

POLITICS AND EDUCATIONAL POLICIES AS DETERMINANT OF PUBLIC SENIOR SECONDARY SCHOOL ADMINISTRATORS' PRODUCTIVITY IN OSUN EAST SENATORIAL DISTRICT, OSUN STATE, NIGERIA

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ABSTRACT: *It has been observed that secondary school principals and Vice principals have not been effectively performing their administrative tasks such as supervision of instructional programmes, motivation of teachers, decision making their deficiency in these administrative skills results to low quality of instruction, ineffectiveness among teachers and students as well poor academic performance among students. This study therefore investigated politics and educational policies as determinants of public senior secondary school administrators' productivity in Osun East senatorial district, Osun State Nigeria. Descriptive research design was adopted for the study. Simple random sampling techniques were used to select 9 Local Governments areas, 58 secondary school principals and 116 vice principals in Osun East senatorial district, to give a total of 174 respondents. A Cronbachs' Alpha reliability coefficient yielded $r=0.81$. Data collected were analysed using simple Percentage, Mean and Standard deviation. Hypotheses formulated were tested at 0.05 level of significance. The study revealed that there was significant relationship between political influences (school funding in form of grant, promotion of principals, payment of salaries) and school administrators' productivity in public secondary schools in Osun State, Nigeria ($r =0.691, p<0.05$). It was also revealed that there was significant relationship between educational policies and school administrators' productivity in public secondary schools in Osun State, Nigeria ($r =0.660, p<0.05$). It was therefore recommended that Government should provide more facilities like stationary, equipment; school buildings to ease the supervisory work of principals. School administrators should be motivated by improving their conditions of service through regular payment of salaries and promotions as at when due. Stakeholders, especially the principals and vice principals should be involved in education policymaking, implementation and evaluation. Adequate and efficient strategies for implementation of education policy must be put in place before the implementation begins and educational that issues should not be politicized.*

Key Words: *Politics, Educational policies, School Administrators and Productivity*

Introduction

Secondary education occupies a very strategic position in Nigeria's education system because it absorbs graduates from primary education and prepares them for access into higher education. Secondary school administration is performed by both principals and vice principals. The roles they perform determine the success or failure of the school system. Fundamentally, productivity is about how much output can be produced per unit of input. Input in this sense can mean human, (students, teaching and non teaching staff) materials, (infrastructural facilities, instructional facilities), financial resources (Educational budgetary allocation, payment of salaries) and output means (administrative effectiveness, teaching effectiveness, number of student that completed a level of education e.tc). (Gentage, 2016) stated that any behaviour, which is directed toward task or goal accomplishment is productivity. Productivity in education is a continuous process, taking into consideration, the input, process and phases of education. Productivity is a measure of how effective a given set of resources is utilised to achieve a given set of objectives, it is reaching the highest level of performance with the least expenditure of resources. Thus, educational productivity is the ratio between the contributions made by education to general development and the cost of education (Aja-Okorie, 2016).

However, it appears that secondary school principals and Vice principals have not been effectively performing their administrative tasks such as supervision of instructional programmes, motivation of teachers, decision making and maintenance of student welfare services, their deficiency in these administrative skills results to low quality of instruction, indiscipline and ineffectiveness among teachers

and students as well poor academic performance among students (Olaleye, 2016) and (Aina, 2011). In recent years, public secondary schools in Nigeria have been faced with various challenges arising from the negative effect of politics in her educational system. Some of such policies include; inadequate budgetary allocation, politicization of education in terms of the promotion of principals and the recruitment of teachers, inadequate infrastructural facilities and instructional facilities, undue traumatization of teachers as salaries and other entitlements which are hardly paid on time to mention but a few.

Politics according to Osuji (2011) could be described as a situation whereby political policies on education are given preferences rather than due educational processes and the influence those in power have on school administrators rather than established educational guidelines. According to Ijov & Aleye (2015), politics fashions education and education modifies politics. Politics controls the school system. Politics is therefore unavoidable in an institutional setting. In Nigeria, it appears that the educational system is neglected in terms of financial support from the government. The educational sector has been perceived as the most under paid among other sectors. The foregoing has rendered the education sector as the most unattractive profession in the country (Farman, 2013). The effect of this on education is quite obvious as there are many dilapidated structures in schools, inadequate educational facilities polluted learning environment, incessant strikes by NUT which most times lead to the disruption of the academic calendar of students in schools, brain-drain of professional staff, rioting, increase in the level of cultism, examination malpractices, hooliganism and corruption (Ekundayo 2008; Nwangu; 2003 and Okojie, 2010).

Various researches have revealed that the demand and supply of resources, both human and material, have always been carried out according to the dictates of politicians against the nitty gritty of educational administration. This makes administrators of secondary schools to dispense their duties at the mercies of government the situation which discourages the use of self discretion to achieve results by school administrators and which has also contributed to the lackadaisical attitude of school administrators towards their duties probably due to frustration. In line with the nonchalant attitude of the principals over issues which lead to poor administration, some teachers choose to go to school only on the days that they have classes to teach and at the worst scenario, they enter class only when they chose to do so (Nzepueme, 2011). Etim & Akani (2016), stated that to become a principal in a secondary school, the policy states that it will be based on hierarchy, From level 13, a teacher can be made a vice principal beyond this level the teacher is qualified to serve as a principal. But today this position is motivated by primordial political factors. The politician now influences it by calling members of the schools board and placing his request, in response the teacher is made a principal while some of his seniors with grade level 15 still don't have schools to manage.

Yadok (2014), Nwankwo (2014) and Kayode, Olufemi & Victor (2012) have explained that school administrators are often faced with the challenges of non-payment salaries as at when due as a result of government and political offices non-accountability to teachers, the civil service and the public at large greatly affecting and the educational system. For instance in Osun State for the past three years, the state government has been paying workers salary based on what it called modulated salary structure which allowed certain categories of workers in the state to get half of their salary every month. In February 2018, the Osun state government topped the list of 13 state governments that owed teachers' salaries with 28 months. Workers in Osun were owed up to 29 months arrears of the modulated salary (DailyPost, 10/08/2018). As a result of this, the ratio of teacher absenteeism in government secondary schools is higher. Many teachers run their own businesses apart from their professional duties and school principals are helpless in this case (Nwabueze & Odum, 2016).

Educational policies in Nigeria are often faced with various challenges which include: Lack of proper strategy for implementation of educational policy, inconsistency of educational policies, and non involvement of stakeholders in educational planning, non relevance of our educational system to the society, inequalities in educational system, among others. However in this context, consistency of educational policy, involvement of stakeholders in educational planning, strategic policy implementation, are factors influencing school administrators' productivity. Nigeria has witnessed policy reversals and somersaults in several sectors; this is also noticeable in the education sector. Government had been inconsistent in its national education policies to the extent that before one policy could be implemented another one is made. Asaju (2015) asserted that it has been observed that the numerous changes to the educational policy over the years have not translated into quality education delivery in Nigerian public schools as there were indications that operational factors for policy implementation are either in shortfall, defective, or unavailable. The system has become rather clumsy and confusing to Nigerians; a situation where Nigerians and particularly teachers are unsure of what happens next.

Productivity on the part of teachers is determined by their level of participation in the day to day running of schools, regularity in school, class attendance, student's level of discipline, proper use of instructional materials to facilitate classroom learning processes, effective teaching, lesson note preparation, effective use of scheme of work, effective supervision of all school activities, monitoring of students' work and disciplinary ability among others Getange (2016). However, Teachers most times have blamed the government for their lackadaisical attitude towards their welfare, which has not been motivating them to be committed in the discharge of their duties the situation in Osun State will be unravelled by this study. The efficient and effective management of any organisation lies on the ability of the top management. Principals' therefore as the main administrators of schools is at the centre of educational productivity (Etomes & Molua, 2019).

In this study measurement of principals' productivity includes the supervision of instruction, motivation of teachers and decision making. Supervision is the process of improving all elements and conditions surrounding teaching and learning to produce better learning through providing the leadership necessary to effect improvement in the work of teachers. Therefore, the principal must see supervision as his responsibility to help teachers improve their instructional skills. Tyagi (2011), opined that supervision of instruction is a mechanism for improving teaching and learning activities in school, it empowers the teachers and also facilitates students learning outcome. The principal can use different ways to supervise the activities of the teachers in the school to ensure effective teaching and learning. This includes supervision of teachers' time management, classroom management, class control, lesson notes, lesson presentation, attendance of teachers and students, identifying and guiding incompetent teachers and in assessing the tone of the school, proper use of instructional materials and records.

The supervisory roles of the principals are often affected by poor state of the school structures, poor funding of government to the educational sector and undue interference of government in the educational system such that these teachers resort to i don't care character: they come to school late any day that they even feel like attending, because they have political godfathers. The principal under this situation loses his administrative acumen and prowess as established rules cease to function. Administrators, who would want to execute their primary responsibilities at all cost may likely endanger themselves or made to suffer sabotage for wanting to be just. It is also important that principals have adequate knowledge of choosing from an alternative course of actions when the needs arise. Edeh (2010), described motivation as an administrative process that helps to direct the action of the teachers in the school system. Right decisions at appropriate times and places will enhance the achievement of the organisational goals. it however appears that decision making skills of the principal is irrelevant in public secondary schools as most times government interferes on issues principals that ordinarily needs to see into in their schools. Furthermore the frequent change of government policies without carrying the principals along often makes their decisions irrelevant as it seems not to correspond with the new government policy.

To this ends, no meaningful development could be achieve in the school system without the appropriate strategies to stir up the commitment of teachers on part of the school principal as regards their productivity (Orodho, & Getange, 2014; Republic of Kenya,2013). It is therefore the role of the principal to mobilize and stir up the commitment of all the staffs that make up the system to achieve their given task. It is noted that teachers behave differently under different situations therefore principals are to encourage productivity of their teachers by identifying their needs and trying to satisfying them through appropriate motivational strategies (Orodho, 2013). Principal can motivate the teachers by recognising their personal values, giving of verbal praise and giving letter recommendation and awards. Teachers that are highly motivated by the principal are found to be associated and committed to school work.

Statement of the Problem

Over time, education stakeholders have continued to decry the downward trend of secondary school students' performance in internal and external examination in Osun State of Nigeria. Previous studies complained of poor infrastructural facilities for both teachers and students, absence of good welfare packages for school administrators, lack of political will towards educational development, political instability which most times poses lots of problems to the educational system and also leads to principals and teachers' dissatisfaction and frustration on their job, as well as low productivity. Also, greater proportion of secondary school principals seems to lack good administrative skills and have become a cause of concern to stakeholders in recent years. Thereby related research studies have showed that most of these challenges arise from the political arena, that is government undue interference in the educational administration, lack of political will towards educational development, political instability, non-payment of

teachers and principal salary as at when due, non involvement of school administrators in policy formulation and inadequate physical and infrastructural facilities which results in some school teachers' lukewarm attitude to work and low productivity. Several studies have investigated on school climate, leadership styles, family background, and Job climate to mention but a few. This study therefore is interested in finding out and establishing the extent to which politics and educational policies determine the productivity of public secondary school administrators' in Osun East Senatorial District, Osun State.

Research Questions

- i. What is the level of productivity of school administrators' in secondary schools in Osun State, Nigeria?
- ii. What is the perception of stakeholders on the effect of political influences on public senior secondary school administrators' productivity in Osun State?
- iii. What is the level of involvement of secondary school administrators in the formulation of educational policies in Osun State, Nigeria?

Methodology

Descriptive survey research design was adopted in this study. The population of the study consist of all the 113 public senior secondary school principals and 198 vice principals in Osun East senatorial district in Osun State. One self-developed structured questionnaires was used to elicit response from respondents in line with the research questions raised and hypotheses formulated for the study. The questionnaire is titled "Politics, Educational Policies and Secondary School Principals' Productivity Questionnaire (PEPDPSSAPQ)". The questionnaire was divided into four sections: A, B, C and D. Section A elicit responses on respondents' bio-data and demographic information. Section B elicits responses on principal's productivity level. Section C elicits information on Principals Perception on Political Influence on Productivity. Section D elicits responses on Principals Perception on Educational Policy Influence on Productivity. It was designed for principals to appraise the extent to which politics and educational policies indices (School funding, promotion of principals and payment of salaries, consistency of policy, involvement of stakeholder and strategic implementation of policy) affects their productivity indices (such as instructional supervisory skill, decision making and motivational skills), in public secondary schools in Osun South East, Nigeria. Principals were expected to answer questions in the questionnaire accurately to reflect the situation in their schools. The responses of principals in Part B were placed on Four point Likert scale of: Very Often (VO), Often (OF), Rarely (RE), Not Applicable (NA)-Modified Likert while Part B and C responses of principals were placed on Four-point Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Research Question 1

What is the level of productivity of school administrators in secondary schools in Osun State, Nigeria?

Table 1.1: Levels of productivity of school administrators in secondary schools in Osun State, Nigeria

	Items	SA	A	D	SD	Mean	Remark
1	I check to ensure adequate preparation of lesson notes of teachers on weekly basis	127 (75.6%)	41 (24.4%)	0 (0%)	0 (0%)	3.76	Agreed
2	I monitor teachers attendance during lessons on daily basis	131 (77.9%)	37 (22.1%)	0 (0%)	0 (0%)	3.78	Agreed
3	I pay regular visits to the classroom to observe teaching-learning process	130 (77.4%)	38 (22.6%)	0 (0%)	0 (0%)	3.77	Agreed
4	I suggest to teachers ways of improving teaching and the use of instructional materials	143 (85.1%)	25 (14.9%)	0 (0%)	0 (0%)	3.85	Agreed
5	I evaluate teachers' mastery of subject	156 (92.9%)	12 (7.1%)	0 (0%)	0 (0%)	3.93	Agreed
6	I plan and decide with teachers in my school	127 (75.6%)	41 (24.4%)	0 (0%)	0 (0%)	3.76	Agreed
7	I ask for teachers suggestions during school meetings	134 (79.8%)	34 (20.2%)	0 (0%)	0 (0%)	3.79	Agreed
8	I involve my teachers in identifying problem areas in the school	166 (98.8%)	2 (1.2%)	0 (0%)	0 (0%)	3.99	Agreed
9	My teachers suggestion counts on how to move the school forward	145 (86.3%)	23 (13.7%)	0 (0%)	0 (0%)	3.86	Agreed

10	My teachers are involved in making rules and regulations in my school	125 (74.4%)	43 (25.6%)	0 (0%)	0 (0%)	3.74	Agreed
11	I allot duties to teachers in my school according to their interests and choices	156 (92.8%)	12 (7.2%)	0 (0%)	0 (0%)	3.92	Agreed
12	I give timely recommendation of my teachers for promotion	147 (87.5%)	21 (12.5%)	0 (0%)	0 (0%)	3.88	Agreed
13	I try to understand what motivates each teacher in my school	149 (88.6%)	19 (11.3%)	0 (0%)	0 (0%)	3.89	Agreed
14	I am consistent with the way I discipline teachers in my school for sub-standard performance	156 (92.9%)	12 (7.1%)	0 (0%)	0 (0%)	3.92	Agreed
15	I publicly correct my teachers when they make mistakes	47 (27.9%)	56 (33.3%)	44 (26.2%)	21 (12.5%)	2.77	Agreed
Weighted Average Mean						3.77	

Responses of the respondents on the level of productivity of school administrators in secondary schools in Osun State, Nigeria as shown in table 4.6 is explained below:

I check to ensure adequate preparation of lesson notes of teachers on weekly basis (*Mean*=3.76), I monitor teachers attendance during lessons on daily basis (*Mean* =3.78), I pay regular visits to the classroom to observe teaching-learning process (*Mean*=3.77), I suggest to teachers ways of improving teaching and the use of instructional materials (*Mean* =3.85), I evaluate teachers' mastery of subject (*Mean*=3.93), I plan and decide with teachers in my school (*Mean*=3.76), I ask for teachers suggestions during school meetings (*Mean*=3.79), I involve my teachers in identifying problem areas in the school (*Mean*=3.99), My teachers suggestion counts on how to move the school forward (*Mean*=3.86), My teachers are involved in making rules and regulations in my school (*Mean*=3.74), I allot duties to teachers in my school according to their interests and choices (*Mean*=3.92), I give timely recommendation of my teachers for promotion (*Mean*=3.88), I try to understand what motivates each teacher in my school (*Mean*=3.89), I am consistent with the way I discipline teachers in my school for sub-standard performance (*Mean*=3.92) and I publicly correct my teachers when they make mistakes (*Mean*=2.77).

Conclusively, the average mean of the whole items in Table 1.1 is 3.77. Since the average mean (3.77) is above the criterion mean score of 2.50, then it can therefore be deduced that the level of productivity of school administrators in secondary schools in Osun State, Nigeria is very high.

Research Question 2

What is the perception of stakeholders on the effect of political influences on public senior secondary school administrators' productivity in Osun State?

Table 2.1: Perception of stakeholders on the effect of political influences on public senior secondary school administrators' productivity in Osun State

S/N	ITEMS	SA	A	D	SD	Mean	Remark
1	Allocation of educational resources to schools in my senatorial district are not adequately and evenly distributed	63 (37.5%)	49 (29.2%)	12 (7.1%)	44 (26.2%)	2.71	Agreed
2.	Government inadequate provision of instructional materials in my school motivates me to suggest to teachers' ways they can improve their use of instructional materials.	71 (42.3%)	35 (20.8%)	24 (14.3%)	38 (22.6%)	2.83	Agreed
3.	Delay in the payment of my salary makes my job not enjoyable.	87 (51.8%)	55 (32.7%)	14 (8.3%)	12 (7.1%)	3.29	Agreed
4.	Teachers who have link with the government in my school put on non-challant attitude to my supervisory instructions	46 (27.4%)	39 (23.2%)	45 (26.8%)	38 (22.6%)	2.55	Agreed
5	Politicians influence the appointment of teachers ascension to principal position in my school	77 (45.8%)	75 (44.6%)	8 (4.8%)	8 (4.8%)	3.32	Agreed

6	The transfer of teachers in and out of my school involves lobbying, favouritism and tribalism	85 (50.6%)	63 (37.5%)	9 (5.4%)	11 (6.5%)	3.32	Agreed
7	The recruitment of teachers in my school is usually based on lobbying, favouritism and tribalism	44 (26.2%)	51 (30.4%)	43 (25.6%)	30 (17.9%)	2.65	Agreed
8	Funds released are inadequate to carry out proper maintenance of school facilities in my school	81 (48.2%)	56 (33.3%)	22 13.1	9 (5.4%)	3.24	Agreed
Weighted Average Mean						2.99	

Responses of the perception of respondents on the political influences on secondary school that affects productivity in public secondary schools in Osun State, Nigeria are as shown below:

Allocation of educational resources to schools in my senatorial district are not adequately and evenly distributed (Mean =2.71), Government inadequate provision of instructional materials in my school motivates me to suggest to teachers' ways they can improve their use of instructional materials (Mean = 2.83), Delay in the payment of my salary makes my job not enjoyable (Mean = 3.29), Teachers who have link with the government in my school put on non-challant attitude to my supervisory instructions (Mean = 2.55). Politicians influence the appointment of teachers ascension to principal position in my school (Mean = 3.32), The transfer of teachers in and out of my school involves lobbying, favouritism and tribalism (Mean = 3.32), The recruitment of teachers in my school is usually based on lobbying, favouritism and tribalism (Mean = 2.65) and Funds released are inadequate to carry out proper maintenance of school facilities in my school (Mean = 3.24).

Conclusively, the average mean of the whole items in Table 2.1 is 2.99. Since the mean average (2.99) is above the criterion mean score of 2.50, then it can therefore be deduced that stakeholders perceived that political influences affect productivity of secondary school administrators in public secondary schools in Osun State.

Research Question 3

What is the level of involvement of secondary school administrators in the formulation of educational policies in Osun State, Nigeria?

Table 3.1: Formulation of educational policies and productivity of secondary school administrators in public secondary schools in Osun State

ITEMS	SA	A	D	SD	Mean	Remark
I am involved in identifying problem areas of students before curriculum are formulated.	22 (13.1%)	27 (16.1%)	19 (11.3%)	100 (59.5%)	1.11	Disagreed
I am involved in the review of the National Policy on Education at state level.	28 (16.7%)	41 (24.4%)	56 (33.3%)	43 (25.6%)	2.32	Disagreed
I am involved in the determination of the content of the subjects students offer in the school.	37 (22.2%)	25 (14.9%)	64 (38.1%)	42 (25.0%)	2.34	Disagreed
I am involved in the recommendation of the most suitable textbooks that can facilitate teaching and learning process in the school.	15 (8.9%)	24 (14.3%)	47 (27.9%)	82 (48.8%)	1.83	Disagreed
My views and opinions are usually consulted before government decides to change the operational educational system in my state.	21 (12.5%)	35 (20.8%)	28 (16.7%)	84 (50.0%)	1.96	Disagreed
I am most times aware of the changes in educational system in my state.	95 (56.5%)	63 (37.5%)	9 (5.4%)	1 (0.6%)	3.50	Agreed
I am prepared ahead to adapt to new changes in school policies.	117 (69.6%)	44 (26.2%)	7 (4.2%)	0 (0%)	3.65	Agreed
Weighted Average Mean					2.39	

Responses of respondents on the level of involvement of secondary school administrators in formulation of educational policies in Osun State, Nigeria are as shown below:

I am involved in identifying problem areas of students before curriculum are formulated (Mean = 2.04), I am involved in the review of the National Policy on Education at state level (Mean = 2.32), I am involved in the determination of the content of the subjects students offer in the school (Mean = 2.34), I am involved in the recommendation of the most suitable textbooks that can facilitate teaching and learning process in the

school (Mean = 2.39), My views and opinions are usually consulted before government decides to change the operational educational system in my state (Mean = 1.96), I am most times aware of the changes in educational system in my state (Mean = 3.50) and I am prepared ahead to adapt to new changes in school policies (Mean = 3.65)

Conclusively, the average mean of the whole items in Table 3.1 is 2.39. Since the average mean (2.39) is below the criterion mean score of 2.50, then it can therefore be deduced that the level of involvement of secondary school administrators in formulation of educational policies in Osun State, Nigeria is low

Discussion of findings

The result of research question one reveal that the level of productivity of school administrators in secondary schools in Osun State, Nigeria is very high, which implies that public secondary school administrators Osun East Senatorial district, Osun State, engage in the supervisory of instruction, decision making and motivation of teachers.

This finding is in line with Blase & Blase (2000) who defined a principal as an educator whose job is to direct and manage the daily operations of a firm or business as in a school. The finding also supported Sergiovanni (2001) that defined a principal as a person who has controlling authority or is a leading position as chief executive officer of an educational institution. Sergiovanni views a principal as one who engages another to act as an agent subject to general control and institution. In the same view, the result corroborates with the findings of Olaleye (2014), that Principals in Osun State Secondary schools, Nigeria moderately performed their functions in relation to human relation functions, communication, skills, decision making functions and supervisory functions. The principal as school manager has to possess professional skills, technical skill and human relation skills so as to be able to manage the resources available in the school effectively and efficiently.

The result of research question two reveals that stakeholders perceive that political influences affects productivity of secondary school administrators in public secondary schools in Osun State. The result of the findings shows the mean average of (2.99) which is above the criterion mean score of 2.50. The findings of the research question is in agreement with the view of Odum & Nwabueze (2016) that the administration of secondary schools cannot be devoid of the influence of the politicians because education is the substructure of the superstructure which the political system represents. It equally corroborates with Nnenne (2011), which stated that Secondary education is influenced by the government through the roles they play, which includes the provision of fund and allocation of resources in order to ensure that the states do not deviate from the National policy on Education through the inspectorate division of ministry of education, building and equipping libraries and laboratories. The result also agrees with the position of Kayode, Oluwafemi, and Victor (2012), that education takes actual visible form in educational systems and that no educational system can escape from the political community in which it operates. The system must reflect what the political community wants it to do. The system can set formally to change the community only if the community includes change of this kind among its aims.

The result of research question three indicated that the level of involvement of secondary school administrators in the formulation of educational policies in Osun State, Nigeria is low which is due to the inconsistency of policy, non-involvement of stakeholders in policy formulation and lack of proper strategic planning implementation. The finding of the research question is in agreement with the view of Suleiman (2010), who stated that the 6-3-3-4 system suffered a serious setback due to improper planning, the system was started in haste, needed manpower was not available, infrastructural facilities were grossly inadequate, which led to serious crises in the education sector. This perhaps informed the submission of Babalola (2011), who observes that the failure of school administrators to translate principles into practice would definitely weaken their professional strength. The findings is also in line with Asaju assertion (2011) that Nigerian educational system is in a confused state, "Our present system is like Joseph's multi-colour dress with several patches here and there and with threads running in all directions. There are many routes and too many dead ends within the system". Asaju (2011) believes that "Political instability has led to incessant changes in educational policies.

Conclusion

It is imperative to note that government political will towards the funding of secondary schools in form of grants goes a long way in determining the availability of the educational resources that is needed in schools. In the same vein, politics influences the conditions of service through payment of salaries and

promotions of principals while educational policies on the other hand influences school administrators productivity through the consistency of policy, the involvement of school administrators in educational planning, and strategic policy implementation.

It therefore implies that government should ensure that school funds are rightly allocated, condition of service of school administrators are improved and promotion of principals are done in due process, government should ensure consistency in policy making and ensures that school administrators are involved in educational planning process as this would help to motivate implementation process as well as motivates school administrator's administrative effectiveness.

Recommendations

Based on findings of this study, the following recommendations were made:

1. Stakeholders, especially the principals and vice principals should be involved in education policymaking, implementation and evaluation .When they are involved in educational policy making they would receive first-hand information on how to tackle core issues in the education system and how to improve the standard of Education.
2. School administrators should be motivated by improving their conditions of service through regular payment of salaries and promotions as at when due.
3. Government should provide more facilities like stationary, equipment; school building and libraries to ease the supervisory work of principals. Similarly, they should also Minimize the bottle necks that often delay response to challenges of schools administrators by Ministry of Education officials.
4. Adequate and efficient strategies for implementation of education policy must be put in place before the implementation begins. Policy implementation should be done religiously to a logical conclusion. Adequate human and material resources that will ensure proper and result oriented implementation should be put in place.
5. There should be reduced interference of politics on educational practices in Osun State.
6. Educational issues should not be politicized. Politics should be played with caution. The post primary school management boards in the Osun state should ensure that there is no preferential treatment or favouritism in the appointments of principals, recruitment and transfer of teachers.
7. Government should entrench the culture of continuity in all their policy frame works. This will prevent inconsistency in educational policies ambiguity in policy which may leave school principals confused.

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