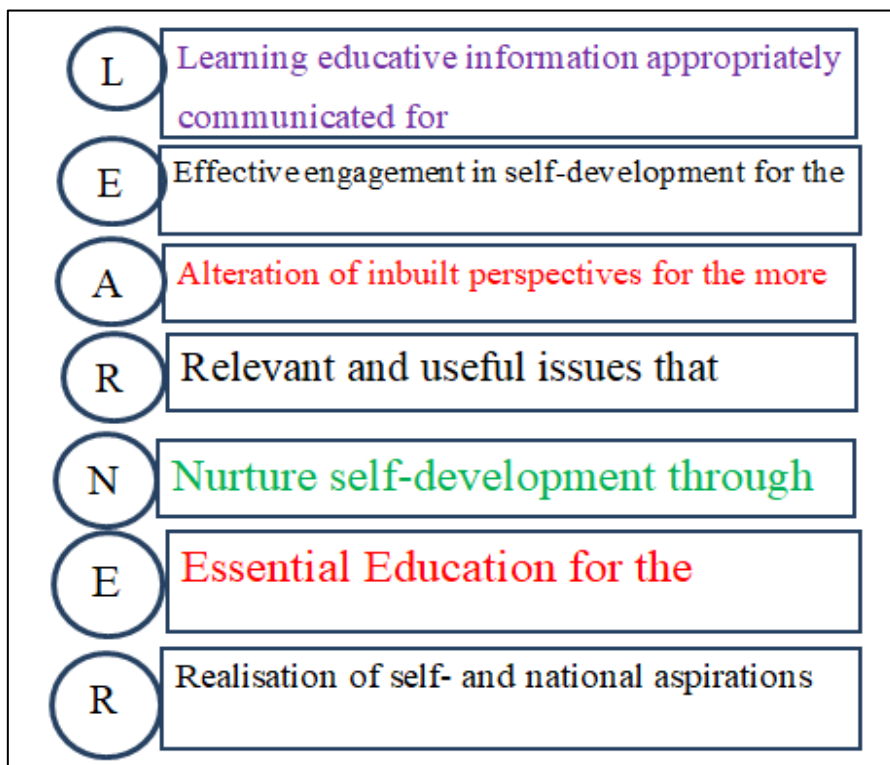


Fig. 8: Tips for remembering the term ‘LEARNER’ to help the learner build self-confidence and self-efficacy in their learning endeavours
Source: Onuka (2022: 23)

The following explains the importance of what interaction is:

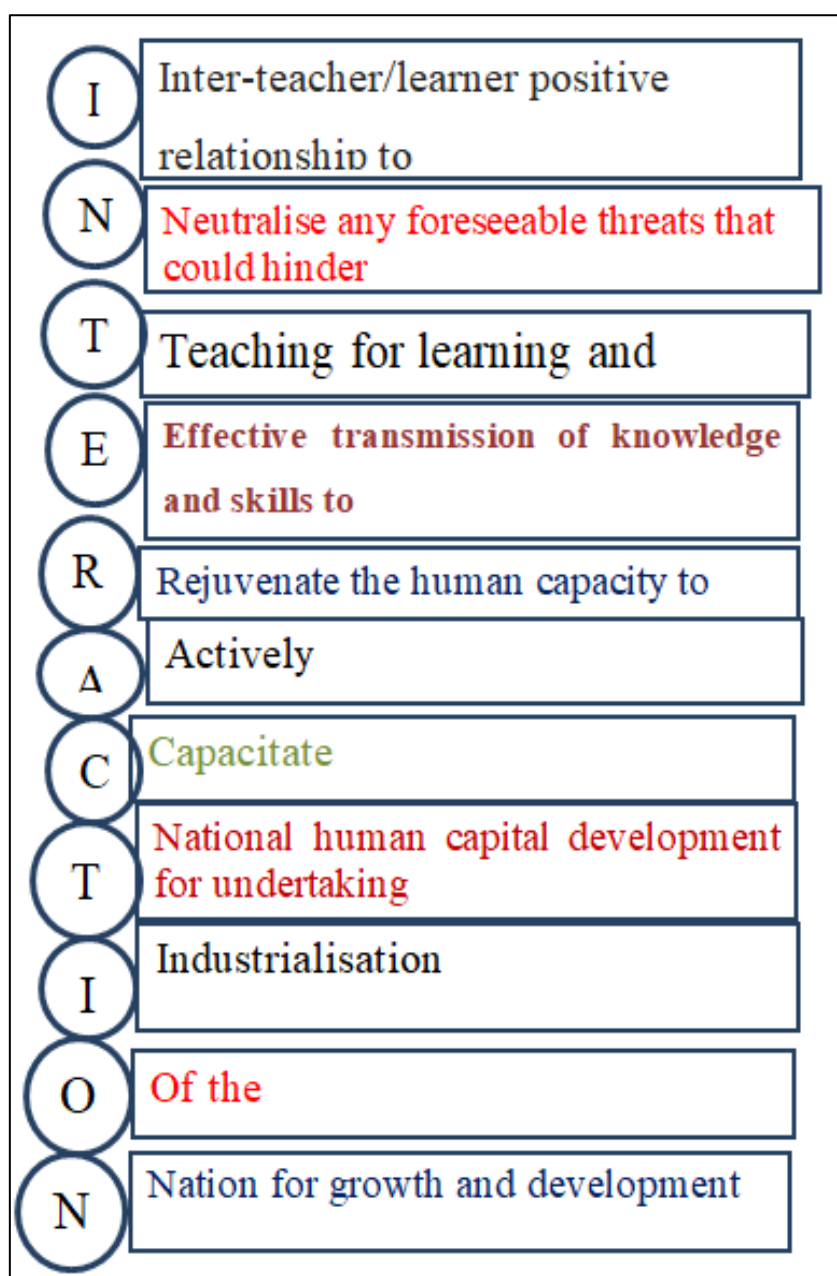


Fig. 9: Tips for remembering the term ‘INTERACTION’
Adapted from Onuka (2022: 24).

The concept of learning outcomes is explained in Fig. 9.

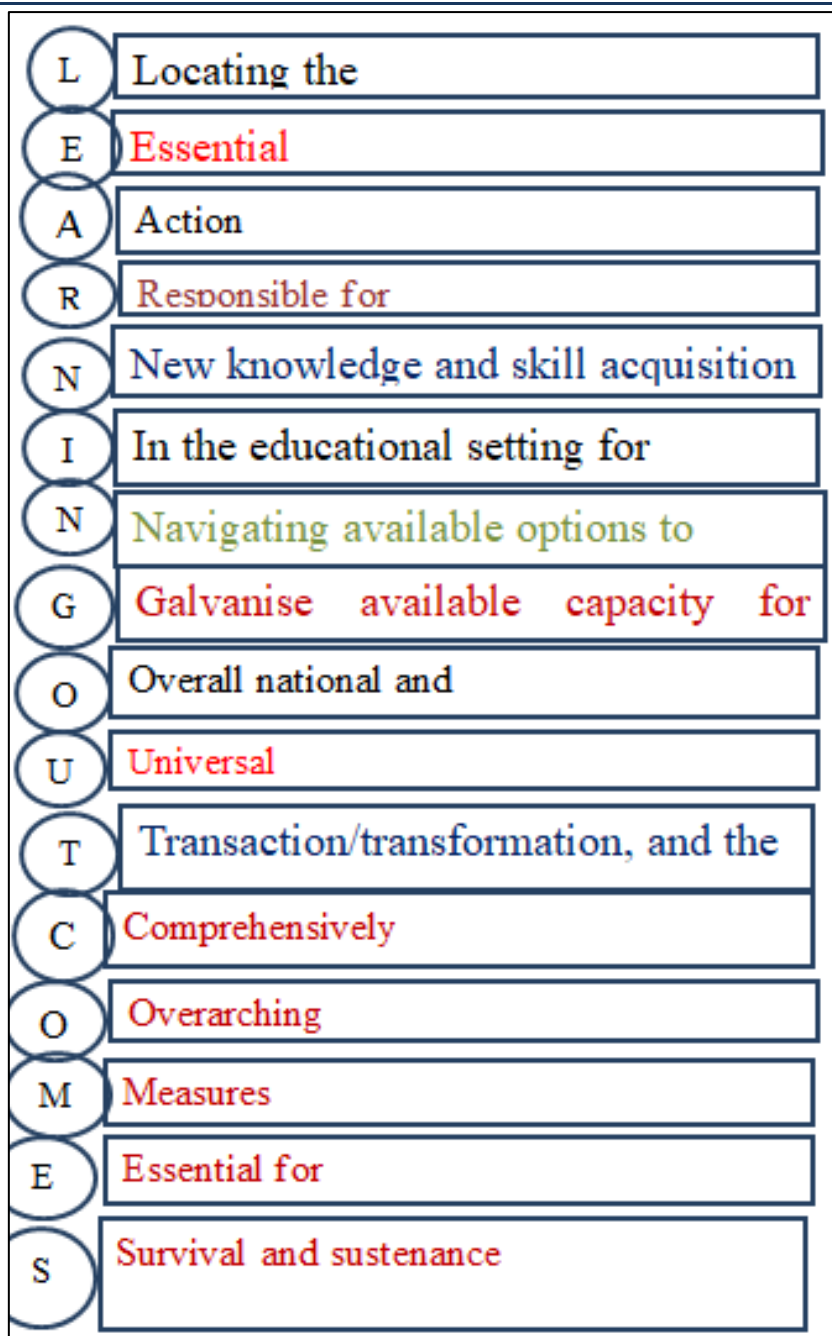


Fig. 10: Tips for remembering the term ‘LEARNING OUTCOMES’
 Source: adapted from Onuka (2022: 25)

The Qualities of a Good Teacher can be inferred using the word: ‘teacher’ as an acronym, as shown in Figure 10 below:



Fig. 11: Qualities of a Good Teacher

Source: Onuka (2022: 26)

Figures 5-10 above present derived mnemonics for effective management-based instructional leadership for enhancing attainment of learning outcomes. The use of the framework makes learning interesting to learners.

Benefits of Well-Managed Teacher/Learner Interaction

The quality of managerial leadership differentiates between the effective teacher/ learner interaction and ineffective ones. A well-managed teacher/learner relationship stabilises the learning environment. The effective management of the teacher/learner interaction under the leadership of the principal would engender the following are some of the benefits:

1. There could likelihood of reduction in the rate of truancy as both the teacher and the learners become more eager to participate in the learning facilitation process. While the teacher becomes more creative in learning delivery, the learners would likely imbibe the spirit of critical thinking and eager to acquire the requisite knowledge and skills.
2. The subsisting rapport between the facilitator and the learner engenders active participation and as such the relationship could promote understanding between the teacher and the learner, thus resulting in harmonious and profitable interactions leading to the desired outcomes.
3. It could engender critical thinking, creativity, and innovativeness that could result to reduction of academic/examination fraud as real learning takes place, and phobia for both academic work and examination would near elimination.
4. It could alter the teaching/learning interaction landscape and make it better organised, focused, and implementable for the accomplishment of the learning goals due to synergy among principal, teacher and learner.
5. The eagerness being exhibited by the learner to engage in learning activities would likely encourage the parent/guardian to provide a more conducive home learning environment and essential learning materials for their wards.
6. The eagerness on the part of the learner would further generate the impetus in the teacher and principal to do more to engender greater learning outcomes.

IMPLICATIONS OF THE SUGGESTED PARADIGM

1. Experimenting this proposed paradigm shift in our schools entails the need to upskill principals as head-teachers and their colleague-teachers, to make them more versatile and up-to-date in learning management. This thrusts more financial burden on the owners of educational institutions: government and private owners. Furthermore, the suggested paradigm shift poses the challenge of adequate funding in all ramifications. By implication, proprietors (public and private) have to make more investment in the sector and consider their investment more as social capital, which may not yield huge financial returns, knowing full well that the dividends on social capital are far greater than the profits from other forms of capital investment, as human capital is the greatest asset any nation can conceive of. For instance, a well-educated populace may not result in crime reduction, and national advancement as recognised by the Nigeria's National Policy on Education (Federal Republic of Nigeria [FRN], 2013).
2. The teacher and learner will be challenged to become more sacrificial in terms of investing time in the pursuit of their respective endeavours for the good of the society, culminating in idle time reduction and increased productive time.
3. Assurance of employability of the graduates from the Nigerian education system and perhaps, employment creation too due to the attendant creativity and invention/innovation possibly arising from the practices, as the products of our education system would become critical thinkers.
4. In addition to the foregoing, the value of our education will have been up-scaled as the integrity of our examination system would have been very much up-scaled, due to reduction in time wastage by the teacher and learner.
5. Furthermore, the principal/teacher that would execute the paradigm will need to invest time and money in new technologies for constant self-upgrading to keep abreast of new developments in their field.

CONCLUSION

The proposed framework exhibits how the principal could assist teachers to manage teacher/learner interaction to engender learning outcomes, more so at the secondary education level, which is the bridge between primary (foundation) education and the ultimate level of education, the tertiary education. It is also to be noted that though the model could prove to be difficult at the beginning of its practice, however, there must be determination, commitment, and constant practice to make it productively work. The proposal unveiled the fact that teacher/learner interaction is imperative in the education, whatever mode of learning delivery employed.

Interaction between teacher and learner is given, since the books and other print and electronic learning materials are often authored by a teacher (who may have become a principal, the driver of the learning facilitation). The principal and their teachers should take cognisance of the model in preparing the teaching/learning interaction. The principal/teacher should oftentimes interact with the learner one-on-one in and around the learning environment, where exchange of teaching/learning could take place in the form of questions and answers informally, and also by observation of the principal's and teacher's character on display. Furthermore, the principal/teacher as the manager of the teaching/learning process must manage themselves, their time, the content and context of interaction, as well as the learner, to make interaction impactful and gainful.

It was submitted that there are numerous gains that could be derive from effective teacher/learner interaction management led by the principal: promoting learning, positive evolution of study habits, reduction in idle time by the teacher and the learner, possible increase in learning achievement, and also accomplishment in the affective and psychomotor development areas of learning. It is, thus, safe to conclude that the proposal would engender greater learning outcomes.

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