Institutionalized Schooling: A Prison in Disguise of Quality Education in Kenyan Elementary Schools

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Abstract

This study examined the mechanisms in Kenya that turn basic education institutions into prisons. These mechanisms include headship jurisdiction, education policies, and curriculum. Learners drop out of school due to the consequences of punitive policies. This results from a misunderstanding of how quality education is being implemented. To free students from incarceration, the de-schooling component needs to be improved. Recalibrating the child's innate joy of learning is the goal of de-schooling. The study's goal was to raise awareness and protest against outdated educational practices in Kenya's basic education establishments. The study findings would play a pivotal role in formulating and executing educational policies that would facilitate the efficient provision of inclusive and quality education in Kenya and Sub-Saharan Africa. Organizational theory served as the basis for this investigation. The theory concentrates on the structuring of institutions. The outcome of these structures results in carrying out specific normative goals, which are pertinent to this investigation. To gather, examine, and "mix" quantitative and qualitative research to comprehend a research problem, the study employed a mixed-methods design. A sample size of 396 was adopted for the study. The sample size conformed to a confidence interval of 0.05, a confidence level of 95%, a Z-score of 1.96, and a standard deviation of 0.5. The study revealed that the head teacher's jurisdiction influenced institutionalized schooling due to retrogressive school policies. The study concluded that diversion from implementation of enacted legal frameworks contributed to students' high dropout rates and indiscipline in schools.

Keywords: Access, De-schooling, Indiscipline, Institutionalization, Liberation, Prison, Protest. Retrogressive

1. Introduction

Cambridge Dictionary [7] refers to protest as an action expressing disapproval or objection to something. Hence, all processes in educational institutions that contribute to the imprisonment of students, teachers, and parents are considered. The focal point of this study is the school administration. The head teacher is the chief executive officer of the school. He is responsible for the school's daily routes. A survey of his head jurisdiction in the school is therefore crucial. According to Collins [8], institutionalization is the establishment of something as a norm. The norms established are characterized by a learning cycle for a person to achieve information and comprehension of higher explicit items. However, school norms

appear to imprison learners, teachers, and parents. It is, therefore, the primary and secondary schools' head teachers under their jurisdiction to establish desirable environments to implement inclusive and sustainable education.

With the advent of the 21st century, the world is registering remarkable transformations in education, science, and technology. Globalization has taken center stage in the minimization of institutionalized schooling. Through globalization, people have been brought closer together through social, economic, and political interactions. As a result, the world shares quite a lot in common. What goes on in one part of the globe can be felt elsewhere. The industrial and technological resolutions enjoyed in developed countries significantly influence developing countries. Similarly, the developing countries impact the rest of the world positively or negatively. The aspect of de-schooling can be enhanced in learning institutions in the developing world. These changes are more pronounced in the current millennium and can liberate students, teachers, and parents from undeserved school policies.

Ivan Illich is a proponent of deschooling [17]. Illich observed that School, by its very nature, tends to make a total claim on the time and energies of its participants (i.e., making a learner an academic enslaved person). This, in turn, makes the teacher into a custodian, preacher, and therapist. The teacher-as-custodian acts as a master of ceremonies who guides pupils through well-drawn-out labyrinthine rituals. The teacher, as a moralist, substitutes for parents, God, or the state. The teacher is, therefore, an ex-parent. The teacher plays the role of a parent. They imbue the pupil about what is right and wrong. Thus, the head teacher, as a chief executive of the school, feels authorized to delve into the personal lives of pupils to help them grow as per school expectations.

Hence, all privileges of learners are cancelled in the dealings, and the teacher focuses on his functions as a judge. Schools are, therefore, designed on the assumption that decision-making is the responsibility of a head teacher. Subsequently, it accumulates to the institutionalization of schooling. Students, teachers, and parents fall prey to the premise. Institutionalization, being an establishment of something as a culture, hurts the schools. In this respect, de-schooling should be invoked. De-schooling would substitute structures that promote a child's natural love of learning. During the de-schooling process, an administrator adjusts one's understanding of learning. Besides, the approach to learning and how a child learns needs to be adjusted. This is because public and private education is focused on educating multiple students at once.

2. Problem of the study

Quality education has been included in many educational systems around the world. The idea that education may help solve the world's major problems, like the effects of virology, climate catastrophe, and unstable democracies, underlies the emphasis on inclusivity and quality education. The United Nations General Assembly has ratified Sustainable Development Goal (SDG) 4, which aims to guarantee inclusive and equitable quality education and encourage opportunities for lifelong learning for all. Under the 2030 Agenda, every nation is required under the Goal to ensure that every child, regardless of gender, receives a free elementary education. The Kenyan government embraced international guidelines to provide inclusive and high-quality education. Still, educational policies that hinder the achievement of the fourth Sustainable Development Goal number have been established by schools. This study examined the incarceration of students based on the hypothesis that inclusive and high-quality education for sustainable development needs to be accomplished. The study's primary focus was the jurisdiction of the headship in schools. The

study, therefore. Interrogated the head teacher's authority, which affected the way the curriculum was implemented, the prefects' processes, and the head teachers' leadership.

3. Research's state of the art

Organizational theory guided this research study. The theory involves various approaches to analyzing organizations and attempts to explain the mechanisms of organizations. In educational management, understanding organizational theory within the micro and macro realms of educational settings is crucial. The other factor that influences organizational settings is organizational culture. In organizational settings, organizational culture is made up of a system of shared assumptions, beliefs, and values that govern people in the organization. In organizations, values, and beliefs that evolve influence members' functions and performance. In the organization. Organizations develop and maintain unique cultures. The unique culture acts as a guide. It molds the behavior and roles of its members in the organization. The organizational culture also advocates for the values and assumptions of the organization. Therefore, the main characteristic of organizational theory in education is that it is mostly normative rather than descriptive. Hence, it advocates how organizations should be managed rather than providing explanations of the workings of organizations.

Institutions' rules transform schools into prisons [5][15]. This contributes to the infringement of the implementation of inclusive and quality education. It is on this premise that this study focused on the institutionalization of schooling. Schools have come up with guidelines that have become punitive. The institutionalization of education is visualized in school settings. Models of schools depend on the expectations of administrators. Within these dimensions, the jurisdiction of the head teacher is distributed across the school. Authority and policies vary in various schools. It leads to the identity of the schools in their images. Controlling the school pivots around the authority of a particular head teacher.

4. Related literature

4.1. Head teacher's jurisdiction

The jurisdiction of the head teacher is encompassed in the power that is amassed. Power is a necessary condition for the exercising authority. The jurisdiction of headship is mandatory for the exercise of authority. Power is vested in the available resources and the influence they confer. Authority is based on consensus that is arrived at. However, with power, one can act without arriving at a consensus. Authority is manifested in a decision-making role. In a school setting, power and authority are vested in the leadership styles of head teachers. The leadership styles of head teachers affect the way schools are managed. The authoritative headteacher contributes to the increase of indiscipline in teachers and students. Despite Kenya being a democratic society, schools still adopt dictatorship approaches. The headteachers, in most cases, are rigid. They adhere to bureaucratic procedures. Learners, teachers, and parents cannot seek an audience with head teachers on sensitive matters that affect them. Headteachers never adopt a participatory approach. The dictatorial approach also applies to teachers. Hence, teachers use convectional approaches while teaching [1]. Subsequently, students are coerced to accept any advances from head teachers and teachers. This condition promotes indiscipline among the students. As a result, students project through indiscipline behaviors.

According to Pace and Hemmings [18], authority is a fundamental, problematic, and misunderstood component in schools. Headteachers have imprisoned learners through power

and authority. Globally, various governments have enacted policies to address issues of inclusivity and sustainable education. Kenya has enacted policies to finance primary and secondary school education. However, primary and secondary schools have come up with policies that charge extra tuition fees and textbook levies, contrary to legal provisions. The lowering of costs or subsidized schooling programs makes education affordable. The government has also come up with a governance policy on the prefects' system. The purpose of this policy is to promote the philosophy of democracy. However, head teachers appoint prefects despite the existence of these policies. In addition, the establishment of levies and the cost of school uniforms negatively influence access to school.

In Kenya, schools never adhere to participation as envisaged in the constitution. Schools have come up with their policies. Students, teachers, and parents don't participate in the decision-making of their schools, e.g., Students don't participate in the selection of school prefects. Besides, though the government's policy on uniforms is clear, parents are directed and forced to adhere to school rules that force them to acquire uniforms specifically from schools or particular shopping outlets. Also, Contrary to Government policy on tuition fees, extra tuition fees and other school levies have been imposed by the school administration. The school policies, therefore, pose obstacles to children from disadvantaged families from accessing education [13]. The Head teacher's jurisdiction in schools leads to the enslavement of parents, teachers, and learners.

4.2. Education policies

Education policies ensure inclusive and quality education as envisaged by sustainable development goals on education. The guidelines enable every learner to access basic education. Besides, every child should fully participate in learning activities and demonstrate their strength at assessment [24]. Inclusive guidelines focus not only on education quality for all learners but also on the diversified environment. Schools have a responsibility to ensure accessibility and participation to all learners. Variables influencing school strategies can be recognized when there is adherence to the implementation process. This is because policy implementation is concerned with working within the school systems through which policy goals are put into practice. However, schools don't adhere to the implementation of enacted policies. Some of the problems associated with policy practices are a result of errors made in the implementation stages [16][18][19].

The commitment of policy implementers is usually the most significant factor in the policy objectives achievement process. Commitment is biased and very hard to measure [18]. As a result, commitment at the school level is an omission. Schools ought to accomplish responsibilities and assurances. In light of this, Policy implementation studies reveal that the success of any policy relies on the ability to implement it [19][21]. Implementation is unsuccessful due to a lack of organizational ability to implement and sustain the practices of policy. Head teachers don't stick to provisions of legal frameworks.

Economically, learners are required to meet expenses of school fees, examination fees, textbooks, and school uniforms. However, education stakeholders, especially parents, need to be made aware of the legal laws that address educational issues. This is a barrier to policy and legal support, which has promoted the imprisonment of learners [17]. The barrier has, therefore, hindered the implementation of inclusivity and participation in education. This is in light of the contradiction of some of the policies. The [21][22] and [24] have illegalized corporal punishment to be administered to children. However, schools continue administering corporal punishment to learners. This has contributed to the physical and psychological

torture of learners. Also, the policy on ICT discourages students from having mobile phones while in school. In contrast, learners are supposed to acquire ICT skills via laptops and phones. In light of this, [12] notes that schools need more essential equipment for the implementation of e-learning. Moreover, recently, during the COVID-19 pandemic, there was a shift in the use of mobile phones for the promotion of virtual learning [12][13][14]. Other barriers that hinder the implementation of inclusive education include needing to improve in learning resources. Besides, learners are levied for remedial learning. Also, learner-centered approaches, flexible curricula, supportive leadership, and cultural attitudes are crucial inclusive education practices that promote inclusive and sustainable education.

Imprisonment occurs through the operationalization of school policies that are unfriendly to stakeholders. Adopting inclusive education as a guiding principle necessitates changing school policies to comply with applicable regulatory frameworks. The techniques, philosophies, and ideals of schools should, therefore, be changed in order to be aligned with inclusive education [12]. Learners face a major obstacle in the form of negative attitudes and harmful ideas. Students may project through acts of violence or destruction. This has been demonstrated by setting school buildings on fire. These pessimistic viewpoints suggest that school policies are ineffective. These challenges can be addressed through implementing inclusive education practices that support all students' access and involvement.

4.3. Curriculum

According to Mackatiani et al. [9], a curriculum consists of elements and dimensions. Elements are decisions of political settings. This correlates with [21], which indicates political influence on the development of education in any country. Dimensions entail formal, non-formal, and informal aspects of the curriculum. Guidelines on the development of curriculum result in the creation of two curriculum models, namely the product model and the process model. The product model focuses on the plan and intentions, whereas the process model focuses on the activities and effects. Curriculum models are thus classified as either technical (product) or non-technical. Kenya's curriculum model is technical in this context [9]. It is a top-down, content-based curriculum development model. Teachers are never involved in the curriculum's design or development. A participatory approach is needed in the model. The curriculum model entails the provision of experiences in subject areas. Entry behaviors in peace education should be incorporated [14]. The inclusion of peace education will assist in countering the problem of unrest in schools. Curriculum models, therefore, provide planned experiences for students to achieve. In spite of this, the planned activities must be delivered to learners via various modes of delivery to ensure effective learning efficiency. As a result, learning outcomes are critical in curriculum delivery. A curriculum model must flow to be realistic. Subsequently, instructional delivery approaches are crucial. According to various studies, inadequacy of resources contributes to inefficiency in schools [3][16]. Inefficiencies lead to the adoption of poor styles of leadership in schools and the usage of traditional approaches in teaching and learning [2][4]. Subsequently, it contributes to the institutionalization of schooling.

According to [11], the education model in Kenya is examinations oriented. Teachers devise approaches to review past lessons repetitively. [20] notes that teacher-centered approaches are due to cultural lag, which causes less adjustment between two parts that previously existed. Drilling exercises are, therefore, given to learners. Subsequently, notes are dictated to learners. A revision of the past examination paper analysis was also conducted. Learners memorize the answers for the purpose of passing national examinations. Tuition coaching

has, therefore, been institutionalized in all schools. Learners are, thus, expected to attend classes very early in the morning and evening. Learners need more recreation time. Parents, teachers, and pupils are forced to adhere to the provisions of remedial coaching school authorities. The school policies on remedial learning are contrary to government policies. In fact, the examinations have become a syndrome. Children study for the purpose of passing examinations only, and teachers only teach them to get certificates. In light of this, when the school curriculum is implemented in the absence of the phenomena of students' experience, students develop negative attitudes toward learning. They, therefore, project against the school through their negative actions. Appreciation is emphasized on logic, reasoning, and inference, which must be reintroduced into the curriculum to create a generation of learners who impress creativity and innovation. Subsequently, the headteacher does not ensure the achievement of information but also comprehension of higher explicit levels. The curriculum has indeed imprisoned parents, teachers, and learners.

5. Gap study and objective

The 21st-century skills are crucial in the realization of quality and inclusive education. Specific issues on education inefficiencies have been addressed in Kenya, Sub Sahara, and the entire world. Subsequently, the impact of these variables on equity and quality education in Kenya, Sub Sahara, and globally have been researched. However, more studies are needed on the institutionalization of schooling and de-schooling. Also, there are minimum comparative studies on the institutionalization of education in primary and secondary schools. The specific objectives of this study were to assess the influence of authority on institutionalized schooling, establish the impact of School Policies and Procedures on institutionalized schooling, examine the influence of curriculum on institutionalized schooling, and determine the contribution of institutionalized schooling to the imprisonment of teachers and learners.

6. Theoretical construct

This study was guided by organizational theory. The theory involves various approaches to analyzing organizations and attempts to explain the mechanisms of organizations. In educational management, understanding organizational theory within the micro and macro realms of educational settings is crucial. The other factor that influences organizational settings is organizational culture. Organizational settings in organizational culture are made up of a system of shared assumptions, beliefs, and values that govern people in the organizations. In organizations, values, and beliefs that evolve influence members' functions and performance. Organizations develop and maintain unique cultures. The unique culture acts as a guide that molds the behavior and roles of its members in the organization. Implementation theory, one of the organizational theories, was therefore adopted for this study [26]. Implementation theory is an area of research in game theory concerned with whether a class of mechanisms (or institutions) can be designed whose equilibrium outcomes implement a given set of normative goals or welfare criteria. The implementation theory is, therefore, a specified set of planned and intentional activities designed to integrate evidence-based practices into real-world settings. Implementation theory offers guidance when implementing and sustaining education evidence-based interventions.

The theory is relevant to this study as it focuses on whether institutions can be designed in a manner that their outcomes implement a given set of normative goals. Approaches, practices, and interventions are delivered in real school and classroom settings. Principals and

teachers may decide to adapt elements of a program, and barriers in the school system may prevent an approach from being fully realized. Implementation strategies such as training and ongoing teacher support are also important to consider in efforts to encourage positive student outcomes. This theory, therefore, stresses the interaction between resources and learners.

7. Methodology

7.1. Type and design

A mixed-method approach was adopted for the study. Mixed methods research is the combination and integration of qualitative and quantitative methods in the same study. The overall purpose and central premise of mixed methods studies are that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems and complex phenomena than either approach alone. The study targeted 1136 primary schools and 276 secondary schools in Kakamega County, Kenya. Through stratified sampling, 36 primary schools and 12 secondary schools were selected. Of these, 36 primary school head teachers, 12 secondary school head teachers, 72 primary school teachers, 24 secondary school teachers, 144 primary school pupils,36 secondary school students, 36 primary school Parents' Association (PA) members, and 12 secondary school PA members and 12 education officers were sampled. The total sample size was 384. This conformed to the confidence Interval of 0.05, the confidence level of 95 percent, which is a Z-score of 1.96, and the standard deviation of 0.5.

7.2. Data collection techniques

Data collection was conducted in schools and education offices. The researcher issued the questionnaires to the respondents. Primary data for this study was collected through questionnaires. The information gathered was supplemented by documentary analysis and researchers' observations. After the fieldwork, the researchers assembled all the filled questionnaires for data cleaning, juxtaposition, coding, and finally, data analysis.

7.3 Data analysis

Data analysis involves organizing, summarizing, and synthesizing data in order to provide the necessary information for description. Through thematic analysis, data were coded and categorized according to sub-themes related to the purpose of the study. The analysis involved gleaning meaning from the qualitative data based on questionnaires and literature review. Qualitative data were derived from the study questionnaires. In this case, an analysis of qualitative data, attitudes, and opinions of respondents was conducted. Subsequently, descriptive statistics were derived from the analysis. This led to the coding of the collected data. Qualitative data were classified according to the variables of the study, i.e., power/authority, school policies and procedures, and curriculum. The results were summarized in frequency tables, after which a report was compiled. The findings were generalized to reflect global contexts. The conclusions, therefore, reflected strategic governance options from other Global geographical, political, and cultural perspectives.

7.4. Data and data sources

The data used were obtained from respondents in schools and education offices on variables that influence the institutionalization of schooling. Institutionalization outcomes affect the quality and inclusive education of students in primary and secondary schools. The data were on the inefficiencies that influence institutionalization in both primary and secondary schools. The other data were on de-schooling, when invoked, promoting quality and inclusive education.

8. Data analysis and discussions

8.1. Discussions (Results)

This study surveyed the consequences of institutionalized schooling. It was guided by the following objectives: to assess the influence of authority on institutionalized schooling in Kenya, to establish the influence of School Policies and Procedures on institutionalized schooling in Kenya, and to determine the influence of curriculum on institutionalized schooling in Kenya.

The study sought views from education officers, head teachers, and parents on the influence of institutionalized schooling. Their perceptions were captured in [Table 1].

Table 1. Perceptions of education officers, head teachers, and parents regarding the influence of institutionalized schooling

Attendance	Primary schools						Secondary schools					
	Head teachers		PAs		Education officers		Head teachers		PAs		Education officers	
	N	%	n	%	n	%	n	%	N	%	n	%
Positive	36	100	3	25	4	33.3	8	66.7	3	25	4	33.3
Negative	0	0	9	75	8	66.7	4	33.3	9	75	8	66.7
Total	36	100	12	100	12	100	12	100	12	100	12	100

The table mentioned above shows how education officers, head teachers, and Parents responded to the influence of institutionalized schooling. Institutionalized schooling contributes to the imprisonment of teachers and learners. According to the respondents, institutionalized schooling has issues due to power, authority, policies, and curriculum. As illustrated in [Table 1], 100 percent of head teachers in primary schools indicated that institutionalized schooling positively impacted Education participation. However, 66.7 percent of head teachers in secondary schools showed that institutionalized schooling positively impacted education. Also, 33.3 percent of education officers indicated that institutionalized schooling had a positive influence on Education participation in both primary and secondary schools. Furthermore, another 25 percent of parents in both primary and secondary schools revealed institutionalized schooling positively impacted education.

Further findings from [Table 1] revealed that none of the head teachers in primary schools indicated that institutionalized schooling negatively impacted education participation. However, 33.3 percent of head teachers from secondary schools indicated that institutionalized schooling negatively influenced education participation. Also, 66.7 percent of education officers indicated that institutionalized schooling had a negative influence on education participation in both primary and secondary schools. Besides, 75 percent of parents

in both primary and secondary schools revealed institutionalized schooling negatively impacted education.

The study also assessed the extent to which authority influenced the imprisonment of teachers and learners. To determine the extent, on a Likert scale of one to five, views were sought from education officers, head teachers, and teachers. Their perceptions were captured in [Table 2].

Table 2. Perceptions on the extent to which authority influenced the imprisonment of learners

Likert scale rating	Primary schools						Secondary schools					
	Head teachers		Teachers		Education officers		Head Teachers		Teachers		Education officers	
	N	%	n	%	n	%	n	%	n	%	n	%
Very high (5)	12	33.3	36	50	4	33.3	9	75	24	100	4	33.3
High (4)	24	66.7	36	50	0	66.7	3	25	0	0	8	66.7
Moderate (3)	0	0	0	0	0	0	0	0	0	0	0	0
Low (2)	0	0	0	0	0	0	0	0	0	0	0	0
Very low (1)	0	0	0	0	0	0	0	0	0	0	0	0
Total	36	100	72	100	4	100	12	100	24	100	4	100

After analyzing data on the influence of institutionalized schooling, the study interrogated Education officers, head teachers, and teachers' views on the extent to which authority influenced the imprisonment of learners. Likert scale of 1-5 points was used to measure respondents' attitudes. Scale 1 indicated low availability, while scale 5 indicated a high level of adequacy. The responses of education officers, head teachers, and teachers indicated that authority had issues. Concerning data contained in [Table 2], 33.3 percent of head teachers in primary schools and 75 percent of head teachers in secondary schools indicated that authority had a very high impact on the imprisonment of teachers and learners. However, 50 percent of teachers in primary schools and 100 percent of teachers in secondary schools indicated that authority had a very high influence on the imprisonment of teachers and learners. Besides, 33.3 percent of Education officers indicated that authority had a very high influence on the imprisonment of teachers and learners in both primary and secondary schools. Also, 66.7 percent of head teachers in primary schools and 25 percent of teachers in secondary schools revealed that authority had a high impact on the imprisonment of teachers and learners. Besides, 66.7 percent of education officers indicated that authority had a high impact on education participation. None of the respondents indicated that the effect of authority was moderate, low or very low.

The second study objective sought to establish the influence of school policies and procedures on institutionalized schooling in Kenya. To establish the influence, the study sought views from head teachers, teachers, and students on whether schools have their own policies and procedures. Their views were captured in [Table 3].

Table 3. Head teachers', teachers', and students' views on the existence of school policies and procedures

Response	Primary schools						Secondary schools					
	Head teachers		Teachers		Students		Head teachers		Teachers		Students	
	N	%	n	%	n	%	n	%	n	%	n	%
Yes	36	100	72	100	144	100	0	0	24	100	36	100
No	0	0	0	0	0	0	0	0	0	0	0	0
Total	36	100	72	100	144	100	12	100	24	100	36	100

Regarding data contained in [Table 3], 100 percent of Headteachers indicated that both primary and secondary schools had policies and procedures. Besides, 100 percent of teachers indicated that both primary and secondary schools had policies and procedures. Also, 100 percent of students indicated that both primary and secondary schools had policies and procedures. None of the respondents indicated that schools didn't have policies and procedures.

The study further sought to establish the perceptions of parents, teachers, and education officers on school policies and procedures. Their perceptions were captured in [Table 4]

Table 4. Parents, teachers, and education officers' perceptions on the impact of school policies and procedure

Likert scale rating	Primary schools						Secondary schools					
	Parents		Teachers		Education officers		Parents		Teachers		Education officers	
	N	%	n	%	N	%	n	%	n	%	N	%
Very high (5)	36	100	36	50	0	0	12	100	24	100	0	0
High (4)	0	0	0	0	8	66.7	3	25	0	0	8	66.7
Moderate (3)	0	0	0	0	4	33.3	0	0	0	0	4	33.3
Low (2)	0	0	0	0	0	0	0	0	0	0	0	0
Very low (1)	0	0	0	0	0	0	0	0	0	0	0	0
Total	36	100	72	100	12	100	12	100	24	100	12	100

Regarding data contained in Table 4, 100 percent of parents and teachers in both primary and secondary schools noted that policies and procedures had a very high influence on institutionalized schooling. Institutionalized schooling contributed to the imprisonment of learners and teachers. However, 66.7 percent of education officers indicated that school policies and procedures had a significant influence on both primary and secondary schools. None of the respondents indicated that the impact of school policies and procedures was moderate, low or very low.

The third study objective sought to determine the influence of curriculum on institutionalized schooling in Kenya. The study sought the perceptions of Headteachers, teachers, and education officers on the impact of curriculum on institutionalized schooling. Respondents' perceptions were captured in [Table 5].

Table 5. Head teachers, teachers, and education officers on the influence of curriculum on the imprisonment of learners

Likert scale rating	Primary schools						Secondary schools					
	Head teachers		Teachers		Education officers		Head Teachers		Teachers		Education officers	
	N	%	n	%	N	%	n	%	n	%	N	%
Very high (5)	18	50	54	75	4	66.7	12	100	24	100	8	66.7
High (4)	18	50	18	25	8	33.3	0	0	0	0	4	33.3
Moderate (3)	0	0	0	0	0	0	0	0	0	0	0	0
Low (2)	0	0	0	0	0	0	0	0	0	0	0	0
Very low (1)	0	0	0	0	0	0	0	0	0	0	0	0
Total	36	100	72	100	12	100	12	100	24	100	12	100

The data contained in [Table 5] revealed that 50 percent of head teachers in primary schools and 100 percent of head teachers in secondary schools noted that curriculum had a very high influence on institutionalized schooling. Besides, 75 percent of teachers in primary schools and 100 percent of teachers in secondary schools indicated that curriculum had a very high influence on institutionalized schooling. Also, 66.7 percent of education officers believe that curriculum has a very high influence on institutionalized schooling in both primary schools and secondary schools.

Further findings in the data contained in [Table 5] revealed that 50 percent of head teachers in primary schools and none of the head teachers in secondary schools noted that curriculum had a high influence on institutionalized schooling. Besides, 25 percent of teachers in primary schools and 0 percent of teachers in secondary schools indicated that curriculum had a high influence on institutionalized schooling. Also, 33.3 percent of education officers noted that curriculum had a high influence on institutionalized schooling in both primary schools and secondary schools. However, none of the respondents indicated that the impact of curriculum on institutionalized education at the primary or secondary school level was moderate, low, or very low.

8.2. Major findings

The majority of the respondents noted that institutionalized schooling negatively influenced Education participation. The negative impact was realized in secondary schools. This is due to the fact that learners are adolescents and are projected instantly. However, the effect is not highly felt in primary schools since most of the learners are minors. The findings concur with [21], who noted with powerpower, one is able to act despite a lack of consensus. This implies that education participation would be affected to a greater extent.

Besides, most respondents noted that authority had influenced institutionalized schooling to a very high extent in both primary and secondary schools. This concurred with [19], who noted that authority is a problematic component. The component has been poorly understood, leading to negative institutionalized schooling. This implies that dictatorship greatly influences institutionalized schooling. Subsequently, there is a need to re-examine the leadership styles of head teachers.

Also, all the respondents revealed that schools had their own policies and procedures. This is in concurrence with Rode and Sika [5], who revealed that the commitment of policy implementers is usually assumed to be a significant factor in the policy-objective achievement process. This implied that respective schools at both primary and secondary school levels had their policies that guided the daily routine. Subsequently, these policies lead to institutionalized schooling in both primary and secondary schools. Therefore, there was a

need to rethink individual school policies and procedures that influence institutionalized schooling.

Furthermore, all respondents noted that school policies and procedures had influenced institutionalized schooling to a very high extent. This concurred with [9][10], which noted that school policy guidelines transform the schools' strategies, beliefs, and values. This implies that school policies and procedures greatly impacted institutionalized schooling. Therefore, there was a need to re-examine policies and procedures in schools.

In addition, all respondents noted that curriculum content had influenced institutionalized schooling to a very high extent. This concurred with [10], who noted that the education model in Kenya is examinations-oriented, leading to the institutionalization of schooling. This implied that institutionalized schooling was rampant in schools.

The study, therefore, revealed that powerpower and authority influenced institutionalized schooling to a very high extent in both primary and secondary schools. Also, respective schools at both primary and secondary school levels have their policies that guide daily routine activities. The school policies and guidelines have contributed to institutionalized schooling. Furthermore, it was found that curriculum contributed to institutionalized education to a high extent.

9. Conclusion

From the study findings, schools have become prisons under the disguise of quality education. Both teachers and students have been enslaved in schools. The authority vested in head teachers has negatively institutionalized schooling. This implies that dictatorship is greatly practiced in schools. The dictatorship has led to the creation of school policies and procedures that promote institutionalized schooling. Curriculum content, on the other hand, has influenced institutionalized schooling to a very high extent. There is also a need to re-examine the leadership styles of head teachers. An autocratic style of leadership has created prisons instead of effective learning institutions that promote inclusivity and quality education.

The future of education should be used to open up discourses about the expectations and realities of learning and the anxieties and fears that students face and experience. It should also have the potential for teaching/learning to act as a source of hope and transformation. The future of learning should become part of broad social dialogues that foster teachers' force and engagement in the renewal of education and in the construction of better futures for students.

9.1. Statement of research novelty

This study is an empirical research that was conducted in secondary and primary schools in Kenya. It is an original work. The related literature review revealed that powerpower and authority vested in headship contributed to the imprisonment of learners. Also, respective schools at both primary and secondary school levels have policies that have influenced the imprisonment of teachers and learners. Curriculum, on the other hand, has contributed to institutionalized schooling. The institutionalization has led to the imprisonment of both teachers and learners. Learners are forced to attend paid remedial classes outside the designated time. Subsequently, power and authority, school policies, and curriculum have contributed to institutionalized schooling in both primary and secondary schools. However, the reviewed literature also revealed that the focal point of the study was on how individual factors impacted on quality and inclusivity. From the related literature reviewed, the research

gap identified was that no comparative studies had been conducted on factors influencing institutionalized schooling in secondary and primary schools. This study, therefore, sought to investigate the extent to which power and authority, policies, and curriculum influenced institutionalized schooling that contributed to the imprisonment of the education fraternity in secondary and primary schools in Kenya.

9.2. Study limitations

This study, like any other study, had various limitations. The geographical setup of the study site was a significant limitation of this study. The site is vast and varied in terrain, affecting the transport infrastructure during the rainy season. The record-keeping and documentation cannot be relied upon to understand institutional processes. Besides, the perception of institutionalized schooling was a limitation. The administration of institutions was also a limitation. It affected the quality and participation of education being offered in respective institutions. With regard to the mitigation of limitations, the study was conducted during July 2023, when rains had subsided. Besides, the study sampled respondents from all over the study site through stratified sampling. In addition, research tools used to gather information ensured the supplementation of each other. Furthermore, information on institutionalized schooling was not manipulated.

9.3. Study contributions

This study is significant to education stakeholders in Kenya and Sub-Saharan Africa. The Stakeholders will be sensitized to how institutionalization occurs in schools. It will highlight concerns when there are shifts from efficiency to formality schools. Policy formulators and policy implementers might use the findings of the study to redress issues that promote the imprisonment of learners and teachers in basic learning institutions. The study might be significant to comparative and international education as it provides data and contributes to the growth of knowledge.

9.4. Suggestions for further research

Further research on education should be used to open up discourses about the expectations and realities of learning and the anxieties and fears that students experience. It should also have the potential for teaching/learning to act as a source of hope and transformation. The future of learning should become part of broad social dialogues that foster teachers' force and engagement in the renewal of education and the construction of better futures for students. Education should shift to focus on in-the-field, experiential training to develop usable skills. Traditional exams will, at least in part, be replaced by assessments of skills and competencies shown while doing rather than theory. "To thrive" in the 21st century will require acquiring practicable career skills. Learning for examinations will not help students face everyday life and work situations. The 3L skills (Learning, Life, and Literacy) are crucial learning processes. The role of teachers in a 21st-century classroom should shift from being an 'expert' to being a 'facilitator.' The focus for instruction shifts from 'knowing' to being able to use and apply information in relevant ways. The role of 21st-century head teachers should shift from institutionalized schooling to a participatory approach in all processes being undertaken in schools.

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Conflict of Interest

The author declares no conflict of interest.

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