**A CRITIQUE OF FUNDAMENTAL POLICIES GUIDING SECONDARY SCHOOL EDUCATION IN KENYA IN THE LIGHT OF PRAGMATISM**

**BY**

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## DECLARATION

This research project is my original work and has not been presented for the award of a degree in any other University

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**ACRONYMS AND ABBREVIATIONS**

BOM - Board of Management

CATS - Continuous assessment tests

CTPD - Continuous Teacher Professional Development

KCSE - Kenya Certificate of Secondary Education

KNEC - Kenya National Examination Council

MOE - Ministry of Education

OECD - Organization for Economic Co-operation and Development

PISA - OECD's - Programme for International Student Assessment

TPAD - Teachers Performance Appraisal Development

TPD - Teachers Professional Development

TSC - Teachers Service Commission

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# CHAPTER ONE

# INTRODUCTION

1.1 Background of the Study

The contemporary society requires an education practice which is properly informed by suitable policies. The meaningfulness and effectiveness of education depends on the policies that are put in place. According to OECD Report (2017) an educational policy may be defined as measures taken by diverse policy formulators on issues and practices relating to education. practices. This study perceives an educational policy as a set of guidelines or rules that aim at improving the quality of education. Further, Advanced Learners Oxford English Dictionary (8ᵗʰ Edition) defines policy as a course or principle of action adopted or proposed by an organization or individual. Policies make it easier to achieve the objectives set. This study has noted that, usually, the policies are formulated as a means or rather, a guide to show what ought to be done in order to attain the goals set by an organization, institution or even by a certain group of people with a common intent. Therefore, the quality of the policy framework within an institution determines the success of its operation. According to Sami (2018) A policy can be generally taken to imply an intent, a set of regulations and fundamental principles, adopted for the purpose of easing coordination within an institution. In a secondary school context, the most crucial policies include management and administration policies, teaching and learning policies, as well as assessment and evaluation policies. School policies can therefore be understood as principles of action used in schools as bases for decision making on matters relating to the school and learners. Sami (2018) further adds that policies enhance conformity and obligations. This study observes that in education, a policy serves as a proposed principle of action adopted to facilitate and promote the excellence of the outcome. This excellence can be realized in the infrastructure, academic achievements as well as cocurricular activities. An example to support this argument upholds that the mandatory policies gyrate on assessment, teaching and management. The implication here is that the whole education system is founded on these three policies. As such, the management and administration determine the quality of teaching and learning as it controls admissions, hiring of personnel and even procurement of resources that support learning and teaching. In the course of the learning and

teaching, assessment and evaluation are used to gauge the effectiveness of the institutional management and administration, as well as the quality of teaching and learning. In a nutshell, without proper administration and management, the teaching and learning will not be done effectively, and it is after assessment and evaluation is done when we can now tell the degree of success and effectiveness of the forementioned.

This study focused on the fundamental policies that guide education at secondary school level including management and administration policies, teaching and learning policies, as well as evaluation or examination policies. This research upholds that these policies should be guided by specific visions, values, ethics and common -good ideology (Atiner, 2012). It is the view of this study that the pragmatic aspect leads towards practicality of policies and should be central in the development of the school policy framework. This study concurred with the view that school bureaucracy is the most technically efficient form of organization, as it favors precision, speed, unambiguity, knowledge of the files, continuity, discretion, unity, strict subordination, reduction of friction and of material and personal costs (Kim, 2020).

Management policy is centered on issues involving privacy and school records, discipline and due process (including zero tolerance policies), search and seizure, dress codes, security measures and general liability issues. Particularly, these are components of management policy. When appropriate measures are taken in all these areas, the operations in the school become a success. For example, students tend to perform better in schools that provide an environment conducive to learning than those which do not. Such learners study without destructions and by so doing, they are motivated even to work harder: this translates to academic prowess and in the long run, a happy and a successful future. This study upholds that it is such environmental incongruities that is causative to the diversity in the contemporary trends in examination performance. It is crucial to note that management policy incorporates the aspects of collaboration and accountability. In the global context, Kim (2020) points out that countries such as Colombia, Poland and South Korea have given schools and local authorities more freedom and have sought to recognize that autonomy works only in the context where the personnel concerned collaborate and are relentlessly accountable. In Africa, lack of stable systems and lack of established systems for monitoring and evaluation are a major challenge in Rwanda, South Africa and Tanzania and even when such mechanisms are in place, they do not always work. As Yulia (2020) puts it, these nations are also

hindered by poor management and embezzlement resources. What could have gone wrong with educational policies? This therefore pointed at the gap which prompted this study.

It is also the view of this study that ensuring that everyone is clear about policies and procedures helps reduce the reality of ambiguities in the process of implementing them. It will enhance clarity when it comes to taking actions regarding diverse educational phenomena such as discipline and academic operations such as teaching, learning and examinations. This will help in alleviation of chances of acting in discretion. This is the basis of defining the prescriptive measures to minimize probable confusions accruing from the policies in secondary schools. A philosophical purview is that everything ought to be logically consistent, and therefore, in principle, when policies are clear, there is greater prospect that they will yield the intended outcomes hence proving the pragmatic or practical proficiency to meet the desirable and envisaged ends. In this case, a logical view is that concerning school management and administration, the role of the board of managers and the school administrators is crucial as it directly impacts on the character of the entire school community. According to Lessa, Spier & Felipe, (2018), school leadership is one factor that influences the degree quality of the education. This study has established that research has revealed the great role school management and administration play on development in infrastructure, motivation of the staff and progress in academics. Let us take a case of schools with laissez faire kind of principals, how is the working environment and staff morale? What about the school infrastructure? This study notes that in such institutions, teachers and the rest of the staff are demotivated and have no energy to work. However, the case is different in institutions where the administrators are accommodating and involves everyone in the administration in one way or the other. The academic attainment, staff morale and infrastructural development here is a total contrast of the former. Secondly, the policy that principals have the final say has made democratization in education, a peripheral concept. For example, the stereotype that 'bosses are always right' has made leadership in some secondary schools appear authoritarian in nature. Instructions are delivered to the teachers and learners through a series of a communique. Such styles of administration end up marginalizing the concept of democracy in education and eventually affect the quality and morale of learning and teaching in the school. In an effort to interrogate this assertion, this study poses a question; is there anybody with a monopoly of knowledge? What makes principals embrace such slants of administration? And what can be done

to change such leadership? This study intends to venture into such horizons in order to diagnose various incongruities daunting secondary schools in Kenya in terms of school policies.

In January 2016, The Teachers Service Commission (TSC) introduced the Teacher Performance Appraisal (TPAD) for teachers. This is a policy document that was intended to strengthen curriculum implementation and improve learning outcomes (TSC act 2012). For example, a teacher will know where to improve the curriculum delivery techniques if they are able to get feedback on their performance. However, lack of consultations and involving all the stakeholders and categorically teachers for that matter, made it to be received coldly. Since teachers are the stakeholders in the teaching and learning setting, and are required to implement this policy document, the policies spelt by this document have not been palatable in the whole education sector. Midimo (2017) argues that teachers perceive introduction of performance appraisals as an witch-hunt and a pitfall to their job. This study notes that resistance from teachers and teachers' unions has made the parliamentary committee on education to intervene though the commission has not revised the policy proposal. The same document has still remained strange because it lacks good will. To make matters worse, this study has established that TPAD is unfamiliar even to the administrators as it is just a forceful imposition from the top management in the commission. The commission has since failed to come up with a strategy for evaluating and monitoring the implementation of this document. Hence, for quality teaching to be achieved, teacher preparedness needs to be re-evaluated. This can be achieved through proper implementation of teaching policies. Allen, Hadjistassou and Richardson (2016) suggests that instructors should not only be mentored by teachers with greater experience but also be given feedback on their performance in the classroom so as to reflect on them for further improvement, and also be able to evaluate their own curriculum delivery in class in terms of pedagogical skills, content mastery and learner management in the classroom setting.

Assessment and evaluation policies require to be practical in order to give the intended outcomes and reveal classroom realities in totality. This study has established that assessment and evaluation support learning. This is in support of what Mganda (2015) asserts that assessment requirement determines learning and teaching that will be used by the learner and the teacher respectively. It is the feeling of this study that in the absence of practical policies, then the future of Kenyan Secondary school education system remains vague and uncertain and the Kenya Vision 2030

remains to be just but a mere dream because education is a tool that drives and steer development in the country.

It is notable that some policies are too old and obsolete such that implementing them may not solve the intended problem and consequently such problems continue to persist. This has been the case because such policies fail to be effective in serving the intended purpose due to flawed policy formulation and implementation framework. Kadir et al, (2018) says that validity, practicality and effectiveness should be used as parameters to gauge the appropriateness of assessment. It is crucial to ensure practicality of assessment and evaluation policies. It is the view of this study that practical character of secondary school policies is of great essence. According to this study, it is necessary to assess whether such policies are worth retaining, reforming, discarding or improving. This argument strives to ask questions such as; what is it that makes management, teaching, and assessment policies unable to solve the problems they are intended to? Then what should be done to address the prevailing gaps? A philosophical stance is that the effectiveness of school policies must transcend the context of being mere statements written on papers. They have to be articulated clearly and logically to parents, faculties, staff and students. All groups must be made aware of policies and their role in their implementations and the ends such policies are meant to meet.

Essentially, policies that have no practical bearing or pragmatic element may not be instrumental in the smooth running of the school. Lack of involvement has seen many teachers and learners fail to embrace the reforms hence the negative reactions in the school such as riots and boycotts. For example, from 2019 to 2020, many Kenyan secondary schools witnessed several instances of students' strikes and burning of schools. A lot of property was destroyed and many learners were either injured or even lost their lives. Could flaws in policies have led to such loopholes in the Kenyan education system? Policies set the tone of school and shape the culture of each classroom, school, and the entire system. Since it is the role of the stakeholders to formulate and implement these policies, there is need for inclusion so as to make them practical.

A raft of changes has been introduced to govern the process of assessment and evaluation. On the contrary, there has not been found a reliable method of measuring what takes place in class in evidence terms of defining relevance of the policy of assessment and evaluation. Black et al. (2012) accentuate that if the test does not to include a wide range of test items, then such a test may not be reliable and valid. Could the exams be dependable in assessing the teaching learning process?

What if the results are obtained through dubious means such as cheating? In the light of the erstwhile assertion, this study sought to find out the existing gaps in relation to assessment and evaluation policy at secondary school level as well as proposing the potential remedial measures.

In summary therefore, previous policies have failed to address gaps that exist in the formulation and implementation of educational policies because they lack practical aspect that is required to make education responsive to change and meet the intended ends. Formulation and implementation of policies determine practicality of such policies if the duo is handled keenly. For example, according to a report by OECD (2016), in the Czech Republic, it took 14 years down the line debating and evaluating various versions about changing the end of school cycle examinations before the actual policy had been formulated. Nelda, Louw and Strydom (2013) as well as Maitoti (2010) argue that majority of educators are not certain about their own future and the future of education per se in South Africa. Some of their fears and concerns include changes in policies, and changes in curriculum. It is therefore the view of this study that the future of secondary education in Kenya remains uncertain if practicality of policies is not enhanced. Gathee (2015) argues that the policy environment in many countries has continued to pose fairly considerable challenges. In Kenya, Sihanya (2013) argues that there are gaps in the methodology or framework used in implementing and studying educational policies. Due to these glaring concerns, this study felt that a subsequent study was critical to examine the reality of ineffectiveness of policies in terms of formulation and implementation. In order to achieve this, a philosophical critique of existing and fundamental educational policies such as management and administration policies, teaching and learning policies, as well as assessment and evaluation policies was a necessity and eventually prescribe some of the procedures that need to be followed to ensure the process of policy making and implementation is seamless and addresses the intended problem in its totality.

In conclusion, as probed by this study, it is observable that management and administration policies, teaching and learning policies, as well as assessment and evaluation policies are devoid of pragmatic factor. This explains why the fundamental interrogation posed by this study is skewed towards the philosophy of pragmatism and properly supported by a question; how practical are such policies? The purpose of this practicality aims at attaining the universal objectives of education. It is therefore crucial for secondary schools as learning institutions to come up with policies that are useful and practical in the life of a learner, the sustainability of the learning process

and programs and attainment of national goals of education. Hence, this study is meant to interrogate existing literature in order to establish the pragmatic content of the management and administration policies, teaching and learning policies, as well as assessment and evaluation policies that are upheld to guide education practice in secondary schools in Kenya.

## 1.2 Statement of the problem

The implementation of nationally formulated and purposively designed policies has been an issue of great concern in many secondary school institutions in Kenya. There are many policies that have been formulated over time yet their relevance and philosophical essence remains at the periphery. The management and administration, teaching and learning, as well as assessment and evaluation, are fundamental policies in secondary schools in Kenya, but there are situations that were supposed to be addressed by those policies that still remain unattended. This means that the pragmatic value of such policies is controversial. In this regard, a philosophical analysis and critique remains indispensable in management and administration policies, teaching and learning policies, as well as assessment and evaluation as contemporary issues in education sector, and as policies that are devoid of pragmatic facet of philosophy. There are numerous attempts that have been made in trying to reflect on issues derailing the practice of education. Many commissions have been formed and many policies have been formulated as a result. However, these policies have failed to effectively handle these problematic situations thus rendering the whole educational policy framework malfunctional and flawed. This has affected operations in schools thus making such policies nullifiable since they do not seem to have any practical implication. It is against this backdrop that this study was envisioned to analyze, critique, and prescribe substantial measures in relation to explicating the pragmatic facet of secondary school policies in Kenya.

## 1.3 Objectives of the study

The study was guided by the following objectives:

To analyze the fundamental policies that are being used to guide secondary education practice in Kenya.

To critique how fundamental policies that are being used to govern secondary schools in Kenya integrate pragmatic trait of philosophy.

To propose philosophical strategies that enhances practicality of fundamental policies being used to govern secondary schools in Kenya.

## 1.4 Research questions

This study was guided by the following probing questions:

What are the tenets of fundamental policies that guide education in secondary schools in Kenya?

What are limitations daunting practicality of the fundamental policies governing secondary schools in Kenya?

What can be done to enhance practicality of fundamental policies governing secondary schools in Kenya?

## 1.5 Significance of the study

The study would be used by educational policy makers to improve on policy formulation in regard to educational theory and practice. As a result, the policies would be formulated in line with the need of the time. They would incorporate pragmatic aspect in educational policies so that there would be an education that incorporates change and responds to the needs of the learner, society and our nation as such.

This study would help the educational stakeholders to re-examine the educational policies, find out policies that are practical and those which are just for the files. Such endeavor would be guided by the question; how practical are they? If such issues are critically examined, then we will have reformed policies that respond to the needs of the time. Moreover, the education will also be transformed as a result of the enhanced practicality of policies. ''The quest for meaning is like a lamp, illuminating the passages and turning points as researchers make their way through multifaceted and diverse settings, questions, methods and knowledge,'' (Pramodini & Sofia, 2012). According to Smith and Stewart (2016) prevalent guidelines and models are frequently based on surprisingly simple and linear ideas about how research can be utilized to produce more effective policies.

## 1.6 Delimitation of the study

This study focused on the policies made at the national level by the Ministry of Education and Teachers Service Commission, because they all affect educational practices and theories either directly or indirectly. However, the fundamental policies such as management and administration policies, teaching and learning policies, as well as assessment and evaluation policies were appraised. It only dealt with the three policies: management and administration policies, teaching and learning policies as well as assessment and evaluation policies within Kenyan borders. These are the policies that align with the pragmatic cause and are indispensable in schools. The other policies were left out because these three ones are imperative to a school. It involved analytical and critical analysis of documents in order to access these policies. It is crucial to note therefore, that this study was limited to policies that are aimed at impacting on either the learner or the teacher.

## 1.7 Limitation of the study

There are so many policies that guide education practice in secondary schools not only in Kenya, but all over world. However, this study drew attention to the three main policies including management and administration policies, teaching and learning policies, assessment and evaluation policies. The choice on these policies was arrived at based on the reasoning that these are the policies from which others were yewned.

Similarly, the study depended on secondary data which was available in diverse forms: hard and soft copy forms. Documents could only be found either in the libraries in hard copies or online in soft copy. Public libraries are sparsely distributed across the country hence so costly to access them. Online sources as well require data bundles which was also so costly. Additionally, studying various documents required a high-level commitment thus requiring a lot of time and concentration.

## 1.8 Definition of operational terms

Critique-a careful judgment in which someone gives an opinion about something.

Fundamental policies- crucial statements of intent in secondary schools in Kenya.

Philosophy-a systematic study of ideas and issues, a reasoned pursuit of fundamental truths, a quest for a comprehensive understanding of the world.

Policy-it is a blueprint of the organizational activities which are repetitive/routine in nature. It is a statement of intent and is implemented as a procedure or protocol.

Pragmatism-relating to practicality or workability, functionality.

Pragmatic philosophical thought-A set of principles that concern themselves with practicality of realities.

Secondary school-a school intermediate between elementary school and college/university

Secondary school policies-These are statements of intents that guide routinely operations in secondary schools.

Strategy-a guidepost in choosing what to do

## 1.9 Organization of the study

Chapter one of the study is about the introduction which provided the statement of the problem, the objectives, research questions, the significance of the study, limitations and delimitations of the research. As such, it provided the direction this study took. Chapter two dealt with the literature review related to each of the objectives. By doing an analysis of the literature related to some of the secondary school policies, it helped to identify gaps in policy formulation and implementation framework.

In addition, chapter two provided an analysis of the nature of educational policies, critique of the policies and suggested philosophical strategies leading to an establishment of how pragmatic factor is relative to management and administration, teaching and learning, as well as assessment and evaluation. The existing secondary school policies were appraised and critiqued in light of pragmatic philosophical thought while highlighting their practical implications.

In a similar vein, chapter three deliberated on philosophical functions or methods that were used to guide the study. These methods are analytical, critical and prescriptive functions. Through analytical method, the policies were analyzed in order to reveal gaps and anomalies existing in management and administration policies, teaching, as well as assessment and evaluation policies. Critical method was used to evaluate and judge the fundamental policies in order to see which ones have prevailed in meeting the intended ends and which ones have not. After the shortcomings and

gaps were identified, then prescriptive method was used to suggest remedial strategies that required to be taken to enhance practicality of policies.

Then chapter four deliberated on the analysis and critique of administration and management, teaching and learning, as well as assessment and evaluation policy documents, philosophical interventions. This in-depth analysis and critique were geared towards enhancing the practicality of school policies. In addition, the chapter also provided a summary of the upshot emanating from the reviewed literature and analysis of various policy documents and also provide philosophical strategies that can be used to enhance practicality of fundamental policies in secondary schools in Kenya. Here diverse courses of action will be brought to the fore in order to provide a more pragmatic framework which may salvage the policy situations in secondary schools in Kenya.

Finally, chapter five consisted of conclusions, and recommendations for further research.

# CHAPTER TWO

# REVIEW OF THE RELATED LITERATURE

## 2.1 Introduction

This chapter deals with analysis of management and administration policies, teaching and learning policies as well as assessment and evaluation policies. It also strives to critique these three policies and prescribes philosophical interventions to these problems. The trio are the cornerstone of the entire education system by which this study is justified. It is evident that the environment within which education is embedded has been changing at an increasing rate. According to Kenya Vision 2030, education has been pin pointed as one of the social pillars. As a result, practicality of education is of great centrality in helping in the attainment of the vision 2030 and the millennium goals. Kenya Vision 2030 policy paper says that during the review period,59 billion Kenya shillings were disbursed to Kenyan secondary schools to boost learning since education one of the pillars on which vision 2030 is anchored. Further, this policy document adds that the government has further constructed around 0.3 million desks and around 1000 classrooms.

The centrality of education in the Kenya vision 2030; being one of the social pillars, justifies the need to enhance the practical aspect of educational policies. All these efforts are meant to streamline education sector and to facilitate education for all. However, the current theories, policies and practices applied to solve the problems in education are the same ones used to generate the problems and are stoutly defended as having worked in the past (Mwinzi, 2020). Therefore, an in-depth analysis and an objective critique of these policies is of utmost essence.

## 2.2  An analysis of fundamental policies of secondary education in Kenya

A policy is defined as a course or principle of action adopted or proposed by an organization or individual (Advanced Learners Oxford English dictionary). Allen, Lindsay and Reupert (2021) point out that policies are used for regulation, as well as creating standards of quality for teaching and learning, and opportunities for ideal engagement of members of staff, learners and communities. Allen et al. (2017) School leaders use policies for creation of standards, ensuring consistency, support vision and mission statements, meet certain accreditation standards and/or guide day to day practices. This study agrees with Allen, Lindsay and Reuperts (2021) assertion because the policies in a school determine what should be done and how it should be done in order to meet certain ends.

### 2.2.1 Management policy

A management policy refers to a general statement which is formulated by an organization for the guidance of its personnel. These are thoughts and principles underlying the activities of an organization or an institution. Management is the way an institution creates, communicates and maintains its rules and guidelines. Simply put, they are the activities that plan, organize and control the operation of people, materials, machines, methods, money and markets, providing direction and coordination, and giving leadership to human efforts so as to achieve the set objectives. Management policy can also be understood as a general statement which is formulated by an institution to guide its personnel. Formally, the objectives are set then policies are formulated to achieve them. Generally, policies are a mode of thought and the principles underlying the activities of an institution. Ngozi et al. (2015) asserts that not even on country can grow beyond the quality of its leadership. In this context, a school will go as far as the leadership can take it as quality educational leadership tradition offers great opportunity to further refine educational leadership and management policies and practices by accepting and utilizing the basic styles of educational leadership (Aman Chukwu et al. ,2015).

Essentially, it is the policies that determine how far the institution can go in terms of objectives achievement. In Kenyan secondary schools, management policies regulate the operations within the institution. This study views management policies as compasses that show the administrators the direction of operation towards objectives achievement. Kenyan secondary schools are guided by policies trickling down from the ministry of education. These policies must possess the pragmatic character so as to serve the intended purpose. This practical trait is assessed using the

question: have the policies met the intended ends? Therefore, such interrogation could be used as a test for practical aspect in policies.

There are several policy documents that emanate from the ministry of education to regulate and direct operations within a school. For example, Basic Education act no.14 of 2013 says that the board of management ought to consist of a teacher's representative dully elected by teachers. This member articulates the teachers' issues during the board meetings and the teachers are expected to take their issues before the board through this particular representative. However, this policy does not tie the heads of institution to a particular provision through which such teachers may be elected. Therefore, principals end up choosing the teachers of their own liking and not the teachers'. This drawback makes the teachers' representation faulty and ineffective as this teacher is incapable of effectively representing them as he or she may act to please the appointing power to the detriment of the teachers. This prejudice by the principals and the gap in this policy derails teachers' representation in the board of management thus rendering such a policy impractical.

Secondly, the same policy document states that the board of management shall encourage the culture of dialogue and participatory democratic governance at the institution. On the contrary, this study has established that majority of principals use threats and spying system as a way of manipulating teaching and non-teaching staff into submission. The staff members are usually are usually threatened with show cause letters and arbitrary sacking in order to ensure absolute adherence and submission. This mode of administration has undermined democracy and dialogical practices and therefore have adversely affected institutional management, contrary to what this policy had intended to do.

Thirdly, Education for Sustainable Development policy (2017), says that the principals are expected to ensure that the institution facilitates learners to acquire skills and competences in Education for Sustainable Development. However, this policy fails to spell out the modalities for implementing the policy. As a result, the educational managers and administrators are left wondering whether the implementation should be done informally through clubs or be infused into the syllabus and be presented to learners as part of curriculum delivery. This lack of conceptual clarity in policies, gives them a great setback.

Fourth, Education Sector Disaster management policy (2017) provides for the establishment of inclusive Disaster Management Committee in all learning institutions. The committee shall be mandated to oversee the implementation of disaster management initiatives at the learning institution level. It postulates that this committee shall ensure that contingency plans  are in place. However, this policy leaves out crucial provisions such as the mitigating measures that should be taken in case of a disaster, time for meeting or even the procedure for seeking redress incase disaster strikes. This shortcoming derails this policy to the detriment of the learners since the committee is likely to remain passive until when the catastrophe sets in. Secondly, the fact that there is no commonly prescribed modality of disaster management within the learning institutions makes this policy ineffective as each learning institution acts at its own discretion when disaster strikes. With such pitfalls, this policy can hardly serve its intended purpose.

Fifth, session paper no.1 of 2019 says that the overall leadership policy is vested on the ministry of education that is headed by the cabinet secretary assisted by principal secretaries in charge of state departments. According to this policy, the challenge that faced the governance by then was inefficiency in the delivery of services and weak accountabilities. Therefore, Sessional Paper no. 1 of 2019 intended to review governance structures in education. This study feels that since the county educational board manages secondary schools through boards of management, the expertise, experience and knowledge level of the members of the board is crucial as it determines the efficiency in the school management. The feeling of this study is that a leader should be foresighted in order to steer their subjects to the right direction. Therefore, their skills, uptitudes, expertise, experience and knowledge are of critical essence in the course of the tenure of their office However, this policy has failed to provide provisions that would specify the requirements especially academic coupled with experience as pr-requisites for appointment as a member of the board of management. Kindiki (2009) argues that in spites of all the obligations, BOMs lack right qualifications, competences, ability and comprehension and partly low intellectual comportment.

Further, the policy does not state a clear framework within which the board chair and members should be competitively selected. This creates a gap within this policy as members of the board are arbitrarily selected at the discretion of the principal regardless of whether they have the qualifications or not. Kanana (2017) says that the Kenya constitution 2010 has given mandate to the Board of Management to take a central role in educational management. Omolo (2013) says

that in the appointment of members of the board of management, and other school governing committees, certain qualities should be taken into consideration. However, this study faults the flawed process through which the school board of management is constituted. These limitations in this policy therefore renders it impractical and ineffective in school governance.

This study feel that the term school management may be coopted with school leadership. The term 'school leadership' has gained prominence among researchers (Bolivar, Lopez & Murillo, 2013). According to Gunter (2013), the concept of school leadership is supposed to serve as a task that summarizes and represents the prevailing ideology and the difficulty of separating the practice from the context. But to what degree does the school management practice this? Or is it easier said than done?

This policy deals with administration within the school. It is all about the administrative roles of the principal and the Board of Management. Chirchir, Kemboi, Kirui and Ng'eno, (2014) argue that the school administrators ought to possess skills and competences so that they are able to take advantage of various capabilities, perspectives and diverse ideologies and attitudes in order to promote the spirit of collaboration and at the same time be able to achieve better outcomes such as good examination outcomes. The Basic act no.14 of 2013 empowers the principal as a member and the secretary to the Board of Management (BOM). This act still allows the head of an institution to act in the capacity of the board. The principal has always remained the trustee of the board and has gone ahead to formulate and implement school policies. In terms of management, this study seeks to evaluate the authoritarian and democratic form of leadership in secondary schools. Gandolfi (2016) Insists that administrators should stand out from the rest and maintain their uniqueness so that the able to appropriately instruct and direct those within their jurisdiction. In support of Gandolfi's argument, it is the position of this study that leaders should out do those below them, in terms of character, values and also academic achievement in order to retain the status quo and maintain the chain of command. Additionally, this study feels that leaders should have skills and attributes that can be emulated. According to postulations by Okanda, Mwinzi, and Gunga (2021) an integral implication is that intellectual level and enviable skills and capabilities are to a large extent, required by administrators in order for them to succeed in the work place besides moral uprightness. However, the trio do not give a way of ensuring that these leaders,

however skilled they may be, come up with practical policies to steer the learning institution to its horizons of achievements.

The principal steers the institution towards the school vision and attainment of educational goals. The leadership has its impact on the overall system in a school (Gandolfi and Stone, 2016). According to Rahabab (2014) effectiveness in the school leadership is determined by clear visions. The logical implication here is that clarity of its goals and therefore the institution is able to move smoothly without obstructions to achieve certain performance targets. Rahabab (2014) argues that leaders should be visionary, and it is the latter that makes them leaders of change. How does the principal influence the school policies? What needs to be done to make the principals positively impactful on school policies? This study agrees with Rahabab's assertion because the leader in a learning institution determines the tone of operation in the institution but asserts that this vision ought to be a shared ambition for every agent in that particular institution. Okando, Mwinzi, Gunga, (2021), argue that the level of success of the organization is determined by their leadership since leadership set the tone for the organization and influence their staff or workforce, often towards desired goals.

The Basic Education act no. 14 of 2013 stresses on the role of board of management in secondary school learning institutions. It clarifies on the pertinent issues pertaining constitution and the roles of the board of management. The same policy document argues that the BOM shall encourage the culture of dialogue and participatory democratic governance at the institution. This implies that this policy document mainly aims at streamlining governance within the learning institution.

Secondly, Education for Sustainable Development policy (2017) talks about enhancing education that promotes sustainable development. It gives the educational administrators a framework for implementing Education for Sustainable Development initiatives in Kenyan educational institutions. This policy requires the heads of institutions to facilitate the learners in acquiring skills and competences in ESD (Education for Sustainable Development). Through this policy, the dispositional form of knowledge is brought to fore. This implies that the aim of this policy is to steer development through education.

Thirdly, Education Sector Disaster Management policy (2017) provides for the establishment inclusive Disaster Management committee in all learning institutions. This policy talks about

mitigating disasters in schools. This policy empowers disaster management committee to make sure that disaster management initiatives are in place in order to ensure safety of learners in the basic educational institutions. Better still, this committee is under the headship of the principal since it is the role of the school administration to ensure that child protection is assured in accordance with the child protection act.

In secondary schools, the managing body at the apex is the Board of Management (B.O.M). It is headed by the chairperson with the principal as the secretary. The policies trickle down from the B.O.M then they are communicated through two channels. One, the principal communicates the policies to the teaching and non-teaching staff and the deputy communicates them to the students. According to Management Study Guide Content Team (2015) good leadership is understood as the managerial capability to communicate organizational vision and mission and persuasion of subordinates to share the same vision in order to achieve the desired outcome of the organization. This study concur that good management and leadership is a necessity in order to achieve a desired outcome. Okanda et al (2021) say that the success of an organization is influenced by the administration and management. Fundamentally, the B.O.M develops policies that are context based. The essence of contextualizing policies is to ensure that such policies are set to address certain problematic situations. Paulsson et al (2020) argue that how well policies are understood and implemented is fundamental in explaining the outcome. It is the view of this study that contextualizing policies will really help in enhancing their practicality and effectiveness. The process of implementation is done at two levels. First, there are policies that are implemented by the staff and others by learners. The progress of these policies is communicated to relevant offices either publicly or secretly through "spies": secret informers. This makes it difficult to understand the concept of policy formulation and successes in schools since they are not open to everyone. The feedback is not accessed by all in the institution. Diem and Young (2015) suggest that more work is needed to ensure that educational policy processes, context and other factors are considered in school leadership research. This study concurs with Young and Diem's assertion and it further suggests that if more work is to be done to promote and improve secondary school management and administration, then in such research work, there should be endeavor to enhance practicality of such policies.

This system of communication is exposed to criticism from the staff members because people are investigated secretly behind their back. The Oxford English Dictionary defines 'to spy 'as, among other things, to a person in a secret or stealthy manner; to keep under observation with hostile intent. In most cases, the suspects are usually ostracized but they are reluctant to stop the habit due to financial incentives from the administration of the day. These informants are usually chosen from the staff and the learners with the backup and support from the leadership. These people are as powerful as the school administrators and are greatly feared. As a result, they muzzle the members' autonomy as they cannot openly criticize the administration. Forcese (2011) Suggests that spying goes against privacy of an individual and should be prohibited. As such, it is illegal and unconventional. This study feels that, secondary school institutions ought to come up with elaborate and robust systems of communication to ensure effectiveness.  As such, use of spies is regarded as a retrogressive means of communication as it relies on hearsays and rumors. Therefore, this mode of communication and leadership is used indirectly to exert power on the subjects. This study feels that school leadership can bring the teachers together for a common goal instead of spying on them. Teachers are able to support one another in pursuit of a common goal if there is unity of purpose. This is the concept behind professional capital: a concept developed by Hargreaves and Fullan (2012). To what extent do the principal's foster unity in their respective institutions? Are there any interventions that can be brought to the fore to overcome any hindrances to this critical role?

 When the relationship between the school management and the teachers is strained, students' achievements are adversely affected. Hallinger (2014) argued that proper and competent administration positively influences the educational outcomes. Di Liberto, Schivardi and Sulis (2015) Analyzed the impact of school leadership on school outcomes. They emphasized on autonomy, accountability and leadership. But what makes school management impact negatively on educational outcomes? And what can be done to subvert these effects? It is the feeling of this study that management and administration has a great deal of impact on educational outcomes since it determines the process of teaching and learning which is realized through assessment and evaluation.

This study posits that administrators ought to embrace democracy in order to    make policy formulation and implementation inclusive.  This style however is used by liberal administrators

who want the staff to feel part of the school administration. This is one of the best leadership styles: as such heads of institutions are likely to encounter very little resistance. Howard et al (2013) say that there is a dire need for liberation of educational management. This style is however unpopular among leaders who wants autonomy in terms of policy making. As a result, the policies they make are not open to criticism. These policies are likely to fail to meet the intended ends due to lack of ideological diversity could be achieved by the heads of institutions tolerating varieties of ideological inputs from all the agents in the education institutions. In such leadership, diversity of thoughts and perspectives has no room. Munera (2014) points out that decision making becomes an uphill task in an environment where everyone has to give a contribution; thus, giving democratic leadership a    great setback. As such, this study feels that pragmatic leadership is the one that embraces unity in diversity and continuity in variety in relation to ideas and school policies.

### 2.2.2 Teaching policy

The Kenya Constitution 2010 article 237 establishes TSC which is responsible for regulation of teaching and learning in Kenyan educational institutions. In the Kenyan education system, there are canons that govern and dictate how teachers are supposed to carry out teaching and facilitate learning. These principles spell out how teachers ought to facilitate the teaching learning process. This policy therefore governs what goes on in class, promotes best practice and establishes consistency in teaching and learning across the whole school. The TSC code of regulation for teachers spells out what consequences can befall a teacher who may contravene the spelt-out norms. It aims at ensuring that all children are provided with high quality experiences, leading to a consistently high-level pupil achievement and attitude. Merriam Webster (2012) defines the concept of policy as a definite course of action that guide and determine present and future decisions. On the contrary, this definition does not provide the essential elements that are indispensable for a policy to hold. This explains why Mwinzi (2012) emphasizes that from the history of the philosophy of education, there are fundamental discourses about educational theory, policy and practice which underlines what is practical in the context of teaching and learning. Accordingly, philosophy of education has an integral description of the purpose of education.

First, it is a requirement for teachers to prepare the professional documents. Going for lessons without them is always perceived to be a violation of the code of regulation for teachers. As a result, they are required to be served with warning letters from their employers and in case they

become notorious, they may be interdicted upon appearing before a disciplinary committee. Waeni and Thinguri (2014) argue that professional documents assist  identifying classroom dynamics in order to know what has been achieved and what has not  in terms of epistemological delivery and also tell the level of learner  achievement  in relation to learning and teaching processes. But does the preparation of professional documents reflect the teacher's preparedness? Can the availability of a lesson plan be a measure of the teacher's professional competence? It is the view of this study that availability of the professional documents does not necessarily mean that there is anything constructive taking place during the teaching and learning process. This study further feels that the professional documents and the epistemological transmission between the teacher and the learner, could be viewed like appearance and reality respectively. Ratemo (2020) argues  that any trained teacher, as a policy, is charged with the responsibility of classroom teaching and preparing and maintaining lesson plans and lesson notes, schemes of work, records of work covered and students' progress records.

Secondly, according to TSC manpower utilization policy, a teacher is expected to teach a maximum of twenty-eight lessons. This teacher can hardly be effective in terms of content delivery. The time to rest becomes minimal hence overstretching the teacher. Such a policy lacks flexibility since it fails to spell out the conditions under which this policy may be compromised. This makes the policy impractical since the aim of school policies is to provide direction into best practices but if this is not intervened through the administrator's own discretion, learning will be shambolic. In the same vein, Wangui (2022) argues that it is imperative that institutions adopt strategic human resource management to make best use of their employees. It is the view of this study that there is need to curry out studies to inform decisions on human resource utilization policies. According to a study by Sangay, Dorji and Wangchuk (2022) Teacher's workload has great implications on classroom activities. The implication by this assertion is that the teachers' workload determine the teacher proficiency in teaching and learning in class-in turn, these effects spill over to learner as they are direct consumers of the instructor's intellectual discourse. This study concurs with Dorji, Sangay and Wangchuk's (2022) postulation because huge workloads lead to ineffectiveness of the teacher. At the end of the day, the teacher gets strained and as such, he may not get ample time for lesson preparation.

In order to strengthen curriculum implementation and accountability with an aim of improving learning outcomes, TSC introduced performance contracting (PC) for Heads of institutions and Teacher Performance Appraisal and Development (TPAD) for teachers. From January 2016, Teachers and Principals are required to create TPAD accounts at the beginning of each term and carry out self-appraisal before the term ends. Still, the heads and deputy heads are required to appraise teachers in their jurisdictions before the end of the term. Those who do not meet this condition are also likely to face some disciplinary actions. According to section 11(f) and 35 of TSC Act (2012), the Commission is mandated to monitor the conduct and performance of the teachers in the teaching service. Further, section 52 of the Code of regulation for teachers (2015) stipulates that the commission shall be administering the performance appraisal system (TSC, 2016). Contrarily, TPAD policy lacks supportive structures to ensure it is seamless and flawless. Maina (2016) reveals that principals in Narok County lack proficiency ICT skill to supervise TPAD execution. This study observes that majority of principals studied at a time when use of technology was not a feature of curriculum delivery. They therefore find it difficult to work with the TPAD. However, this study wonders whether there is any teacher in the 21$^{st}$ century who may use lack of training as an excuse for lacking proficiency in ICT skill? This underscores the need for further study to unearth the underlying issues regarding practicality of teaching policies in secondary schools in Kenya.

In December 2021, the Teachers Service Commission also came up with TPD policy to upgrade the skills and become conversant with modern trends and emerging issues in education. This program is meant to retrain the teachers and bring them at per with the skills of a 21$^{st}$ century teacher. The teachers are required to pay KSH 6000 per module which takes 5 years to be completed. The teacher is required to take six modules in the entire career life with each module taking five years each, translating to thirty years. This study wonders what coincidence will be there to ensure that Kenyan TSC employed teachers get into service early enough in order to be able to serve for a minimum of thirty years before retirement. This policy fails to spell out the criterion to be used to ensure that no teacher serve for less than thirty years. Ironically, the teacher is required to cater for this training programme yet it is the government's own initiative which was shambolically arrived at and forcibly imposed on teachers. This implies that all the modules would take thirty years. This gap renders this policy illogical, irrational and impractical. The TSC further argues that teachers would be required to renew their teaching licenses after every five years. In-

service training of teachers is stipulated by Sessional paper no. 1 of 2005: a policy framework for education, training and research, which articulates the need for continuous improvement in the quality of services through continuous skills upgrading for teachers and real work must be done by teachers who are both intellectually and spiritually engaged. Mugambi (2014) says that if the Teachers Service Commission is to improve the quality of teaching, they should make high provision for high quality teacher professional development to all teachers a key component in the TPAD tool. But is making that provision a key component, a sure way of ensuring smooth implementation of TPAD and Teacher continuous Professional Development? Is there still a gap between the policy makers and implementers? How can such gaps be bridged to ensure smooth implementation and practicality of TPAD and CTPD policy? This study agrees with the assertion of Mugambi (2014), although the cost of accessing in-service training ought not to be catered for by the teacher. It is the view of this study that government policy management of education has omitted the facet of in-service training of teachers to enhance teachers' capability towards its implementation of such policies.

According to Basic Education act no. 14 of 2013, teaching has to be carried out by the teachers who are registered with the Teachers Service Commission. This policy says that no person shall engage in promotion, management, or teaching of basic education unless such person is accredited and registered in accordance with the provisions of this act. However, this policy fails to be alive to the fact that some regions in the country, lack the required manpower that meets the requirement and as such, the principal may opt to take form four leavers and fresh graduates who may not have registered with the commission to assist in curriculum delivery. In addition, this policy fails to realize that the process of teacher registration is both slow and expensive thus school may engage these instructors as the await to be issued with the registration number and certificate. This policy therefore fails to provide provisions that would address such gap.

The Teachers Career Progression policy (2018) is a policy that guides the teachers career progression right from recruitment, promotion and retirement. It spells out the requisite requirements for progression from one job group to another. It is this policy that says that for the entire career life, a teacher should undergo continuous teacher professional development program (CTPD). This program contains six modules which takes five years each. A teacher is expected to complete this program within thirty years and they would have their teaching license renewed after

every five years. However, this policy fails to give an exception to those may not be lucky to secure a job early enough in order to work for thirty years or more. Moreover, tying promotions to this program would disadvantage those who may join the teaching service at an advanced age. This may imply that they may not meet the threshold for promotion since their age may not allow them to stay in service for thirty years. Thirdly, imposing a program to teachers and expecting them to finance it is impractical and beats logic. The insufficiency in this policy undermines its pragmatic character to a great extent.

### 2.2.3 Assessment/Examination policy

In order to progressively improve teaching and learning in schools, there is usually a need to evaluate learning practices and outcomes either summatively or formatively (Allen, Oades & Reupert, 2021). Sessional paper no. 14 of 2019 says that there is need to facilitate the revision of assessment approaches and strategies to ensure, firstly, that   21st century skills and information skills are taught and to   test that these skills are acquired by the school leavers. This implies that the current assessment ought to be reviewed for either transformation or total overhaul. However, this study has observed that this policy fails to provide a procedure through which assessment practices are to be transformed. Secondly, the traditional   assessment practices such as grading still remain unchanged and are still negatively affecting teaching and learning. This policy therefore, has not made any positive impact on assessment practices, traditions and approaches to ensure that assessment in secondary schools undergoes a paradigm shift to ensure that learners acquire practical knowledge instead of theoretical one as it has been in the current assessment models.

According to the National Curriculum Policy (2018), assessment forms are a critical component of establishing how much learners have achieved. However, assessment and evaluation in Kenyan education system has always been summative form. This policy argues that this form of assessment is not effective. It is the feeling of this study that although this policy proposes a total overhaul of summative assessment in Favor of formative, it does not give a clear framework for equipping the teachers with the latest assessment technique and practice in order assess whether the learner has acquired knowledge and skills that respond to the changing needs of the society. In conclusion, it is the functionality of the policies leads to functionality of an education. John Dewy says that functional aspect of education is crucial since education is intended to solve the problems affecting the mankind. Therefore, since this policy fails to provide a clear framework for addressing problems facing assessment and evaluation, it can therefore be said to be impractical and terribly lacking in terms of pragmatic facet of philosophy.

According to Kenya National Examination Council act no. 29 of 2012, the policy no. 9 establishment of examination centres says that no candidate shall sit for the examination unless such candidate is entered under a school or a private candidate's approved centres approved by the council and schools wishing to enter candidates for the first time shall apply to the Kenya National Examination Council by 31st of October of the year preceding the examination year. This study feels that such a policy is meant to ease the management and control of the candidates and the whole examination process for security and mitigation of examination malpractices. However, this policy has failed to put into consideration the nomadic communities who are constantly on the move. It is clear that it does not spell out what can be done in case the candidates from these motile communities happen to have moved away from their examination centres by the time the examination is starting due to factors like insecurity or even search for pasture and water for their communities

Secondly, policy number 20 of the Kenya National Examination Council act no.29 of 2012 says that no candidate exposed to an infectious disease shall be allowed to sit for the examination at an examination Centre unless that candidate is out of a quarantine. Conversely, this policy does not stipulate the procedure that will be followed to that the candidate sits for the examination without being disadvantaged yet the conditions they are in are beyond their control. Such a glaring gap in this policy gives it a great setback thus rendering it irrational and impractical.

Thirdly, the policy no.26 of the same KNEC act on cancellation of examination results says that any candidate whose results have been cancelled due to examination malpractices, may not sit for any council examinations for a period of two years and then may be required to sit the entire examination. Also, the examination Centre whose results are cancelled, may be removed from the roll of the examination centres approved by the council. It is the view of this study that although cancellation of results of a candidate guilty of malpractices is justifiably reasonable, removing the entire examination centre from the roll of examination centres approved by the Kenya examination council irrationally harsh, and goes ahead to punish even the subsequent candidates who have committed any illegality concerning the examination. The insufficiency in this policy makes it devoid of the pragmatic aspect proving it to be impractical.

As a result, principles are developed to govern various assessment practices in schools. According to a report by Word Bank, it is crucial for the school managers to deepen and broaden teacher's capacity to use the available approaches for learning assessment. It is the view of this study that if the teachers' capacity on use of available assessment approaches is broadened, then it will be easy for the teacher to blend each approach with other. But are the assessment policies reliable in evaluating the extent to which the teaching and learning has taken place? Is there anything that can be done to intervene? Mgandi (2015) says that authenticity in assessment and evaluation is one that has both contextual and task relevance and the world problems presented are real. It is the view of this study that the relevance of assessment should be ensured in order to enhance practicality on the same.

In Kenya, learners are assessed both formatively and summatively. This assessment takes place inform of sit in exams and Continuous Assessment Tests (CATS) and through laboratory and technical practicals. At the end of every term, learners in secondary schools are subjected to a sit-in exam which is added to the Opener CATS (continuous assessment tests) done at the beginning of the term and those that are done at the middle of the term. In addition, the learners go to the lab to work on practical tests in science subjects like Biology, Chemistry and Physics. A study carried out by Nyarunda and George (2010) shows that use of formative assessment can improve learning because it has received emphasis for use in the 21$^{st}$ century. But what makes formative assessment far much better than summative? Is there anything more that can be used to make it even better? Are there some interventions that can be made to improve summative assessment as well so that

the duo can improve assessment practices? This study observes that formative and summative assessment can be used interchangeably to complement each other. The position of this study is that assessment and evaluation is a necessity in the process of learning and at the end of the learning process since learning is a process and not an event.

It should be noted that these practical tests are only done in secondary school from form one to form four. Technical practicals are also done where home science takes place in the lab and agriculture in the farms. These practical tests are meant to make the student get hands on experience as they put what was learnt in theory into practice. The Asian Social Science Journal (ASSJ) defines practicals as hands-on activity undertaken by students in groups or individuals with an aim of solving a problem and thus contribute to new knowledge (ASSJ, 2014). This aligns learning with the realism school of thought.

Assessment requires a raft of changes in terms of the policy guiding the assessment practice so as to mitigate the bottlenecks facing it. Nyarunda and George (2010) in their study, argue that failure by the relevant authorities to train the teachers on the contemporary assessment practices besides lack of adequate time for implementation of the upcoming assessment models poses a considerable great challenge to formative and summative assessment. Are there measures that can be taken to make it easy for instructors to use this type of assessment? And is it reliable when used without summative assessment? The examination process is expected to be flawless: free from leakages. Irregularity during examinations is punished. The teacher is tasked with marking objectively and processes the results (KNEC Act, 2012). In summary, KNEC act no.29 0f 2012 talks about the following in relation to assessment and evaluation talks about the following; examination centres, protection of candidates against infectious diseases and cancellation of results in case of malpractices. First, this policy insists on attachment of candidates to an examination centre for them to be allowed to sit for the examinations. This is meant to enhance control over learners and bost security of both the candidate and the examinations. However, this policy fails to put into consideration candidates who may have moved away from the examination centres due to security threat or even search for pasture. Therefore, these hurdles impede the practicality of this policy in its entirety.

Secondly, policy no. 20 of the KNEC act 2012, talks about protection of candidate against infections from the exposed candidates by saying that candidates who have been exposed to

infectious diseases shall not be allowed to sit for the examination unless such candidate is out of quarantine. However, this policy does not spell out a procedure that will be followed to ensure that the candidate is assisted to sit for the examination in spite of the circumstances. As a result of this gap, the practical aspect of this policy is adversely affected. It is this gap that this study feels needs to be addressed in order to address the practicality of the fundamental policies guiding secondary school in order to streamline management and administration, teaching and learning, as well as assessment and evaluation which will consequently, on a positive note, transform the education theory and practice.

Thirdly, the policy no.26 of the KNEC act no.29 0f 2012, talks about cancellation of results as a punitive measure to mitigate examination cheating by candidates. This study feel that it is logical to cancel the results of candidates involved in cheating and have been proved beyond any degree of doubt but there are two issues of great concern. First, cancelling the results for the candidate is in itself commensurate with the crime committed and barring this candidate from doing the examination for two year is in itself over punishment, inhuman and unfair. Secondly, removal of the examination centre from the roll of the examination centres approved by the council is also unreasonable and brutal as it goes contrary to the principles of justice. The fact that candidates of a particular year cheated the examination does not imply that the candidates of the subsequent years will also cheat or are also guilty of a crime they did not commit. Therefore, these pitfalls within this policy makes it impractical in the sense that instead of enhancing the assessment process it derails it. This proves such a policy to be devoid of practical bearing.

Apart from grading a single task, learners are also graded after writing three examinations in a term. For example, at the end of term, examination outcome is added to the opener and midterm examination to arrive at the final mark which is graded. This implies that most schools combine both formative and summative assessment. Kaiser et al. (2017) recommend working with a broader range of combined and situated assessment formats that are able to cover processes mediating transformations into performance. Additionally, a learner is allowed to transit into the next class after they have done the end of year exams. In external ones, the secondary school teachers work with teachers from other schools to administer joint examinations which are then marked from respective schools and then results are submitted at a central point for analysis and consumption.

Such kind of assessment practice facilitates education in promoting national unity thus making it achieve its intended end.

According to pragmatic philosophical thought, what works is what is true. This kind of assessment is intended to assess the learning achievements within a particular region maybe for comparison or for interventions. This gives great centrality to the end of year exams. From form one to three, end of year examination is used for transition from one class to another. Of much more significance is K.C.S.E since it is used to certify and determine placements of students in the post-secondary school institutions. For example, KNEC uses KCSE to certify students. Noonan et al (2011) say that practitioners continue to struggle to identify the critical areas of assessment for transition planning, choose appropriate assessment techniques for each student, implement assessment plans, interpret data and apply data. It is therefore the view of this study that, assessment policies require philosophical interventions in order to be practical; addressing the intended problematic realities

## 2.3 Critique of fundamental policies guiding secondary education in Kenya

'To critique involves making meaningful judgment,' (Mendelsohn, 2012). To think critically is to judge, if or not some claim or premise is convincing and believable. Critiquing frees us from accepting dogmatic premises or assertions. It is the position of this study that secondary school policies require proper, meaningful and sound judgment so as to understand their pros and cons and take corrective where necessary. It utilizes claims which are backed up by intelligible arguments and rational abstraction. An argument is a rational attempt to prove a point by offering evidence or reasons and drawing a conclusion. According to Faize et al (2017) an argument is a claim with a minimum of one reason in its support. This study holds that proper and rationally structured argument assists in freeing humankind from ungrounded thinking and claims. According to this research, critical examination of secondary school policies will attempt to clarify and provide an annotative perspective on which direction ought to be followed in the policy formulation and implementation. With the principle of pragmatism, any personality or body charged with formulation of the school policies should ask: To what extent can such policies work? What can make such policies work? And how can this be achieved?

Using the principle of non-contradiction, those in charge of policy formulation in the institutions, should bear in mind that no policies can work and at the same time fail to work. This principle

states that a statement cannot be true and false at the same time. For example, from the principle of non-contradiction, a being cannot be and not be at the same time, under the same respect. Therefore, if an animal is a cow, it cannot be not a cow at the same time. In the context of school policies, a policy cannot be practical and the same be impractical at the same under the same respect. Therefore, this study will give a clear sight on those policies which can meet certain ends and those which cannot hence discarding the latter. Pragmatism therefore can be used to gauge school policies to ensure that policies governing educational operations are geared towards the attainment of educational goals without fail.

## 2.3.1 Management policy

The heads of institutions should be at the fore front in ensuring that policies guiding the institutions are practical and that they are best suited to address the intended and relevant educational context. For this to be realizable, this study underscores the significance of capabilities and skills possessed by the secondary school administrators and policy makers in general. Chirchir, Kemboi, Kirui and Ng'eno, (2014) argue that education institutional administrators and managers should be highly skilled in order to integrate the diverse viewpoints, opinions, skills and abilities so as to realize better results in an institution such as good examination performance. According to an argument by Gandolfi (2016), leaders should have unique capabilities, academic achievement and strong ethical code in order to be able to direct and instruct effectively, those working under them. However, in their studies, Churchill et al. (2014) and Gandolfi (2016) have failed to give a way forward in providing timeless and practical solution to the problematic realities facing secondary school education in Kenya. This study will therefore come up with philosophical strategies which will address administration standoff that mars administration policies in Kenya. Further, it is the view of this study that leaders should have skills and attributes that can be emulated by the subordinates. In the same regard, Kanda, Mwinzi, Gunga, (2021) argue that leaders require high caliber knowledge, capabilities and exceptional ones for that matter, so that they can be successful at the work station besides high-level moral uprightness. However, this study feels that besides having moral character, skills and attributes, it is of necessity that the secondary school leadership is able to ensure that the policies they make integrates a practical aspect, an attribute that makes policies able to respond to problematic educational realities besides responding to social needs as they arise with the change in educational contexts. For example, now that students are prohibited

from having mobile phones while in the school compound, should that still be an immutable edict even after the lesson educational practitioners, scientists and philosophers unbearably got from covid?

This study observes that a number of secondary school principals have failed to steer the institution towards the horizon of achievement despite the fact that it is their role to do so. Laxity among such heads, has led to deterioration of educational outcome due to failure of policies guiding institutional operations. Gandolfi and Stone (2016) say that leaders highly influence the overall educational system. According to Rahabab (2014) effectiveness and efficiency in school administration and management is enhanced by clarity objectives and goals through which the institution is now able to be steered towards goals and objective achievement. Rahabab (2014) argues that institutional administrators and managers should be obsessed with vision, and it is the latter that makes them transformative leaders. This study concurs with Rahabab's argument because it is that ability to visualize change that would actually inculcate pragmatism in education. However, this study will endeavor to come up with strategies that can enhance practicality in the secondary school management policies. But one cannot avoid asking; how does the principal influence the school policies? What needs to be done to make the principals positively impactful on school policies? This study agrees with Rahabab's assertion because the leader in a learning institution determines the tone of operation in the institution. In support of this argument, Okando, Mwinzi, and Gunga (2021), argue that the excellence of any organization or institution is influenced by their leaders because it is the leaders sets the tone for the institution and influence their entire human resource, often towards desired aims and objectives. The trio's study, implies that the management will determine how successful the teaching and evaluation will be. This points at the critical role the management and administration play in a school.

It is the view of this study that the administration style is quite significant in determining the effectiveness of secondary school administration. According to Ogalo (2013) democratic leadership also known as interactive or participative leadership is characterized by cooperation and collaboration. According to Maru (2013) there is a strong positive relationship between democratic leadership and academic performance. It is consultative in nature. Through this style, the principal is able to manage the institution as the members of the staff and the other stakeholders feel as part of the decision-making process. This brings cohesion as the school manager encounters minimal

resistance. This study observes that human beings are more productive in a friendly and relaxed atmosphere than in a hostile one.

In order to promote democracy in management, dialogue is greatly essential. Since a policy is intended to meet certain ends, there is dire need for all the policy makers and would be implementers to have a serious dialogical engagement. 'Heads of finest schools are democratic,' (Maicibi, 2015). For example, if members of staff and other stakeholders in a school are involved through a consortium, then hitches that have been witnessed in schools could be a thing of the past. For dialogue to be possible there are specific components that are a requisite. For example, Robin Alexander talks of dialogic teaching, Wagerif et al. (2005) talk about thinking and reasoning together and Lauren Resnick talks about accountable talk.

This study views these three components as the three pillars of dialogue. Secondary school policies should be looked into   with utmost keenness if practicality of the school policies is something to go by. Dovlo, Nabyonga, Orem, Yolanda, and Aziza (2016) say that policy processes that yield good outcomes are  characterized by inherent complexity, and require stakeholders to interact  in order to identify the challenges generate good will and articulately select  a practical solution.  If the administration, the teachers and the students sit down to discuss, agree, disagree or both, then it could be easy to look into policies, discuss them, get feedback and see either flaws or strengths and foresee either their applicability or otherwise.

In a dialogue, administrators, teachers, and students are able to make valid contributions towards the intended policies. They therefore feel as active subjects who actively participate in policy formulation and not passive objects who wait for the policy makers to impose policies on them. Policies that are formulated through dialogue are logical as all parties' reason together to arrive at a conclusion. Democratic leadership encourages participation, brings more viewpoints to the table and allows for more efficient problem solving (Graham Wilson,2019). This requires all the agents in the school management to be critical and reflective and more so have intellectual perseverance. It is in this view that this study stresses the centrality of dialogue in formulation and implementation of secondary school policies. It is the feeling of this study that in a dialogical discourse, none should be perfectly wise or utterly ignorant. The interaction should be carried out on a level ground and no one should speak from the towers. According to Oakeshott, dialogue is the great conversation of mankind.

This study emphasizes that that democratic form of leadership also has adverse effects. Allowing diversity of opinions and views also leads to disagreements which may cause conflicts among the agents in the management. Moreover, it slows down decision making process, may falter the performance and leaders may feel overwhelmed, (Indeed Editorial Team (IET), 2022). These conflicts will in turn affect the day to day running of the institution. Additionally, it encourages consultations which may be interpreted to mean weakness because every decision made by the management is subjected to criticism and evaluation.

Management and administration policies can be influenced positively by democracy, which contrasts authoritarianism. Democratization of educational management helps in promoting acceptability of policies and ease of implementation and eventually their effectiveness in addressing the intended problematic educational realities. Munera (2014) argues that through adoption of democratic values, practices and principles, many spheres of policy formulation and implementation framework can certainly undergo transformation. Further, munera (2014) adds that it is only through democratic leadership and secondary schools embracing democratic educational practices when we can make implementation of basic democratic values achievable in education institutions. This study has found out that in secondary schools in Kenya, orders and instructions are conveyed from the principal through a series of communiques. The principal is regarded as the source of command and it should be taken and implemented without questioning. This leadership style discourages dialogue and any dissenting views. Sanctioning any contrary opinion makes it unpopular among teachers and other members of the staff. Policies formulated through this method usually lack flexibility and are subject to resistance and reluctance when it comes to implementation. This renders them impractical and ineffective in meeting the intended ends. Nzioki (2018) argues that administrators should provide effective leadership so as to influence the rest of the staff members tin the direction of institutional goals for ease in achievement. On a different note, this study feels that authoritarianism solidifies leadership due to power centralization.

In terms of communication, the management requires means of getting and relaying information. Effective communication eases leadership whereas broken communication brings hindrances to leadership. This study observes that institution will be in a limbo in the event the administrators and managers fail to use clear communication channels. According to Fashiku (2017), what makes

any communication effective and efficient, is the ability of ensuring that it is delivered successfully in its intended form. The bottom line here is that poor communication is characterized with distortions and exaggerations. Use of spies as a way of acquiring information helps principals to get in touch with what is happening in the institution. This makes them aware especially of what is happening behind their knowledge. On the contrary, information acquired through this method is based on hearsays and rumors hence unreliable and unverifiable. As a result, they end up being misinformed and take wrong actions, this affects policies made through such ways and they therefore cannot attain the intended goal.

This study feels that improper communication in an institution adversely affects education because the stakeholders will neither know what is expected of them in various contexts nor will they be able to enrich themselves with the other's inputs. Principals should ensure that channels of communication are clear free from vagueness, ambiguity or subjectivity. Unguku (2017) says that a true institutional administrator is both a leader and a thinker at the same time. principal is both a leader and a thinker. It is therefore the feeling of this study that principals. Similarly, this study views a principal as an individual who should think many miles beyond the rest of the staff so as to be able to understand them in terms of potentialities and weaknesses and direct them accordingly and appropriately. Therefore, rational abstraction should be a skill ingrained in any leader's mind. Thus, to what extent are rumors and hearsays reliable? What needs to be done to improve communication in secondary schools? Education is continually changing, and effective communication building the positive school culture required to implement change, (Holing worth et al., 2017). In a nutshell, it is the view of this study, management policies need to be examined and reflected on in order to evaluate them to understand their effectiveness in achieving goals in educational theory and practice.

### 2.3.2 Teaching policy

First, the policy that teachers should be registered is quite relevant because it makes it easy for the commission to monitor teachers in the service. It helps it to realize when there is shortage. However, the requirements for registration brings in the aspect of impracticality into this policy. Even though Kenya Constitution (2010) article 237 empowers the TSC(Teachers Service Commission) to register teachers, the stringent conditions that it has imposed to the teachers who wish to register are not realistic. Axiologically, it is evil and wrong to have a policy that

discriminate against the people who are economically disadvantaged. This is because teachers from families that are economically endowed will proceed to register into the profession but those from underprivileged families will take some time before they are able to register. According to Kumari (2018), a man is the aim of all thinking to achieve satisfaction. Therefore, this policy favors one section of humanity (the rich) and discriminates against the other (the poor). This renders it impractical and unrealistic. How practical is a policy that discriminates against certain categories of people? Could there be anything that can be done either to improve or replace this policy so as to make teaching policies effective? Mac Beth (2012) articulates that a true profession disallows engagement of the people who fail to meet its basic qualifications or have not made effort to join the appropriate body. Contrarily, this study feels that the conditions for inclusion into the profession, are too strict and rigid. This is the premise upon which teacher registration is pegged. But does registration mean that the teacher has the competence to deliver the curriculum content? Can this policy still matter even when the country is grappling with acute teacher shortage? This study will therefore provide elaborate measures that need to be taken to make such a policy to align to the dictates of humanistic philosophy, in the sense that it will be fair and inclusive to all thus rendering it practical.

The workload aspect of the policy ensures maximal utilization of the man power in the school: these underscores cost effectiveness. As a result, a teacher is maximally utilized. However, there is a limit beyond which a teacher will be strained and become less effective. Overloading the teacher with many lessons in a week will compromise the quality and standard of teaching. But what can be done to optimize the utilization of teachers while maintaining the quality and standard of teaching and learning process? Samten Wangchuk (2022) Argues that high number of lessons allocated to a teacher per week, adversely affects learning and teaching. Actually, this study feels that the workload policy is meant to ensure that the teaching workforce is evenly and fairly distributed across the nation. This is meant to promote the best practice in education. On the contrary, this policy strains teachers since they have minimal time for lesson preparation and contemplation on the same. There is therefore a need to find means of assessing and evaluating such policies in order to make them practical so as to improve education theory and practice.

Further, insistence on the teacher being in possession of the professional documents while in a lesson, promotes teacher- preparedness thus improving the quality of the teaching and learning

process. Thinguri (2014) argues that professional documents help the teacher to be in charge and conscious of the content delivered in the classroom and this knowledge can be used for determining in large measure what goes on in class and for assessing what students do and do not learn. According to this study, professional documents provide records for future reference, and promote effectiveness. However, with the problem of overloading, isn't the teacher strained by notes preparation and these documents?

In summary, for smooth teaching and learning processes in secondary schools, there is need for sound policies to be put in place. These policies should possess the pragmatic aspect in order to enhance the functional character of education. This is possible in the context of   management and administration, teaching and learning, as well as assessment and evaluation. These trio policies are crucial in the sense that they are the corner stones of education. This is so because an education system revolves around management and administration, teaching and learning, as well as assessment and evaluation. This study established that the stability of any education depends on the suitability of the policies on which education is built. It is the opinion of this study that when the practicality of these policies is enhanced then the functional character of the Kenyan education system will be guaranteed. When this becomes a success, then it will be easy even to attain the national goals of education.

### 2.3.3 Assessment and evaluation policy

Assessment practices are very critical when it comes to teaching and learning practice. Assessment analogically reflects the capabilities of a learner and how best one can learn. In this critique, practices and the nature of assessment are of utmost centrality in my discussion. After the learner has written the exams and they are marked, grades are attached to the marks that the learner gets. This practice does however have its pros and cons. Bull (2013) argues that grades have motivational value. He further adds that critics of grading say that grades foster "wrong" kind of motivation. But does this motivational value cut across all the learners or just a certain category? If that happens to be the case, isn't assessment as a whole discriminative to the learner? A learner can use dubious methods to achieve higher grades. For example, students may try to copy from others just to ensure that they attain certain grades for certain incentives that might have been promised. This study feels that is crucial to promote integrity in examinations to ensure that there is homogeneity in evaluation. If this is done then, the value attached to certain grades will be similar right from national schools to sub-county ones. Kohn (2011) says that whose major interest is grades, may have no interest in learning. Therefore, this study has observed that though grading is regarded as a motivating element, it motivates only the top scorers.

This study argues that if on one hand assessment is crucial in evaluating learning and on the other hand the same evaluation will foster wrong kind of motivation, then the assessment policy will remain contradictory and impractical. It is therefore the view of this study that the current assessment policies have failed to meet the intended objectives and therefore require interventions in order to make them meet the intended ends. Schinske and Anner (2014) have clearly given an exhaustive illustration of what could be called a relationship between grading and achievement. Therefore, it is the view of this research study that grading may not be entirely regarded as a motivating factor in learning.

Secondly, grading provides feedback to teachers. In assessment, tutors know how far learners have understood the content taught and learnt. However, in practice, the ordinary marking system only registers the learner's performance in respect to others in the class. According to (Anderson L. W,2018), grading fails to give the feedback that an instructor might need so as to detect

challenges and provide remedies accordingly to making teaching and learning better. This lack of prescriptive character of grading, gives it a great set back. But does just pointing at a potential cause of problem imply a solution? This gives this study centrality in addressing problems ailing secondary school policies in Kenya.

In most cases, grading can be subjective. Schniske & Tanner (2014) points out that subjectivity is evident when the student's work is marked and graded by different instructors who use different evaluation parameter. Subjectivity and arbitrariness in assigning grades give grading a great setback. Grading therefore lacks reliability because of subjectivity by evaluators and arbitrariness of the grades. How practical can be a policy which is crippled by bias and arbitrariness? This makes it necessary for this study to analyze, critique and make prescription to such policies to make them pragmatic.

In secondary institutions, summative assessment is carried out in form of (K.C.S.E) Kenya Certificate of Secondary Education. These types of assessment summarize the four-year period in one month. As argued by Lawrence (2013) a summative assessment assists the student in the mastery of the learnt content for a longer duration of time and boosts its retention in the long-term memory. It is the observation by this study that whereas summative assessment provides assessment at the end of the learning process, On the other hand, formative assessment helps the learners to master the content in the course of the learning process before they do the tests. As such, this study assesses the suitability of the formative and summative assessment and finds the latter being able to help the learners get used to the content due to the expectations that they will be tested.

This kind of testing therefore helps the learner to grasp the content taught when testing is done consistently. Although each examination system has its own merits, formative evaluation appears to be more appropriate. Lawrence (2013) argues that research has revealed the immense dislike learners have toward summative examinations regardless of the fact that they enhance learning.

His study further reveals that these exams are so strenuous as students are expected to master the content learned within a short period of time. Pelang'ura Pkorkor (2020) says that this character makes summative evaluation popular among the students.

Summative assessment   is done after a long duration of time and the feedback also takes long before it is given to the learners and parents. This implies that if the learner encountered challenges in the course of learning no assistance can be given before the exam hence transfer of such errors in the exams without any rectification. Andrea (2018)  says that formative assessment is significant in the sense that the institution may use the test to identify the weaknesses of the subsequent term or year's learners,.  It is the view of this study that grading, summative and formative evaluation have suffered a great deal of shortcomings. Can such education respond to diverse issues as they emerge in the contemporary world? Therefore, this study is critical in making these policies and practices practical. Therefore, this study plays a critical role in prescribing possible remedies in order to enhance practicality of school policies.

## 2.4 Philosophical strategies to enhance practicality of policies

This feeling of this study that there is dire need to make fundamental policies in secondary schools practical. Only those policies with practical bearing are positively impactful to all the agents in a school system. This study suggested the following three philosophical strategies in order to enhance the practicality of school policies.

First, there is need to base school policies on the school of idealism.  This school of thought holds that  the phenomena of our world are to be truly known by contemplating them in their ideal forms or abstract essences (Plato, 427-c.347 BCE).   This idealistic school of thought gives precedence to ideas. It argues that the true and real world exists in the mind in form of ideas. For example if you tell a carpenter to make you a table, you are likely to get round, square  or even oval, glass or even wooden tables. The implication here is that the true table exists in the mind. Plato says that eternal truths exist in the realm of ideas. The school policies should therefore be formulated from the various agents in the education system through policy dialogues. Capacity Development Resource Guide (2014) Policy dialogue entails rational discussions by the stakeholders in order to bring out issues, share viewpoints, agree on certain issues, and reach a consensus, if possible, on solutions pertaining policies. According to Fullan (2015), school change researchers argue that if teachers, school administrators and other actors do not share policy meaning, it is unlikely that it will be implemented. This study agrees with Fulani's argument but further adds that such involvement ought to be guided by philosophical procedures and thoughts. When this is done well, sharing ideas through policy dialogue can help stakeholders see problem from each other's

perspectives, improving understanding of the impact that policies and programs can have on various groups. This will help in ensuring that policy formulation and implementation is not a one man show. In conclusion therefore, if school policies will be formulated based on the ideas of the stakeholders, then they are going to be rational and practical because they are taken from different viewpoints.

Secondly, the fundamental policies guiding education at secondary school level ought to be formulated in line with the dictates of realism. As a school of thought, realism posits that reality exists independent of the mind. This implies that the world's existence is independent of the mind. The school policies should therefore be formulated to address the reality on the ground. Policy formulators should go to the ground, collect data and come up with policies. This is what this study could refer to as 'bottom-up policy formulation model'. This implies that policy making process will be informed by data collected from the ground. Regarding the issue of examination administration among the pastoralist communities, a policy should be put in place to allow teachers also to migrate with those communities. This will address the problem facing the pastoral communities in particular. Laetitia et al (2020) accentuates that various researchers have assessed the relationship between context and the role and attributes of policy actors. It is the view of this study that policies formulated from the context of the problem in its own uniqueness possess the potentiality of success because it is informed by the data collected from the ground. This can be a deviation from the tradition where policies are usually made by the top management and are then trickled down to the subordinates through a series of communiques. Better still, Muthathi et al (2020) asserts that analyzing the context of policies is imperative as it gives justification for including an item on the policy agenda.

Thirdly, school policies ought to be formulated in accordance with essentialism. Adirika et al (2017) say that the business of philosophy is to provide the framework for the aims and methods of schools. This study feels that the question that should guide formulation of school policies is how useful are such policies to learners, teachers and other stakeholders? Thus, the usefulness of a policy should be the most essential attribute when it comes to policy formulation. For example, examination policies should be able to benefit the affected parties like coming up with mobile examination centers for the pastoral communities and allowing teachers to operate on on-call basis such that when these communities migrate from one place to another, these teachers will attend

them wherever they are. According to Mionki (2019) , the aim of the policies is to provide timely and practical solutions to the problems ailing the society and also to promote effectiveness and efficiency in the delivery of services. If the school policies are based on usefulness, then they are going to be practical and effective. It is the feeling of this study that the usefulness of a policy gives it a practical character because of its utilitarian aspect in meeting the intended end.

2.5 Theoretical framework

In order to understand the practicality of fundamental policies guiding secondary school education in Kenya, critical theory was be used. Etymologically, the word 'critical' emanates from the term 'krinein' which is a Greek verb. It means to discern, reflect and judge. The theory on the other hand is derived from Greek noun 'thereon'  which refers to the way of seeing  and conceptualizing, a constructing of categories, making connections, Mapping and  engaging in the practice.

This study feels that, criticism does not solely entail negative criticism but rigorous probing into a reality. According to the university of Frankfurt in the years leading to victory of Nazism in Germany – what we generally known as Frankfurt school h a d  i n  v i e w s  s o m e  of the compelling  questions  about  the modern society. This theory however, is not sub-theory of social sciences: it is a distinctive form of theory. It advances a more  comprehensive  means  to understand social problems  and diagnose  social pathologies and suggest possible resolutions. It is marked not by a prior ethical or political value that it seeks to assert in the world, but its capacity to grasp the totality  of the individual  and social  life  as  well  as the social  process that constitute them.

As a form of social criticism, it involves judging, evaluating enhancing practicality and transformation in an attempt to improve the society. It is a form of social criticism that contains within it, the seeds of judgment, evaluation and practical, transformative activity. Critical theory, then a radically different form of knowledge is a development from  mainstream theory  and social science. Critique is the basis of this theory; as its main goal is to comprehend this is the need to fathom  the  concept  in its totality.

 This study has found out that critique  is a peculiar  form of knowledge  which emanated  from the  insights  of German  idealism and developed in Karl Marx's writings  that were antagonistic with merely  empirical  and positivist models of knowledge. This concept is a fundamental attribute of this theory as a whole and of its peculiarity. For one thing, this theory does not simply imply just judging and opposing but also a particular way of establishing the relationship between the world and any subject related to the object.

According to Kant, the activity of critique was used to establish the relationship between mental perception of objects and our rational abstraction of such objects. Marx too saw critique as relating of the isolated phenomena of the material –economic phenomena (commodities) and various systems of the production (those structured by capitalists) thatconstituted them as well as the community that produce them. For Freud, the same technique was used to peer to fully understand the apparent forms of human behavior and how they are produced in the unconscious part of the mind.

n a nutshell, critique is seemingly a reliable way of relating the subject to the object. Itentails the subject's capacity to grasp the object in its totality (in its real, actual form)

Hegel posited in his phenomenology of spirit, the consequent knowledge of the object. The concept of a critical theory of society, m a i n t a i n s that any valid true form of knowledge about society and its product is one that is aware not only of the object of consciousness andits various dynamics, but also subjective factors of cognition that determine the knowledge of that object.

This theory therefore covers the social conditions under which the knowledge about itself is articulated. It is associated with anything that seems to be critical of culture and society. It is usually pre-occupied with the normative validity of human progress by the need to defend the political and cultural values of the enlightenment and to expand that sphere of human emancipation through reasoned rational consciousness and activity.

Critical theory outshines the Frankfurt school of thought. The latter reason had been corrupted by modernity and degraded by the instrumentality towards the ends of the domination.

What was central to the critical theory was its inherent ability to see the relationshipbetween thought and action.

The implication here is that thought world led to transformation to new shapes of human activity since it anticipates the release of emancipatory reflection and transformed social praxis (Shroyer 1973:31).

Critical theory is a distinctive form of a theory in that it posits a more comprehensive means to grasp a social reality and diagnose social pathologies (Thompson, 2017). The ontological purview of this theory emanates from the assumption that there is a 'reality' that cannot be apprehended, because it is created, shaped and reified or crystallized by human interactions to form operational structures that are or may be perceived to be natural or real. The Key founders of critical theory are Max Horkheimer (1895-1973), Walter Benjamin (1892 -1940), Theodor Adorno (1903-1969), Herbert Mercuse (1898-1979), Friendrich Pollock (1894-1970), Leo Lowenthal (1900-1993) and Eric Fromm (1900-1980). Critical theory emerged out of the Marxist tradition and was developed by a group of sociologists at the University of Frankfurt in Germany. The crucial core of this theory is trying to understand the world and its defects and

potentialities from within rather than imposing on it from without (Thompson, 2017). This theory focuses on how power and domination operate. Critique is a term related to appraisal. It is a more comprehensive way of relating subject and object: it entails the subject's capacity to grasp the object in its totality: in its real and actual form. The proponents of this theory are Emanuel Kant, Georg Lukacs, Karl Korsch, Antonio Gramsci and Wilhem Reich. This theory is appropriate to this study because of its inquiring nature and its capacity to grasp the reality in its totality. There will be a need to question the existing policies, and evaluate them in terms of what they ought to do, what they have done and what they have failed to do. To achieve this, critical theory is the best theory to use in this study.

From the etymological definition, this theory involves discernment, reflection, and judgment. Freire (2015) says that critical theory requires examination and reconstruction of human practices to eliminate bias and fallacies. Therefore, a critical slant is fundamentally evaluative and continuous process. According to Freeman & Vasconcelos (2010) a critical approach endeavors to transform our practices and systems to develop more democratic and empowering process and outcomes. In this regard, through critical theory, secondary school policies will be discerned, reflected on and judged in order that the existing gaps may be identified to justify the promptness of this study. It will seek to find out the loopholes in the current secondary school policies and put them in the balance in terms of their pros and cons. Freeman and Vasconcelos (2010) argue that critical theory provides a framework in which individuals are encouraged to question, reflect and critique systems. As such, to understand the school policies in their entirety, they require discernment, reflection and judgement, which is the role of critical theory.

In the realm of secondary school policies, this theory will critique the existing policies to detect the gaps. It will criticize the teaching, examination and management policies. These three areas are the building blocks in a school and are interdependent. Thompson (2017) says that critique is a more comprehensive way of relating subject and object. The object here in this study is the secondary school policies. It is therefore imperative that they be criticized in order find out if they have any practical aspect so as to provide resolutions to the prevalent problems in education.

## 2.6 Summary of identified gaps

In summary therefore, this chapter has sought to understand three major policies that are crucial in the Kenyan educational system. First, the management and administration policy perform a pivotal role in a secondary school institution. The role of the board of management has been to formulate policies whereas that of administration is to oversee implementation of the same. This implies that the administration styles and skills highly determine the extent to which policies are implemented and their success in order to meet certain educational goals (Gunter,2013). However, use of certain unpopular leadership styles like authoritarianism, laissez faire and over-using

democratic leadership style have ended up adversely affecting both the teachers, learners and eventually the learning outcomes. Learning institutions in Africa are derailed by poor management and diversion of budget (Yulia,2020). This underscores the centrality of this study in diagnosing educational realities and prescribing remedies for the same. It is the view of this study that previous scholars have revealed the state of secondary school Policies but none has adequately suggested philosophical strategies to counter problematic realities in the school management and administration.

Secondly, teaching and learning policy also play a pivotal role in an education. Any flaws regarding this policy can doom the whole education system. On the other hand, if this policy is formulated and implemented seamlessly, then the repercussions are a very practical and productive education system. Strict measures taken by TSC to regulate the teachers, on one hand may improve the quality and standard of teaching and learning but on the other hand inhibits the teaching process because it strains the manpower, demotivates teachers and learners, and discriminating against certain categories of people like the poor. Mindimo (2017) says that teaching force is reluctant to accept the performance appraisals because they view them as a pitfall to their job, hence making it lose the utilitarian aspect rendering it impractical. Contentious issues like TPAD, CTPD, teacher registration, manpower utilization policy and mandatory preparation of professional documents are some of the focal points of this study. Thinguri et al (2017) talk about the importance of professional documents but does not look into the shortcomings and how they should be addressed. Regarding the contentious issues surrounding teaching policies, previous scholars have revealed policies that guide teaching and learning but have not sufficiently exposed what is ailing those policies and the entire education system and any corrective actions that need to be taken to address the situation.

Thirdly, the assessment and evaluation policy are another crucial policy discussed in this study. This policy is significant in the sense that the management and administration and teaching and learning policies are examined in terms of their failures or success through evaluation and assessment. The effects of management and administration, and teaching and learning, can be realized in the assessment and evaluation outcomes. This implies that flawed management and administration will lead to poor learning and teaching and this is examinable through assessment and evaluation. The key issues addressed concerning this policy include but not limited to: grading,

deciding the type of assessment, examination malpractices, relevance and reliability of testing. Schinske et al (2014) argues that grading lacks objectivity and is impeded by arbitrariness. The critics of grading have argued that grading motivates only the top scorers. As such, according to Kaizer et al (2017), grading is said to demotivate low scoring learners. It is the view of this study that Although many scholars have criticized grading practices, formative and summative assessment, no philosophical interventions have been suggested to address these challenges.

Lastly, this chapter has also suggested three philosophical strategies to enhance practicality of secondary school policies and theories. First, there is need to align school policies with the idealism school of thought. Sharing of ideas among the stake holders is critically significant in ensuring practicality of school policies. For this to be possible, communication and particularly dialogue is a requisite. Secondly, realism can also be used to promote practicality of school policies. According to this philosophical thought, policies should be formulated based on the data collected on the ground to reflect the real situation. This makes the policies practical since they are informed by the data collected. In a nutshell, secondary school policies should be examined and re-examined thoroughly in order to prescribe remedies to various problematic educational realities.

This study observes that there is need for the Kenyan educators, philosophers and scientists to up their game in order to effectively respond to the changing needs of the society. The humanistic philosophy posits that the mankind should be an end to every action. Therefore, any education system should strive to make human life better every minute on the face of the planet earth. Consequently, there is need to transform education through aligning the policies with the pragmatic philosophical thought by designing them in a way that they meet the intended ends.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This study was guided by philosophical methods and theories to analyze and critique various educational policies to understand their practical implications. It was purely qualitative. As a result, it employed a qualitative research design. It therefore used analytical, critical, and prescriptive methods based on the secondary sources. This section therefore presented an account of the research methodology according to which this study was conducted. The study utilized three instruments of philosophy which are analytical, critical and prescriptive method.

## 3.2 Analytic method

The origin of analytic function may be traced all the way back to the ancient Greeks, especially, Aristotle. The analytic way of reasoning is originally attributed to such characteristics as struggle for higher level of knowledge, clarity of ideas and increased level of conviction in arguments. Analytic philosophy focuses on plain language to extract meaning, putting into account the technical terms that are expected to be well defined.

This study has found out that an important strand in the genealogy of the analytic movement goes back to a group of renegade philosophers in early 20th century Vienna. These thinkers had no intention of making their ideas conventional... Ahti (2010) says that the development of analytic philosophy was influenced by the phenomenalism of August Comte and positivism of Ernst Mach, the Vienna Circle logical positivism, or more accurately speaking, the logical empiricists, such as Moritz Shlick, Hans Hahn, Otto Neurath and Rudolf Carnap, believed that all scientifically meaningful claims can be stated in ideal language of mathematics and thought and all sciences may be unified given such superior language.

This study has found out that another related line through which analytic philosophy can be traced is from the early linguistic philosophy, propagated by G.E Moore and Bertrand Russel at Cambridge. Russel had disagreed with Charles Peirce and Victoria Welby, thus joining Gottlob Frege, a union that greatly and positively impacted on their philosophical works. Frege had failed to agree with Edmud Russel over the issue of psychologism in logic.

Ahti (2010) in his study, agrees with Dummetti's assertion that the only route to analyze the thought must go through the analysis of language, (Dummetti,1993, p.128). According to him, following this doctrinal axiom would among other things imply that we could encode intentions into structures of language. Therefore, in relation to the secondary school policies, the articulation of policies is critical. The wording in policy statements could be interpreted into what the policies intended   to accomplish and through which means. Therefore, by just critically examining the policy statements, one can easily tell the maxims flouted by such policies. This implies that through analytical method, this study carried out an indepth analysis of what management and administration policies, teaching and learning   policies, as well as assessment and evaluation policies: into what they are, what they intend to address, by who and through what procedures. Therefore, the position of this study is that analyzing the basic morphological, and syntactical elements and structures in order to unearth the intended semantics. This study upholds that syntax,

phonetics and semantics are crucial concepts in analytic function. For example, use of terms like may and shall could not be the same in terms of making sense in policy statements: shall will imply mandatory and may means that whatever action is expected to be taken, is left to one's discretion.

Ahti further argues that analytic philosophy is so much focused on solving a particular problem. According to his study, analytic philosophy can also be used to interpret the relationship between concepts .It is such relationship that can be used to define or construct the things which we want to understand better. In this study, this method was used to seek the understanding of terms used in policy statements in areas such as management and administration, teaching and learning, as well as assessment and evaluation. Through a keen analysis of these policy statements, the intentions are then discovered and intended implications are discovered. After analysis then the practical bearing of such policies was assessed by asking how practical are those policies? Ahti (2010) further said that analytic function deals with issues within philosophical realm in the sense that it first seeks to analyze the problems in terms of the basic components such as causative agents to such problematic realities in education. It is by so doing that the pit falls are identified then remedial actions are suggested in order to change educational problems into solutions through prescriptive method. Owaka (2006) Posits that the discipline of philosophy is to a large extent interested with analyzing language to understand the meaning of terms and concepts as they are used in the discourse. In relation to the practicality and efficiency of secondary school policies therefore, this study endeavored to examine terms and concepts making up policy statements and interrogated whether the implied intents were attained in totality. It is therefore the feeling of this study that analytical philosophy's main goal is to analyze philosophical issues; educational policies being one of them, by discovering the problematic realities, lay them bare in order to expose them to the rigors of critical method so that prescriptive method can come to the fore to suggest what ought to be done in order to salvage the situation.

This study has established that the proponents of analytic philosophy hold that philosophy should apply logical methods in order to attain conceptual clarity and that philosophy should be consistent with the success of modern science. Analytic philosophy banks so much on the study of language and logical analysis of concepts as a way of gaining more understanding about a reality (Martin, 2020). According to Kulyk (2019) analytic philosophy is derived from term 'analysis'. According to him, if you want to insights into something, you ought to know in totality the constitutive

components. He then concludes by saying that if you want to understand something, you must first of all understand its constitution. This study agrees with Kulyk's argument because analysis requires breaking down the subject into further components in order to understand its composition; thus, gaining more insights into a reality.  According to Lumonya (2020), No philosophical endeavor can proceed any inch further without marking analysis as a starting point.

 According to Beany (2013), the main characteristics for analytic philosophy are; the insistence on explicitness in philosophical arguments and discourse and demand that any perspective and assertions be subjected to discussive, critical and rational assessment and judgement. This study therefore ratifies that Beany's assertion is applicable in this study since clarity, evaluation, and discussion of policies are requisite in this study. This method is applicable in the critique and evaluation of the school policies in order to discover which ones can work and which ones cannot, to provide a useful recipe for the school practices. This technique provided a systematic analysis of the concepts at hand. By so doing, it provided this pre-requisite clarity about the meaning of the concepts central to the research questions. As such, analytic method sought to understand the way words are used in policy statements and the way they influence practicability and meaning of such policies.

In conclusion, in order to explicate the pragmatic character of secondary school policies, analytic function played the greatest role in divulging the reality of the secondary school policies: actual policies, what they have done and what they have not. Then through critical method, the policies will be evaluated and judgement passed and finally prescriptive method will come in handy to suggest remedial actions that ought to be taken in order to salvage the situation.

## 3.3 Critical method

This is a philosophical perspective coined by Immanuel Kant. It should be noted that human autonomy is central here. Kant argues that human understanding is the source of the general laws of nature that structure all our experience and that human reason gives itself the moral law which is our basis for belief in God, freedom and immortality. It examines propositions to see whether they make sense, contradict, ambiguous or untrue. It tests arguments to find out whether they are valid or invalid, sound or unsound. As such, philosophers test assertions and arguments to see how strong they really are. According to Ajit (2019), critical analysis entails the capability to assess

and critically judge the writer's work whether it is a text, performance or even a song. He adds that it makes use of assertions that are supported by reasonable evidence. It utilizes claims which are supported by rational arguments and reasons. According to this study an argument is a reasonable attempt to support a claim by backing it up with enough and reasonable evidence and drawing a conclusion. This method assists to emancipate humankind from narrow or rather shallow thinking. Lumonya (2020) says that critical analysis redeems people from giving in to irrational claims and arguments. Critical evaluation of ideas and viewpoints attempted to clarify and provide an annotative perspective on which direction ought to be followed in the analysis and assessment of a belief. Critical analysis was used to bring to light issues on the policies in secondary schools in Kenya in order to assess how practical they are in addressing the intended problem facing education. Through this function, this study was able to critically look into the policies, evaluating and judging them with an open mind. To ensure objectivity, the probe was guided by the question, how practical are these policies? Therefore, the study strived to probe into the policies finding out which have been able to serve the intended purpose and which ones have not.

According to Webber (2015), Immanuel Kant (1724–1802) Perceives the critical function of philosophy as criticizing knowledge rather than making its justification. In support of this argument, this study feels that the main role of philosophy is to prove he possibilities of knowledge before advancing to knowledge itself. This study upholds the view that the basic task of philosophy is not to demonstrate theories about reality but to subject them to critical review and measure their validity by how well they withstand criticism. Kant further adds that philosophy's proper inquiry is not about what is there in reality but rather about character and foundation of experience itself. In relation to Kant's argument, it is the feeling of this study that, school policies require to be subjected to critical review and measure their validity on how well they withstand criticism. Ajit (2015) says that critical analysis involves examining and re-examining the relationship between the textual information and the rest of the ideologies and what impact it might have on that text. This study further views it vital to criticize the policies and particularly their character in order to understand the reason behind their inability to be practical and come up with interventions accordingly.

This study therefore used this method to question, examine and re-examine the school policies to see how they centralize human autonomy as a basic component in the policy framework. This is

because policies are for the people since they provide direction of operations with the centrality of human autonomy, these policies can definitely be logical and practical since the people will be agents to make them work. It will prove otherwise if they are imposed on people who are then seen as objects in the process of policy implementation. United nations report (2010) implies that when people are excluded  from any process or activity rather, they come vulnerable. As such, exclusion of stake holders in policy formulation will adversely affect the practicality and effectiveness of such policies in terms of responding to situations as they arise. Through this method, this study evaluated and criticized various policies to find out how pragmatic they are in shaping the educational system in the country.

Issues of educational policies are complex and therefore after they were analytically studied, then critical analysis was the most appropriate and relevant instrument to use in probing into pros and cons of such policies, pragmatic implications and recommend reparatory interventions in order to make various educational policies practical and realistic so as to serve their intended purpose. Common sense and observation of history suggest that policy makers need to be well aware of the potential economic, political, and institutional effects of the reforms they wish to pursue (Paternostro, 2015)

## 3.4 Prescriptive method

Prescriptive method as a philosophical function, implies the systematic and imaginatively constructed general standards or even rules based on our synthesis of facts and beliefs which we feel may be of future help in deciding behavior. In other words, to prescribe means to provide remedies to an existing problematic reality. It serves as a road map or even a guide on how to act in given situations and expressing its conclusions in terms such as ought, should, obligation and duty. Dimitris et al (2020) say that function is capable of recommending remedial measures and maximum time for them to be implemented.

As a method of philosophical research, it involves prescribing what should be done rather than giving a description of what should be done. This study further points out that according to Marler, issues concerning school policies require a systematic probe into their ability to address issues in education in order to understand their character. Mona (2012) posits that the personnel concerned with decision analysis say that prescriptive function is more practical than other methods.

According to Katerina et al. (2018), prescriptive function has the capability to put forward the most appropriate decisions and opinions so as to improve the foreseen future reality and be able to show the impact of such decisions and opinions.

This method incorporates predictive analytics output and utilizes artificial intelligence in addressing problematic realities (Lepenioti et al, 2019). Larsson et al (2016) say that, contemporarily, policies are complex. Therefore, there was a need for a study to sieve the policies into those which work and those which do not thus giving this study preeminence. It is the view of this study, therefore, that prescriptive method has a critical role in the education system since it proposes what needs to be done; as a matter of mitigation. Therefore, this study used this method to offer remedial strategies in order to enhance practicality of school policies. Actually, prescriptive method analogically takes the role of a doctor in the treatment process. The implication here is that after policies are analyzed through analytical method and then examined, judged and criticized through critical method, then prescription is critically vital. Generally, prescriptive method comes in handy to suggest what should be done to arrest the situation and that is why Osama (2016) says that prescriptive analytics assists individuals to come up with substantial decisions.

According to Larsson et al (2016) there is need for practical techniques to facilitate cognitive activity of structuring policy problems and prescribing preferred policies. He further argues that such approaches can contribute to anticipation, long-term thinking and timely decision making in order to ensure positive outcomes, stability and safety. This study feels that this methodology is suitable because prescriptive policy analysis tries to answer forward -looking questions concerning consequences of alternative actions and possible futures and provide prescriptions about policy proposals under consideration. Osama (2016) posits that policies meant for the society in the sense that societal needs are the ends which policies must meet thus giving secondary school policies a critical purpose they should serve for them to be deemed pragmatic. This study feels that educational problems are societal problems and it is not until these policies are able to meet such end when we are able to comfortably declare them practical. Says that policies are designed for the society and therefore should endeavor to solve societal problems. This underscores their practical character. It is the view of this study that Osama's assertions are crucial in this study since secondary school policies are highly in need of prescriptions that will inculcate a pragmatic

aspect in such policies. The ability to solve societal problems This assertion is supported by the fact that what portrays the practical character inherent in secondary school policies is their ability to work in order to address the educational prevalent incongruities. That is why Osama says that policies belong to the society and there, he argues, should be able to fully address challenges in the society.

As a method, it seeks to recommend principles for deciding what actions and qualities are worthwhile. According to Wiedenbanch, prescriptive method focuses on; the central purpose recognized as essential in a particular discipline and the prescription for the fulfillment of the central purpose. Mentza et al (2018) say that prescriptive analytics is able to provide information suited to a particular context. This method was relevant in this study because making a rational scrutiny of school policies and critiquing them is not just enough. It is of necessity to come up with measures to mitigate the inadequacy discovered in the school policies. According to Lapenioti et al (2020) prescriptive analytics is a contemporary, reliable and fulfilling field of analyzing data. This method therefore made recommendations on actions which ought to be taken in order to remedy the situation. This method is critically important because it is imperative to prescribe at the end of this study, what should be done. Consequently, the results obtained through analytical method was refined through criticism made through critical method then prescriptive method recommended actions to be taken in order to make school policies practical or rather effective.

**3.5 Ethical consideration**

This study adhered to the acceptable conduct in the course of the research study. According to Vicars et al. (2015) being conscious of what entails moral codes in research forms a fundamtal aspect of planning for a research project.

**3.5.1 Ethics**

This study upholds the centrality of ethical codes when it comes to planning and conduct of any study. That is why Gregory (2003) argued that in all types of research studies, whether educational or social, moral codes and principles must be followed so that such undertaking can be conventionally acceptable in the world of academia. In this sense, ethics could be understood to mean moral, in the context of axiology. These moral principles should guide the researcher in the

entire course of the study to ensure conformity to the established norms and principles regarding the conduct of the research studies.

### 3.5.2 Data protection

This study used government policy documents that contain critical primary information. These documents concerned themselves with three realms of school policies -management and administration, teaching and learning, as well as assessment and evaluation. It was ensured that these documents were solely used for the purposes of this study and not any other. Also, they were not shared with any other individual or even institution. This value was upheld to ensure that the privacy of the institutions to which these documents belong was not breached by all means.

### 3.5.3 Citation

This study was cognizant to the norms that regulate citations in various study works so as to ensure that there is no violation of such principles. This study ensured that the intellectual property by various writers is respected by making sure that citation is done appropriately. This was made possible by ensuring that there is no plagiarism and that the findings are authentic. Therefore, the intellectual property of various writers was acknowledged through citing.

### 3.5.4 Researcher integrity

The information contained in this study was primarily obtain from various documents which were thoroughly analyzed and critiqued. It is therefore the researcher's work and not a copy of anyone's intellectual work. This study saw to it that the finding, the recommendations and conclusions of this study are not copied from another study written by somebody else.

### 3.5.5 Dissemination of the findings

This study ensured that the findings of this project are useful to various institutions and individuals. Therefore, the findings were disseminated to various consumers just as Akaranga et al (2016) asserts that the aim of any research study is to add to existing pool of knowledge. Therefore, sharing the findings of this study to relevant consumers was the ultimate goal of this research.

### 3.5.6 The element of university approval

This project was carried out after the approval was granted by the university. The project proposal was submitted to the university board of examiners who subjected it to the rigors of criticism and after it was ascertained that the need assessment had been carried out as expressed through the background, statement of the problem and objectives to the study, approval was granted so as to pave way for this project to be carried out.

### 3.5. 7 The value of objectivity

This study upheld objectivity by ensuring that there is no exaggeration of the findings whatsoever. This was made possible by seeing to it that the findings were real and authentic. Also, this study ensured that the findings and conclusions were based on the study and not the researcher's attitude or the preconceived notions towards the subject of this study.

### 3.6 Conclusion

This chapter deals with philosophical methods that were used in this study. This study employed analytical method to analyze management and administration, learning and teaching, and assessment and evaluation policies. Issues of concern were analyzed through this philosophy. This method is suitable since there is need to dig deeper into issues surrounding these policies.

Once these policies were analyzed, critical method was used to critique them in order to probe into their pros and cons. Through this method, the policies were subjected to a rational scrutiny. Here, these policies were judged, examined and re-examined in order to identify their strengths and weaknesses. After the critique was made, gaps were identified and reparatory measures suggested through prescriptive method. If interventions suggested were taken with the seriousness they deserve. Moreover, the gaps identified would be bridged and the situation remedied. In a nutshell, Analytical, critical and prescriptive methods worked together to ensure the success of this study in the sense that these policies were analyzed through analytical method, then were subjected to criticism and then through prescriptive method, this study suggested what ought to be done in order to enhance the practicality of school policies.

# CHAPTER FOUR

## PHILOSOPHICAL ANALYSIS AND A CRITIQUE OF FUNDAMENTAL POLICIES

### 4.1 Introduction

This study sought to undertake a philosophical analysis and critique of the management and administration policies, teaching and learning policies as well as assessment and evaluation

policies. A critical examination of policies guiding secondary schools in Kenya is essential. Education is a means to attain development across the country and for that matter, quality education is one that is grounded on suitable and stable policies. Therefore, this study intends to analyze and critique the policies from the ministry of education and Teachers Service commission (TSC), that inform and guide education in Kenyan secondary schools. The study was informed by philosophical functions particularly analytical, critical and prescriptive function.

The purpose of this study was to assess how the fundamental policies in secondary schools integrate the pragmatic trait of philosophy. According to John Dewey, pragmatic trait refers to the functionality aspect of education.  In light of the fore mentioned, Kenya requires a quality education and this is only possible with practical and stable policies. Philosophical paradigms were put forward in order to enhance the practicality of secondary school policies. In this chapter, the study focused on analysis and critique of crucial policies including management and administration policies, teaching and learning policies, as well as assessment and evaluation policies.

## 4.2 Analysis and Critique of Fundamental Policies

''Analysis involves detailed examination of the elements or structure of something,'' (Oxford Learners English Dictionary,7th edition). Analysis entails breaking down of a phenomenon into basic elements in order to get a better comprehension. That is why Kulyk (2019) says that analytical philosophy, also called linguistic philosophy, derives its name from analysis. This study has established that the main aim of analytic philosophy is to clarify concepts. This study was therefore tasked with examining the components that make up policies, in order to examine elements that causes contradiction, confusion or even ambiguity in order to determine what factors undermine clarity of policies which in turn derail their pragmatic character. However, this is made possible through attainment of conceptual clarity which is the ultimate goal of analytic philosophy.

Beany (2013) says that the main features of analytic philosophy are clarity, the insistence on explicitness of arguments in philosophy, and the emphasis that any viewpoint must be rigorously and critically discussed and evaluated. This study therefore ratifies that Beany's assertion is applicable in this study since clarity, evaluation, and discussion are a requisite in this study. This method is applicable in the critique and evaluation of the school policies in order to discover which

ones can work and which ones cannot, in order to refine secondary school policies, which will eventually lead to better practices in secondary school institutions in Kenya. This technique provided a systematic analysis of the concepts at hand. By so doing, it provided this pre-requisite clarity about the meaning of the concepts central to the research questions. As such, analytic method sought to understand the way words are used in policy statements and the way they influence practicability and meaning of such policies. It examines propositions to see if they are meaningless, vague, ambiguous or false. It examines arguments to see whether they are valid or invalid, sound or unsound. As such, philosophers test assertions and arguments to see how strong they really are. According to Ajit (2019), critical analysis entails the capability to assess a writer's work whether it is an article, a book or any other item. This study ascertained that to critique means to pass judgement after an evaluation of an assessment. A critique makes use of assertions that are supported by reasonable evidence. This study upholds that an argument is a rational attempt to prove a point by offering evidence or reasons and drawing a conclusion. This method helps to liberate man from narrow mindedness and equips them with intellectual competence. Lumonya (2020) asserts that critical analysis redeems individuals from giving in to unfounded assertions that are based on heresies, dogma and fallacies. accepting dogmatic premises or assertions. This study has found out that critically examining ideologies attempts to clarify and provide an annotative perspective on which direction ought to be followed in the analysis and assessment of a belief. Regarding the subject of this study, critical analysis was used to bring to light issues concerning the policies in secondary schools in Kenya in order to assess how practical they are in addressing the intended problem that face education.

### 4.2.1 Management and Administration

Secondary Schools in Kenya are governed by the Board of Management. The board is headed by the chairperson and the principal as the secretary. Education act cap 211 (2012) says that all the powers, duties and responsibilities of the Board of Governors shall be caried out by the principal. The implication here is that a secondary school principal can act on behalf of the board. According to the basic Education act No. 14 of 2013, the principal has the meaning assigned to it under Teachers Service Commission act. A study curried out by Asiago (2018) reveals how administrative factors and the quality of operation immensely impact on an institution or organization. This basic act posits that the Board of Management is empowered to encourage the

spirit of cooperation and collaboration among all the stakeholders who are entrusted with the role of governance and management of the basic educational institutions: a secondary school as per the context of this study. It is the view of this study that although allowing the principal to act on behalf of the board of management is meant to ease operations and reduce the frequency of board meetings, the fact that the principal may be influenced by bias, subjectivity and even favoritism makes this policy suffer a great setback and lowers its pragmatic value.

Secondly, the board is expected to enhance the culture of democracy, accountability and transparency in governance and management of the basic education institutions (The Basic Education act 14 (2012). According to this provision, it is within their powers to promote fair practice and fair play. Juma (2021) says that secondary school administration and management entails the ability of leaders to coordinate and integrate the resources within the institution and this is why  Sababu (2015) points out that the chief goal of the institutional management and administration  is to achieve  the goals of education through resource coordination and integration. This study has observed that this policy has failed to serve the intended purpose since a number of administrators are still misappropriating public resources and using authoritarian kind of administration style   thus leaving democracy   and accountability in the periphery. How can such slant of administration enhance the culture of accountability, democracy and transparency? Essentially, according to Education act 14 of 2012, the board of managers is required to encourage a culture of dialogue and participatory democratic governance at the institution. This research feels that such a policy has failed to hold any water since there many schools still affected by interpersonal conflicts which have eventually affected the operations within the institutions. Thus, dialogue and democratic participation has not been made a reality in all the educational institutions as it was the intent of this policy.

In principle, democracy would entail transparency, openness and fairness in the utilization and distribution of institutional resources and opportunities. Thus, democracy will finally enhance accountability in educational institutions. Basically, democracy in a learning institution would entail practices such as utilization of resources and governance practices including administrative styles. It is therefore impractical to purport democracy and accountability while the principals embrace dictatorial slants of administration.

According to National Curriculum policy (2018), good governance, sound management and transparency are essential for effective curriculum reforms and implementation. It argues that enormous work remains outstanding so as to strengthen the capacity of central, local and school authorities for using reliable and timely evidence for decision making. This policy document further stresses on the need to prudently establish mechanisms to monitor and supervise school infrastructural programs and curriculum delivery techniques. As a way of implementing the policy, the government aims at strengthening    accountability and transparency mechanisms in all education institution. Education act cap 211(2012) argues  that the minister of education is empowered  to appoint officers with authority to enter any school at any time with or without notice, and inspect or audit the accounts of the school or advise the manager of the school on the maintenance of the school accounting records, and may temporarily remove any book or record for the purposes of inspection. However, this study feels that this policy does not serve its purpose because it is hindered by vices like nepotism, foul play and corruption thus the results of auditing may not reflect the reality concerning the status of the school resource management.

For proper curriculum implementation, effective administration policies are mandatory for learner management since learner protection is the role of the school administration (Education sector disaster management policy (2017). This document emphasizes on the need to set up efficient mechanisms and systems for coordinated disaster risk reduction and intervention. In this regard therefore, the school administration is expected to oversee the implementation of this policy. This is intended to make sure that the school administration assures the security of the learners in line with the child protection act (2022). Further, the health and safety standards guidelines in schools are to be implemented at the school level (Education Sector Policy on Peace Education 2014). These two policies concerning learners' safety and health respectively, require supportive structures for them to prevail. As such, inclusivity is a critical aspect in the administrative structures within the institution. However, this study upholds that the principal's competence and managerial skills will determine the degree of inclusivity. In support of this assertion, The Policy Framework for Education and Training (2012) says that principals are limited in terms of competence and capacity in managerial skills. Therefore, this study feels that secondary school policies could be practical and be able to meet the intended ends if the institutional administrators are equipped with the right and appropriate managerial skills and competencies regarding administration.

In principle, education sector disaster management policy (2017) stresses on the importance of inclusion and participation of all learners and other stake holders as well as consultation in promoting education in emergencies interventions in all areas prone to disasters. It further emphasizes on the need for all learning institutions to embrace inclusivity, meaningful participation and consultation in all undertakings. According to education for sustainable development policy (2017), good governance is critical. This policy recognizes Democratic citizenship and inclusion as well as accountability as means of empowering the individual and the community. This study is alive to the fact that it is the role of the secondary school principals to coordinate and provide guidance and counseling to the teaching and non-teaching staff. On the contrary, this study has noted with a lot of concern that the school administrators have cunningly eluded this critical role and instead subject the teacher to disciplinary actions without even taking time to understand their cause and counsel them accordingly. In the light of the foresaid, this study wonders of what use a policy could be if it fails to address the problematic situations it was intended to. It is within the confines of The Vision 2030 that quality, relevance and accessibility of education are anchored. According to this study, however, health standard and risk management policies have lost their practical bearing since a number of learners have still been victims of risks such as food poisoning, physical and sexual assault and compromised hygiene in schools. This puts the practicality of health and safety policy in question. These risks have been affecting learners yet such policies that are supposed to protect them are still existing in the files. This study wonders whether such policies are effective in any way.

According to the teachers' career progression policy (2018), a principal is supposed to manage the teaching staff at the institutional level. They are required to oversee proper curriculum implementation. Secondly, a principal is expected to serve as the role model and maintain learner discipline. Thirdly, the head of institution is expected to oversee the interpretation of the curriculum and ensure teachers prepare schemes of work, lesson plans and other professional documents.

The role of principal in a secondary school institution cannot be under- estimated. Chabra et. al. (2016) say that a principal is a sole facilitator and a mentor in a secondary school system. Being the secretary and advisor to the B.O.M, she acts in the capacity of a of a B.O.M since she or he is part of it (Education act cap 211(202). that a B.O.M encourages co-operation and collaboration

among the stake holders involved in the governance of the school (The basic act no. 14. (2013). If this is really done, then the school operations will run smoothly. But how often do the principals collaborate with the rest of the stake holders? This study feels that this role has not been played well, since many schools are struck by conflicts among members of the board of management and also between the school administrations and members of staff in what this study could call' a war of supremacy'. Asiago (2018) in his study, reveals that Principals usually face social economic challenges. This study feels that such hindrances will prevent principals from enhancing cooperation and collaboration among the stakeholders thus ruling out the applicability of such policies.

The basic act no. 14 (2013) further says that it is the role of the B.O.M to enhance the culture of democracy, accountability and transparency in governance as well as encouraging the culture of dialogue and participatory democratic governance at the institution. Munera (2014) says that implementing the fundamental democracy values can only be achievable in education institutions that embrace democratic practices and have democratic administration. This principle has been embraced in student governance but in teacher management the principals and school boards have applied authoritarianism thus creating tension between the staff members and school administration. Teachers view the administration as oppressors and the teachers are viewed as deviants who are always ready to oppose anything coming from the administration. This study has observed that democratic administration influences the acceptability of policies as all the stakeholders feel part of the administrative system. Therefore, policies that are formulated in an environment devoid of democracy, cannot meet the intended ends as they are received reluctantly and with suspicion by the would- be implementers. Munera (2014) maintains that democratic governance will be possible in a learning institution only if the head of institution follows the rules and regulations of democratic practices. This study agrees with Munera's assertion since in the absence of democracy in governance, then policies will be received coldly and the administration will face hardships due to lack of ideological diversity, variety and goodwill thus putting practicality of such policies in question.

 Policy Framework for Education and Training (2012) perceives the role of the B.O.M and the school administration as quite crucial in a learning institution. It argues that an institution either falls or stands by its head. Ndaita (2015) argues that the role of a principal in the institution is very

critical as it determines the overall quality and effectiveness of the school. This becomes so when effectiveness and proficiency in leadership are brought to the fore. It is the view of this study that even though democratic method is perceived to be an effective and popular mode of administration among the teaching force, administrators who over-use it would bring about negative implications on the overall institutional administration as over -consulting and over-involvement of the subjects is sometimes perceived as weakness. Authoritarianism on the other hand has its own merits because it solidifies leadership. However, A balance can be struck when administrators are using diverse leadership styles.

Moreover, National Curriculum Policy (2018), attempts to suggest a solution to various problems ailing the Kenyan education system. It argues that, in essence, proper administration, sane management practices and transparency are essential for effective curriculum reforms and implementation.  However, this will work effectively, if there are sufficient consultations and democratic participation. Mwangangi (2018) says that there are cases where the institution may not be to blame for challenges facing that particular institution. In his study, he argues that the ministry of Education releases policies to the principals for implementation without any consultation or rather requesting for their inputs. This finally affects the practicality of such policies in the long run. The curriculum policy (2018) further adds that there is need for prudent mechanisms to monitor and supervise school infrastructure programs and curriculum delivery methods. If this is implemented as it ought to be, the education can go a notch higher. This study feels that this policy is intended to curb school resource mis-management and provide reprieve to poor and ineffective pedagogical practices that have marred learning over time. According to Sababu (2015) the principal obligation of secondary school principals is coordination and integration of the resource within that institution. However, this study argues that the policy on accountability has not worked since we have had schools losing resources through mismanagement and students` performance has also varied from best to poor across schools; some being crowned as heroes while others have been condemned as failures. This has been such a sorry reality yet such policies have been in place. This policy talks of strengthening accountability in schools yet at the school level, the principal is the chief accountant of the school. How can accountability and transparency be enhanced if there is nobody to keep principals in checks? This points at a gap in this policy.

Centrality of administration policies is critical in the education system as even matters of learners' safety are ingrained in the realm of management and administration. Wanderi (2018) asserts that learners' safety is crucial in an educational institution. Arum (2012), in the same vein, argues that if the students are exposed to catastrophes, they get distracted and they may consequently not perform well in the examinations. This implies that effective administration policies will promote learners' safety in the institution and faulty policies will do otherwise. According to Education sector Disaster management policy (2017), there is need to establish effective mechanisms for coordinated disaster risk reduction and intervention. This implies that the school administration is tasked with coordinating programs that enhance learners' safety in the institution. However, it is a feeling of this study that learners` safety in secondary school institutions has not been fully guaranteed as many instances of fires and food poisoning have been reported to have struck some schools in the country. Therefore, the implication here is that this policy has not really met the intended ends: which was to promote total safety in the Kenyan secondary schools.

The teachers' career progression policy (2018) empowers principals as the counselor and mentor to the teaching and non-teaching staff within the institution. This is intended to promote behavior-change for the better within the institution.  However, Policy Framework for education and training (2012) says that principals are limited in terms of competence and capacity in managerial skills. It further adds that such gap has adversely affected academic performance as most principals are appointed without post basic training in management. However, this study questions the possibility of a successful counselling in an environment daunted by strained relationship. Then why are there cases of drunkenness, suicides and interdiction prevalent among teachers if the school administrators have fully taken up this obligation? Still, can an authoritarian principal call a teacher for counseling? It is the construal of this academic discourse that counseling and mentorship role of principals is a misplaced one. So, such a policy has failed in its entirety. This study observes that this policy has made a great omission and that has given the education system a great setback, especially in the wake of the current teacher shortage across the country. This gap has made the principal to face challenges in ensuring effective curriculum implementation.

### 4.2.2 Teaching and Learning.

The quality of teaching and learning standards determines the level of a learner's achievement. Vision (2030) says that the goal of social pillar of Vision 2030 is to invest in people. However,

this can be achieved only through transformation and implementation of policies in education. Such education ought to be guided by practical teaching and learning policies. Muthoni et al. (2015) stresses on the critical role education plays the societal development. This study agrees with Muthoni's assertion because societies that embrace education   have greater prospects to develop.

The basic education act (2013) enshrines the policy on free secondary education. This policy is founded on the premise that right to education is an entitlement to all Kenyans (Kenya Constitution 2010). This policy was intended to promote equity and access to education. However, this policy has failed to work in the sense that not every Kenyan child has been able to access the free secondary education.  Free secondary education policy intends to ensure that literacy is not a preserve for   a few privileged ones but an entitlement for every Kenyan, whether old or young, rich or poor. This study observes that students in some parts of the country such as the northern frontier have been unable to enjoy this golden opportunity. These regions have been affected by insecurity leading to shortage of teachers and scaring of students out of school. Olang'o et al. (2021) say that the main aim of formulating FDSE (Free Day Secondary Education) policy was to make secondary education affordable and improve the achievement of the learner. According to this study, the logical stance here is that now that this policy is not able to provide intervention to enhance access and equity in education among the marginalized groups, it is then rendered totally impractical as it has failed to fully address the intended ends.

The Ministry of education and TSC (Teachers Service Commission) ensure that teachers are guided by sound teaching and learning policies. The national curriculum policy (2018) aims at empowering teachers with effective, efficient and sound instructional strategies, methodology and techniques that facilitate competency-based learning. Provision of quality education is to a large extent determined by the capacity of teachers to interpret and implement the curriculum. This policy document says that majority of teachers will require retooling on the pedagogical techniques in order to promote competency. The National Curriculum Policy 2018 says that provision of quality education is to a large extent determined by the capacity of teachers to interpret and implement the curriculum. However, this policy document fails to provide a road map that could be used to enhance capacity building such as academic workshops and seminars, just to pinpoint a few.

Sessional paper no.1 of 2005 says that though a lot has been done to improve education in terms of access, equity, quality, relevance and strengthening of governance and management, the expected returns on investment in education in terms of productive and skilled manpower has not been realized to the full. Teachers will be required to undertake prescribed professional development programmes to facilitate career progression as per the provisions of regulation 48 of the code of regulations for teachers (TSC Career Progression Policy, 2017). Teachers Career Progression policy (2017) says that teachers ought to attend mandatory training while in service and complete six modules, each taking five years, all translating to thirty years of training. It is hard for a teacher to serve for more than thirty years under TSC, under permanent and pensionable terms, especially with the current high rates of unemployment in Kenya. Research has indicated that most teachers get employed by the Teachers service Commission when they are past thirty years of age. This makes it difficult for them to complete the compulsory continuous teacher professional development modules so as to warrant them promotions.

The primary purpose for these documents was to enable the commission in determining the criteria for teachers' promotion. Akpem et al. (2021) say that CTPD (Continuous Teacher Professional Development) program has received global recognition and appreciation as one of the most essential elements required to improve learners' skills and knowledge. The practicality of this policy beats logic since it cannot be used for promotion since teachers will have retired by the time, they are completing the mandatory program. It is the view of this study that TPD programmes are crucial to the teaching force but the duration it should take and the financial yoke it imposes on teachers make it impractical and unapplicable and therefore something needs to be done.

Teaching and learning standards in school is controlled by the Teachers service Commission (TSC). No one is allowed to teach without having registered with the TSC. TSC act (2012) section 23 prohibits any person to teach unless they are registered with TSC. This ensures that only trained teachers are engaged in teaching. This implies that through registration, the commission ensures that only people who have the skills and meets all the requirements handle learners. Teacher registration is an important mechanism to ensure the quality of teacher workforce is not compromised (Wardlaw ,2018). However, the requirements for registration are so stringent that those without money will stay longer before they can afford to register. Emphasis on acquisition of certificate of good conduct and payment of other levies discriminates against some categories

of people especially those from poor background. As a result, teachers may complete the training successfully but take long to register because of lack of money. This implies that the number of registered teachers may not reveal the actual number of trained teachers in the country because only teachers from rich families will afford to register. Therefore, these tough requirements for registration give this policy a great setback. Consequently, this study dismisses the practicality of a policy that discriminates against some groups and impedes their ambitions.

### 4.2.3 Assessment and Evaluation

Assessment is an important component in the teaching learning process (Gichuru,2014). Management of the exams is the mandate of Kenya National Examination (KNEC). According to this policy paper, assessment must inform teaching and learning processes that are in tandem with vision 2030 and to enhance learner achievement, skills and competences (session paper no.1 (2019). KNEC was established under KNEC act of 1980 cap 225 A following a breakup of the East African Community in 1980. This act was repealed in 2012 and replaced with KNEC through act no. 29 of 2012. This council was mainly formed to conduct schools, post school and other examinations after the dissolution of East African Council and Ministry of Education.

According to sessional paper 1 of 2019, the curriculum assessment in basic education –now secondary school in the context of this study, is through school based and end of school cycle national examinations done by KNEC. According to the national curriculum policy (2018) a complete and fair learner process should focus on both cognitive and non-cognitive attributes (different domains), with a fair balance between formative and summative assessments. This policy reveals that curriculum implementation and assessment has been oriented towards the memorization of knowledge and facts. This puts more emphasis on propositional knowledge at the expense of dispositional one. Sessional paper 14 of 2012, says that the current summative assessment at the end of the secondary school cycle does not adequately measure the learners' abilities while the school-based assessment is not standardized. Further, according to this policy document, summative assessment is examination- oriented due to limited number of students opportunities at the university and other post-secondary school institutions. This shortcoming makes learners struggle to acquire grades so as to qualify for university entries and limited career opportunities there. According to Randy (2011) summative assessment must be capable of fulfilling its fundamental purpose which is keeping a record of the learners' achievement besides

the secondary one of providing an essential supportive structure to learning. Randy still notes that formative assessment should be in a position put forward various ways through which instructions can be modified so as to engineer upgrade of curriculum delivery techniques.

Sessional paper no.14 (2012) Points out at serious need to develop and establish a strong formative learner assessment system to help teachers and school principals evaluate and address the specific learning needs of their learners and of a summative learner assessment system to help education authorities and managers make informed decisions about resource allocation, curriculum update and investments as well as improve pedagogical practices. The implication by this policy document is that both summative and formative evaluations need to be used together as the assessment models in order to achieve comprehensive results of the learning outcomes. The ramifications of this policy paper implies that assessment must inform teaching and learning processes that are in tandem with vision 2030 and to enhance learner achievement, skills and competences. This study feels that flawed assessment practices due to impractical assessment policies will lead to realization of ingenuine results which translates to ineffective workforce that will adversely affect the whole human race.

This study notes that it is possible for candidates whose aim is just to qualify for university entry or particular career opportunity, to cheat in the examinations in order to attain the targeted grade. This candidate will get a wrong career which will land them in a particular post-secondary institution for a particular career. They will still cheat in the examination in order to pass. Finally, this individual will start practicing the career and eventually mess up with their clients when they start practicing due to lack of the required skills. Gichuru (2024) argues that comprehending the rationale  for assessment is crucial when determining what mode of assessment is to be used. It is the opinion of this study that using either formative or summative assessment alone may not fully meet the objectives of testing. However, it is the position of this study that there should be a fair and reasonable balance between formative and summative forms of assessment.

Kenya National examination Council (KNEC) administers summative exams at the secondary school level.in form of KCSE (Kenya Certificate of Secondary examinations). They are done every November in a year, for a period of twenty-one days. They are then marked by examiners, graded and later the outcome released by the council (KNEC act 29 of 2012). Under this act, all examination results attained by the candidate are graded as follows:

A} Very good                          C}

A-}       Good                        C-}

B+}                                   D+} Poor

B   }                                 D}

B-}                                   D-} Very poor

C+}     Average                       E}

Grading practice has been derailing the Kenyan education system for a long period of time. KNEC act (2012) says that all examination results attained by a candidate shall be indicated by letter grades from A to E. This study has established that the grading practice has been criticized by various scholars arguing that it is retrogressive and demotivating to a certain category of learners. Anderson (2018) points out that recently, a lot of criticism has arisen concerning the way grades are assigned to learners. In his argument, Anderson adds that even if grades motivate some learners, they offer a misplaced kind of motivation.  For example, let us take a case of student who may happen to get an A plain in the KCSE examination; first, this student may not have gotten a high mark but may have been ranked in relation to the performance by other candidates. This means that if majority got the same mark as his, then that grade could have been lower than that. This relativity in assigning grades deals grading practice a big blow since such a grade may not be individualized but done in relation to other candidates' performance.

This study further postulates that even though grading is motivating to the high scorers, it demotivates the low achievers in class. For example, a learner who scores a B+ will be highly esteemed and motivated to work harder to achieve more. On the other hand, a learner who gets a grade E will be discouraged and may not put effort to achieve more due to lowered self-esteem. Such a learner will feel that they know nothing and may be reluctant to work hard. Such a feeling may make them relax and stop working hard. It is the feeling of this study therefore that a policy that has double and contrary effects may not be reliable and effective in the assessment of the learners' achievement.

This research feels that grading is not effective among people in an heterogenous group such as a group comprising to extremes in terms in terms of cognitive capabilities that is why Magno (2010) For example, says a group of top scoring learners mixed with extremely low scorers put together to take an examination. He adds that since grading involve relating a learner's performance with others, such practice could be illogical. The big rage in between the two could lead to counter effects to each of the extreme groups; one would definitely be highly motivated, whereas the other extremely demotivated. This phenomenon renders grading as an assessment practice to be absolutely impractical. The implication here is that since grading is relative and arbitrary, it may be unfair to compare top scorers and low scorers. Such a practice therefore is detrimental to learning and education system as a whole if remedial actions are not taken to salvage learning in Kenya. Secondly, grading discourages learning. This study has established that students who are grades -oriented may not be interested in learning. This is so because a learner may use dubious methods like copying from other learners or collude with other learners yet they have not learnt anything hence making it difficult for grades to reflect the student's academic prowess. On one hand grading fosters motivation to top and exceptional scorers. So, if a candidate stands out above others, especially in final examinations, then a high mark is likely to be assigned a high grade. This grade gives such a learner a feeling that they have done well but this is only relative. This study feels that if on one hand this assessment practice fosters wrong kind of motivation to some categories of learner, and motivates others, it is therefore not practical by all means and requires philosophical intervention. Crowly (2015) complains that grading policies are to blame in the in secondary school examinations and that such retrogressive policies require intervention: the implication here is that instead of the grading policy facilitating learning, it derails it. Additionally, the relativism in grading gives grading a setback. Grades are usually attached on certain marks in comparison with how other learners have performed in a certain group. Therefore, grading does not provide the information that a teacher requires to improve learning in class is the learner may have attained it through cheating thus making it hard for a teacher to use grades to come up with remedial actions to improve learning. This lack of prescriptive character of grading gives it a great setback. It is the view of this study that in practice, grading discourages and inhibits learning thus requiring either intervention or to be discarded as a whole.

## 4.3 Philosophical Strategies to Enhance Practicality of Policies

This feeling of this study that there is dire need to make fundamental policies in secondary schools practical. Only those policies with practical bearing are positively impactful to all the agents in a school system. This study suggested the following three philosophical strategies in order to enhance the practicality of school policies.

First, there is need to base school policies on the school of idealism. This school of thought holds that the phenomena of our world are to be truly known by contemplating them in their ideal forms or abstract essences (Plato, 427-c.347 BCE). This idealistic school of thought gives precedence to ideas. It argues that the true and real world exists in the mind in form of ideas. For example, if you tell a carpenter to make you a table, you are likely to get round, square or even oval, glass or even wooden tables. The implication here is that the true table exists in the mind. Plato says that eternal truths exist in the realm of ideas. The school policies should therefore be formulated from the various agents in the education system through policy dialogues. Capacity Development Resource Guide (2014) Policy dialogue entails rational discussions by the stakeholders in order to bring out issues, share viewpoints, agree on certain issues, and reach a consensus, if possible, on solutions pertaining policies. According to Fullan (2015), school change researchers argue that if teachers, school administrators and other actors do not share policy meaning, it is unlikely that it will be implemented. This study agrees with Fulani's argument but further adds that such involvement ought to be guided by philosophical procedures and thoughts. When this is done well, sharing ideas through policy dialogue can help stakeholders see problem from each other's perspectives, improving understanding of the impact that policies and programs can have on various groups. This will help in ensuring that policy formulation and implementation is not a one man show. In conclusion therefore, if school policies will be formulated based on the ideas of the stakeholders, then they are going to be rational and practical because they are taken from different viewpoints.

Secondly, the fundamental policies guiding education at secondary school level ought to be formulated in line with the dictates of realism. As a school of thought, realism posits that reality exists independent of the mind. This implies that the world's existence is independent of the mind. The school policies should therefore be formulated to address the reality on the ground. Policy formulators should go to the ground, collect data and come up with policies. This is what this study

could refer to as 'bottom-up policy formulation model'. This implies that policy making process will be informed by data collected from the ground. Regarding the issue of examination administration among the pastoralist communities, a policy should be put in place to allow teachers also to migrate with those communities. This will address the problem facing the pastoral communities in particular. Laetitia et al (2020) accentuates that various researchers have assessed the relationship between context and the role and attributes of policy actors. It is the view of this study that policies formulated from the context of the problem in its own uniqueness possess the potentiality of success because it is informed by the data collected from the ground. This can be a deviation from the tradition where policies are usually made by the top management and are then trickled down to the subordinates through a series of communiques. Better still, Muthathi et al (2020) asserts that analyzing the context of policies is imperative as it gives justification for including an item on the policy agenda.

Thirdly, school policies ought to be formulated in accordance with essentialism. Adirika et al (2017) say that the business of philosophy is to provide the framework for the aims and methods of schools. This study feels that the question that should guide formulation of school policies is how useful are such policies to learners, teachers and other stakeholders? Thus, the usefulness of a policy should be the most essential attribute when it comes to policy formulation. For example, examination policies should be able to benefit the affected parties like coming up with mobile examination centers for the pastoral communities and allowing teachers to operate on on-call basis such that when these communities migrate from one place to another, these teachers will attend them wherever they are. According to Mionki (2019), the aim of the policies is to provide timely and practical solutions to the problems ailing the society and also to promote effectiveness and efficiency in the delivery of services. If the school policies are based on usefulness, then they are going to be practical and effective. It is the feeling of this study that the usefulness of a policy gives it a practical character because of its utilitarian aspect in meeting the intended end.

## 4.4 Summary of Chapter

This chapter endeavored to analyze and critique management and administration policies, teaching and learning   policies as well as assessment and evaluation policies. The analysis and critique of these policies revealed that due to lack pragmatic facet of school policies, this study established that various policy documents have been being introduced to address problems facing education.

Such problems have always been prevalent and have been featuring from one policy proposal to another. This implies that such policies have failed to meet the intended ends in the past. Therefore, such policies need remedial actions in order to enhance practicality of such policies.

To sum it up, management and administration policies directly impacts to teaching and learning policies as well as assessment and evaluation. Flaws in administration adversely affects the operations in the school such as financial, teaching as well as assessment When this happens, the consequences are poor academic performance, financial misappropriation, tainted institutional image among others.

Teaching policies regulate how teaching is to be carried out. The policies are critical in the sense that they determine who is to teach, what is to be taught and how it is to be done. This ensures that the standard that is established to guide teaching and learning are maintained. Assessment and evaluation on the other hand comes in handy to test how successful and effective administration and management as well as teaching and learning policies were. Dismal outcome from assessment and evaluation reveals slack administration and teaching force.

## CHAPTER FIVE

## RECOMMENDATIONS AND CONCLUSION

### 5.1 Introduction

This chapter sought to provide a suggestion for further research, a position on the practicality of school policies and a conclusion.

**5.2 Conclusion**

In summary, this study sought to analyse and critique the fundamental policies being used to govern secondary schools in order to assess their practicality. It then prescribed some of the remedial actions which can be taken to enhance practicality of school policies. A close examination of these policies has revealed glaring gaps in the policy formulation and implementation framework. Contentious issues gyrate on management and administration, teaching and learning, and assessment and evaluation. These three fundamental policies have proved to be devoid of the pragmatic character in the sense that, they have failed to meet the intended ends.

It is the position of this study that, enhancing the practicality of secondary school policies is of great essence and the paradigm for intervention is crucial. Therefore, educational philosophers, theorists and scientists ought to rise to occasion and materialize the strategies put forward by this study in order to make practicality of secondary school policies a reality. This study concluded that: The education system in the twenty first century requires sound and effective policies which can respond to change and are able to meet the intended ends. Therefore, such policies need to be practical in all aspects.

That all is not lost. These policies can still be salvaged. If these philosophical strategies are implemented, then, practicality of policies can be enhanced.

**5.3: RECOMMENDATION FOR FURTHER RESEARCH**

It is the view of this study that further research can be done on any particular policy because this study focused on three fundamental policies being used in secondary schools in Kenya. Also, further studies can be carried out on any of these three policies especially on various ways in which they relate either with the learner, academics, values, ethics, institution or even the entire school culture.

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**APPENDICES**

**Appendix 1: Education Act Chapter 211(2012)**

NATIONAL COUNCIL FOR LAW REPORTING

**KLR**

KENYA LAW REPORTS

www.kenyalaw.org

THE OFFICIAL LAW REPORTS OF THE REPUBLIC OF KENYA

LAWS OF KENYA

**EDUCATION ACT**

CHAPTER 211

Revised Edition 2012 [1980]

Published by the National Council for Law Reporting
with the Authority of the Attorney-General

www.kenyalaw.org
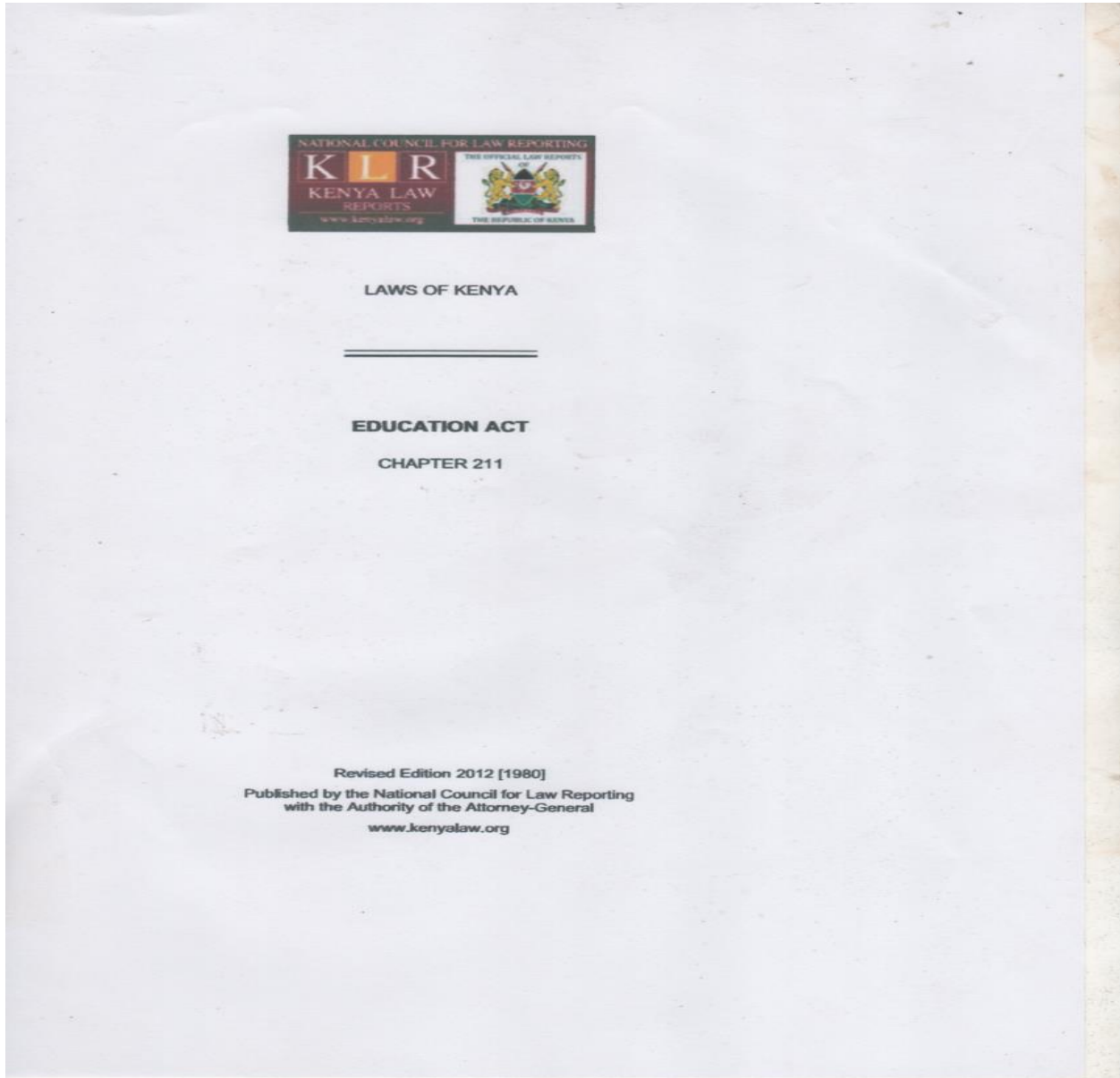
**Appendix 2: Education for Sustainable Development Policy (2017)**

**Republic of Kenya**
Ministry of Education

# Education for Sustainable Development Policy for the Education Sector

**Appendix 3: Education Sector Disaster  Management Policy (2017)**
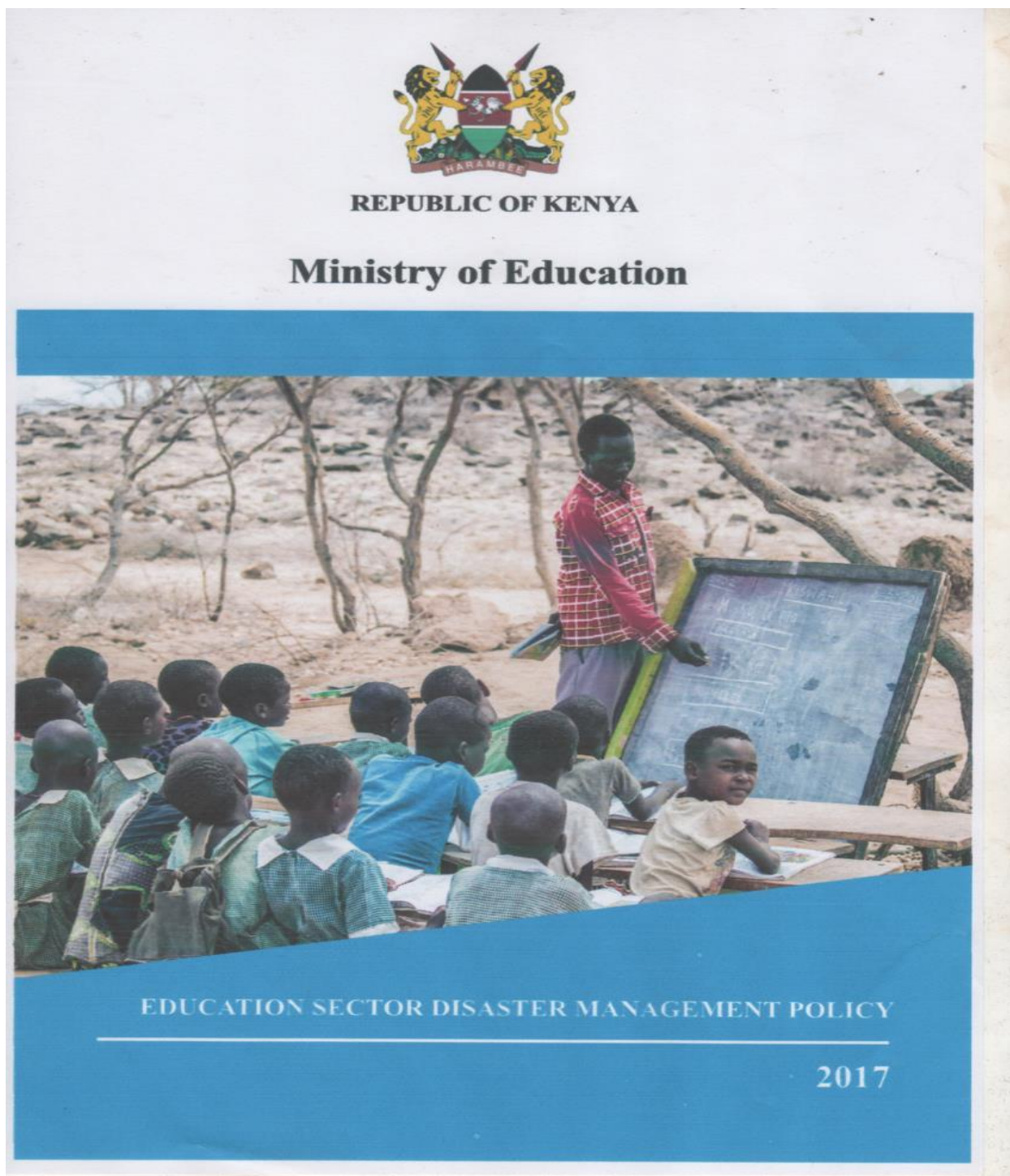
**Appendix 4: KNEC Act No. 29 (2012)**

NO. 29 OF 2012

## KENYA NATIONAL EXAMINATIONS COUNCIL ACT

SUBSIDIARY LEGISLATION

*List of Subsidiary Legislation*

**Appendix 5: Sessional Paper No. 14 of 2012**

REPUBLIC OF KENYA

MINISTRY OF EDUCATION AND
MINISTRY OF HIGHER EDUCATION, SCIENCE & TECHNOLOGY

SESSIONAL PAPER NO. 14 of 2012

On

REFORMING EDUCATION AND TRAINING SECTORS IN KENYA

**Appendix 6: National Curriculum Policy 2018**

REPUBLIC OF KENYA

MINISTRY OF EDUCATION

# NATIONAL CURRICULUM POLICY

The Principal Secretary
Ministry of Education
Jogoo House "B", Harambee Avenue
P.O. Box 30040 – 00100, Nairobi – Kenya
Tel : +254 020 318581
Email : psecretary@education.go.ke
Website : www.education.go.ke

**Appendix 7: Sessional Paper No. 1 of 2019**

REPUBLIC OF KENYA

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## MINISTRY OF EDUCATION

## SESSIONAL PAPER NO. 1 OF 2019

on

### A Policy Framework

for

### Reforming Education and Training for Sustainable Development in Kenya

*Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development*

PRINTED BY THE GOVERNMENT PRINTER, NAIROBI
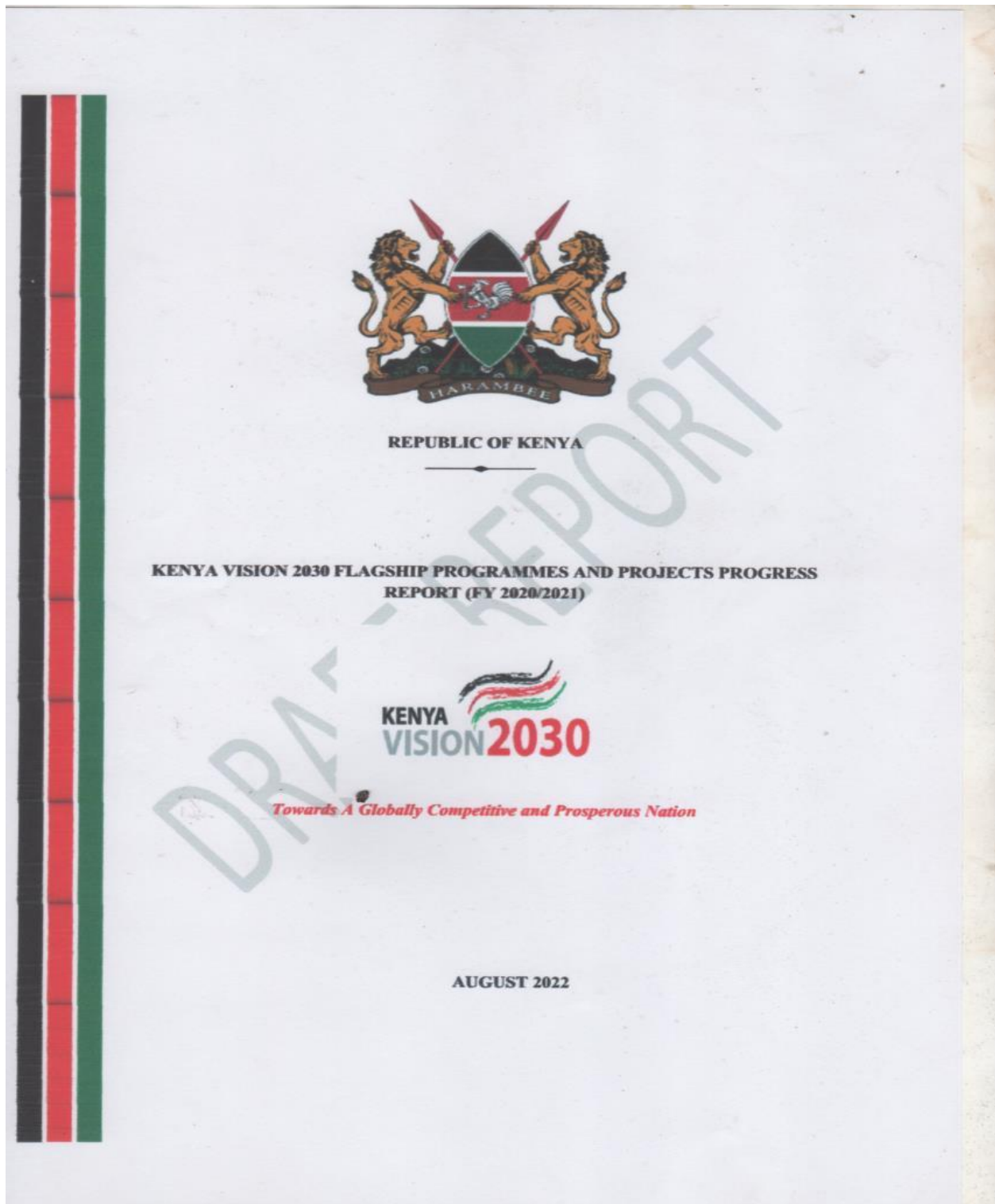
**Appendix 8: Teachers Career Progression Policy**

TEACHERS SERVICE COMMISSION

CAREER PROGRESSION GUIDELINES FOR
TEACHERS

2018

i

**Appendix 9: Kenya Vision 2030**

REPUBLIC OF KENYA

KENYA VISION 2030 FLAGSHIP PROGRAMMES AND PROJECTS PROGRESS
REPORT (FY 2020/2021)

KENYA VISION 2030

*Towards A Globally Competitive and Prosperous Nation*

AUGUST 2022

Time Frame

June 1st - June 20th: chapter one-introduction

June 21st -July 21st: chapter two- literature review

July 22nd - August 6th: chapter three-Research methodology

August 7th -9th: Proofreading chapter 1-3

September 5th -September 19th September: chapter four-Analysis and critique of fundamental policies, philosophical strategies and the summary of the chapter.

September 20th-October 15th: Chapter 5-Conclusion and recommendations

October 3rd -October 15th: proofreading and editing