THE TRAGEDY OF INSTITUTIONAL DEPUTY PRINCIPAL-SHIP: A CRITICAL ANALYSIS OF REASONS AND THERAPIES

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Abstract

The purpose of this critical review is to map the 21st century institutional deputy principal-ship fibre in modern educational scenarios with a view to analyze cardinal challenges, key internal deputyship dynamics and critical drawbacks that inhibit, incapacitate, damage, destroy and frustrate personal development potential of a deputy, against a background of conflicting and stressing leadership demands. The researchers used a qualitative study based on a critical method design. By the use of this method, an evaluation of diverse deputyship drawbacks have been exposed with an aim of creating a leadership prescriptive springboard for improved institutional deputyship. The article culminated into potentially transformative measures that create an enabling framework for leadership reflection and analysis for quality deputyship. The article concluded that it is clear that the 21st century large boarding-school deputy is continually facing rising pressure from countless responsibilities and imposed duties thus damaging the deputy principal's propensity for professional advancement. This article thus recommends prompt action by relevant stakeholders through strengthening of structures for specialized training programs tailored for modern deputyship, broader school discipline frameworks for lasting impacts, decongestion of deputy principal internal and external duties, a performance-based but enriched remuneration deputyship package and stringent measures to curb deputyship stagnation. The article also delves into the nitty-gritty recommendations on discipline complications arising from non-cooperative parents and their learners and thus recommends broadened quality social partnerships in curbing school indiscipline and creation of lasting, de-stressing leadership programs to cater for the emotionally raped deputy by school systems' conflicts.

Key words: Principal-ship, deputyship, institutional leadership, stress, challenges, school excellence, quality achievement

Introduction

While school deputyship attracts adorable privileges and leadership benefits, it can also be an executive leadership position prone to awkward assistant principal management failures, self destructive challenges and stressful drawbacks of diverse magnitudes. When blindly managed, devoid of appropriate checks, institutional deputyship can be a key post for squandering the deputy's opportunity for accessing professional mobility and personal progress in diverse spheres. Amongst the benefits of the coveted position of a school deputy principal include; the opportunity to deputize in the absence of the principal, maintaining school discipline and order, chairing the school procurement committee deliberations and managing curriculum implementation. A school deputy principal also enjoys the opportunity to implement relevant policies, guidelines, manage prefects' issues, instruction delivery and generally interacts with parents, teachers and other school visitors. While certain privileges are perceived to be benefits by the wider social public, they are inevitably translated and perceived as leadership responsibilities in line with school deputy demands. The researchers draw particular attention to the apparently unnoticed group of deputies appointed to work in large boarding institutions, a majority of whom are psychologically distressed and emotionally raped by shameful and destructive internal systems' conflicts.

In pursuit of high institutional leadership standards, within highly competitive educational environments, large modern boarding schools have become perfect factories manufacturing deputies who are emotionally harassed by overwhelming office demands, confronted by inherited drawbacks, oppressed by imposed duties and imprisoned by a monotonous cycle of deputy-headship responsibilities. Such challenges form a tragic leadership package for incapacitating the deputy's potential for personal and career progression. The increasing pressure from the office demands of a contemporary deputy principal has created a fertile ground for the conception and formation of a non-progressive, stressed, less motivated, overloaded and ineffective school officer yet possessing the potential for higher productivity and achievement. In most large boarding institutions, the deputy managerial and administrative demands have become over-taxing, hosting a myriad of challenges, consequently reducing a deputy's efficiency.

Devoid of effective remedial and corrective measures, most deputy principals will inevitably continue to kiss the horizon of failure, stumble upon professional stagnation and be a miserable leader. This article prevailed upon a post-mortem of key challenges and critical drawbacks of school deputy principal-ship, with a view to provide a firm and enriched foundation for the ministry of education, teachers' service commission, educationists and relevant stakeholders for future improvement. As the relevant educational authorities pursue institutional quality achievement, school stability, excellent leadership and perfection, they must zealously and passionately unfold structures and frameworks, policies and guidelines that not only broaden the personal progress of school deputies but also open avenues of professional prosperity and attractive but excellent deputyship in diverse spheres. Furthermore, for high school executive leadership standards to be achieved, relevant policy makers ought to embrace, appreciate and accommodate a deputyship paradigm shift from a harassing and oppressive one, to a rather developmental, progressive, extra productive, more effective and self motivating one. The rationale behind theses theoretical assertions is that the quality of Kenya's modern institutional productivity, achievement and excellence may be directly or indirectly pegged upon the quality of its contemporary executive school leadership system.

Statement of the Problem

Persistent global advocacy for quality leadership in leadership circles has been prevailed upon by renowned world leaders and concerned parties. Scholars too have advanced theories and models in

support of improved leadership approaches in a bid to sharpen and polish management and leadership skills. Spillane, Halverson & Diamond, (2007) propose that although the practice of school leadership has received scant attention in literature, they acknowledge that; "School level conditions, and school leadership in particular, are key in efforts to change instruction." This assertion confirms the need to prevail upon quality school leadership personnel as key agents of instructional transformation and overall school excellence. There is a critical need to create a conducive institutional environment for the executive team involving the principal and the deputy, to safeguard them from being muddled by excess stress and school related burnout. It is even of greater benefit to sufficiently support the deputy principal to scale the heights of professional development and personal growth. In diverse institutions, this has not adequately taken place due to both internal and external systems' conflicts.

A variety of imposed, assumed and inherited duties dwelling around school deputy principal-ship have resulted into the suppression, stagnation and contamination of a modern deputy's progressive potential. It is critical to review and expose significant emerging school deputy principal themes, trends, problems and issues amidst a competitive, over-demanding educational environment coupled with overwhelming pressure for institutional excellence and quality achievement. Strenuous boarding school deputyship demands should be addressed in order to generate significant institutional leadership ingredients for thought in view of stimulating future deputyship improvement. A custodian of professionally-based stress, a dust-bin for dynamic school-based discipline complexities and a carrier of unique emergent deputyship challenges only makes a deputy less efficient and ineffective and a culprit of a dull and poorly motivated deputyship. When left ignored and unresolved, modern deputyship may only stand out as a perfect system for murdering a deputy's upward mobility potential and thus become an institutional factory for the manufacturing of psychologically distressed, misery-stumbled and potential-squalor deputies. Of critical significance is that unchecked school deputyship contaminates and compromises modern quality leadership and heavily infects deputyship progression inertia with stagnation. This article is aimed at sculpturing and building a brilliant landscape of school deputyship which reflects the true concerns of institutional leaders, inspired from the reality of active deputizing experiences, purposing to cultivate pragmatic therapies for deputy principals' challenges. The review aimed at nourishing and enriching relevant educational stakeholders with a research-based analysis on school deputy headship, purposed to frame a corrective program meant to induce creation of a firm foundation for future quality leadership improvement.

The Purpose of the Study
The purpose of the study was to critically analyze reasons why unresolved school deputyship becomes a perfect strategy for destroying the 21st century deputy principal's career and personal progression. The critical analysis would consequently weave an evocative platform for institutional leadership improvement through the proposed therapies.

Objectives
The objectives of this article included;
  1. To critically analyze excess deputyship demands which block professional growth
  2. To critically analyze the stagnation and non-progressiveness in deputy principal-ship
  3. To critically analyze discipline management that cause deputy Principals' stress
  4. To critically analyze the effect of boarding-school duties on deputy's effectiveness
  5. To critically analyze deputy's school-change non-innovativeness as a leadership casualty
  6. To critically analyze the effects of clients of school indiscipline on the deputy's striving

Methodology

The researchers utilized a qualitative study based on a critical method design. By the use of this method, this critique has been used as an evaluation of diverse deputy principal challenges and drawbacks with a purpose of providing remedial and corrective propositions for improved institutional leadership. This critical method provided an appropriate platform for resolving institutional deputyship problems within an overloaded and stressing background of school deputizing demands. The researchers' purpose was to expose deputy principal school scenarios that block, inhibit, damage and incarcerate a deputy principal's potential to scale the heights of career growth and development. This critique should serve as key nourishment to policy makers and education stakeholders for a robust future structural leadership improvement.

Imposed Excess Deputyship Demands Block Professional Growth and Development

The current duties and responsibilities of large boarding institutional deputies tend to substantially inhibit the growth and development of a deputy's effectiveness and professional potential. Imposed excess deputyship demands create inefficiency, and low quality services due to the overwhelming pressure for quality achievement and school perfection. Young, (2003) argues that school principals are construed to be likely candidates of stress and burnout emanating from the pursuit of quality curriculum standards, parents, teachers and efforts to maintain appropriated learners' discipline. In the definition and effects of stress within the leadership circles, Young asserts that:

> *(…)Stress, clinically defined, is the sum of the biological reactions to any adverse stimulus, mental or emotional, internal or external, that tends to disturb the organism's balance or homeostasis. (…)Generally, people under stress can be irritable, anxious, angry, or sad, but chronic stress may lead to immune responses that cause severe problems throughout the body.*

With regard to institutional stress and burnout facing school leaders, the researcher argues that;

> *(…)While all educational leaders are subject to high levels of stress and burnout, we believe that leaders in the principal-ship, often termed an "undoable position," are major candidates for burnout. (…) it does not take long for today's principal to reach the state of exhaustion known as burnout* (Young, (2003).

Rising pressure and stress within contemporary educational institutions have become critical issues for the principals and deputies in a bid to pursue perfection and excellence in totality in the context of their official demands. In an article on levels of stress among secondary school administrators and its implication in education management in Kenya, Ngari, Ndungu, Mwonya, Ngumi, Mumiukha, Chepchieng,&Kariuki (2013) argue that:

> (…)*It can be observed that more than 50% of the school administrators reported that the amount of work they have undertaken exceeds the time available. This means that they feel overstretched in matters of time and energy to work.*

The researchers' findings indicated that:

> (…) *54.5% of the school administrators recorded high levels of stress. (…)Others reported feelings of helplessness and depression related to work overload.*

It is in the interest of the researchers, and for the common interest, that the educational policy makers, stakeholders and transformational educationists that relevant measures, appropriate structures and pragmatic frameworks are put in place to safeguard school deputy principals' health from stress and medically destructive leadership based burnout. The majority of management approaches utilized by some contemporary institutional leadership teams have been critiqued as questionable models that need to be subjected to change as expressed by Hysa, (2014) who argues that;

*(…)Our model of management has been created through practice and experience-based systems. (…)It creates additional stress and work for the teaching staff and does not provide an educationally conducive environment (*Hysa, *2014).*

Such managerial approaches and strategies have been identified by other leaders as key propagators of stress to school leadership teams. Awiti, (2014) argues that "Some of the schools heads have been reported to have collapsed in their offices yet they looked fairly normal."

The facilitation of a deputy principals' framework for growth and development has been advocated on a global scale to cater for this group of institutional leadership in hope of enhancing quality school management and better services. Such advocacy has been prevailed upon by concerned institutional leadership fibre and concerned educational parties. In a deputy principals' forum cum inauguration ceremony of the Hong Kong association of deputy principals, Cheng, (2013) hoped that "the professional development of deputy and assistant principals would be promoted".

In most deputies, the potential to advance and develop to higher professional horizon gets lost in deputyship turmoil. As a deputy gets buried into the normal office duties, gets adapted to deputyship, he/she naturally gets less and less connected to the urge of advancing higher and venturing into the world of personal progression. With time, the initially prevailing and dominant zeal and passion for personal development and growth gets muted. Conclusively, excess imposition of overwhelming duties on deputies and demand for school excellence has destructive effects on a deputy's efficiency, personal growth and development within the contemporary educational environment.

Stagnation and Non-Progressiveness in Deputy Principal-ship
Undue stagnation in deputyship position attracts frustration, disappointment and poor working morale. Deputyship is not always a springboard for principal-ship. Deputyship is not always a stepping stone or preparer for institutional headship. Some deputy principals have been known to mark-time in one job group and position for long awaiting promotions into the next level in vain. Mugweru, (2013) observed that despite the length of service of an instructor in an institution, some teachers get demoralized for failing to secure promotions into the next level, a situation that propels some instructors to seek economic consolation in avenues outside the teaching profession. Mugweru, (2013) asserts that;

> (…) *Although the criteria of promotion of secondary school teachers in Kenya is well outlined by the Teachers' Service Commission (TSC) in terms of academic qualifications, length of service and performance on the job, literature shows that many teachers continue to stagnate in one job group. Literature suggests that this has tended to reduce teachers' morale making many of them to seek alternative avenues to achieve professional development and attainment of personal goals outside the school setup* (Mugweru, 2013).

Deputy principals that toil and moil in four streams boarding schools and above invest more energies to meet their demands and in most cases even at night as they solve emerging learner issues of divergent magnitudes in comparison to deputy principals who work in a 1 or 2 streams day schools. The study by Mugweru, (2013) concluded that the working environment of a teacher should be a key consideration for promotion particularly for those that work in challenging institutional conditions. Further findings from the study suggested that application of policy on promotion of secondary school teachers in Kenya does not seem to cater for the variety of school categories, thus eliciting concerns among teachers and stakeholders as to the criteria and consequent role of the promotion process.

> *(…)Promotion procedures were found to be slow and merit was not adequately considered resulting to stagnation in the same job group which negatively affects teachers' job satisfaction and motivation (Mugweru, 2013).*

There are some deputies who get promoted into their position in hope of serving for a brief period of time only to languish in deputyship endlessly. Under this category of institutional leaders, some opt to switch to other careers perceived to be more fulfilling and end up quitting teaching all together. Another group of deputies end up giving up on getting future promotions, work with less morale in hope of getting working opportunities away from the teaching profession. In the current educational school deputyship environment, there is no clear framework or structure that stipulates how long one should serve as a deputy principal. Promotions accompanied by transfers have also been perceived by some scholars as most beneficial on an institutional and individual context as they raise the working morale and team spirit of instructors as argued by Chumba, (2014),

> *(…)It was also revealed that change of headship in schools helps boost teachers morale and teamwork (*Chumba, 2014*).*

While not all deputy principals may wish to be promoted to the next level, a majority who await longer than their expectations, suffering deputyship pressures and stress, may easily become candidates of despair, customers of frustration and clients of job irritation.

Deputy Principals' Psychological Distress Arising From Discipline Management

Cultural dynamism, revolutionized parenting styles, modernism, changing institutional laws and evolving lifestyles are amongst a few raw materials which have successfully manufactured the 21st century cultured deputy principal, parent and learner. The current Kenyan educational system has created a formal learning scenario where the deputy principal interacts more with the learner in comparison with the parent, more in particular for boarding school learners. Excess working demands due to the rising costs of living, changing parental lifestyles and individual preference have opened a broader interest and demand for parents to take their learners to boarding institutions. Boarding institutions have become centres where learner behavior change dominates due to cultural abrasion, peer pressure and ethnical diversity. A fraction of parents have failed to understand and manage their students' conduct and thus prefer "pushing or dumping" them into boarding schools thus abdicating their parental responsibilities. Once called upon by the deputy principal in cases of learner misconduct, some parents end up blaming, accusing, insulting, taking sides with students and in some cases violent parental reactions towards the deputy have been noted attracting rising stress amongst such deputies. Holt & Turner, (2004) have expressed useful insights on psychological distress amongst school leaders,

> *(…)The literature shows that school leaders experience elevated levels of stress and psychological distress as compared to the general population (*Holt & Turner, 2004*).*

Some parents have been known to have broken down emotionally after the school proves to them of massive indiscipline levels of their students whom they never imagined could get into such horizons. Such reactions may have a negative effect on the working spirit of the deputy principal. Townsend, (2008) gives a frank revelation about stress as a deputy school principal and argues that:

> **(…)***Most parents are very supportive of Departmental and school policy, but a significant number react aggressively and angrily when their child is in trouble. The students themselves can be a constant irritant, and teachers also can be difficult to live with!* (Townsend, 2008).

In the management of disciplinary school matters affecting learners, deputy principals usually work through the use of disciplinary committees under which the deputy heads as the chairperson. Kariuki, Majau, Mungiria & Nkonge, (2012) identified various forms of challenges faced by deputy

principals which include; lack of disciplinary committee, uncooperative teaching staff, uncooperative parents, uncooperative community, dynamic/emerging forms of indiscipline. They argue that:

> (…)*Such challenges impact negatively on the effectiveness of the deputy head teachers since the politics are directed to them as they are seen as a potential threat to the head teachers especially when he is not from the community surrounding the school,*(Kariuki, Majau, Mungiria & Nkonge, 2012).

From the researchers' arguments, it is critical for institutions to constitute disciplinary committees which would facilitate the management of disciplinary issues through the guidance of the deputy principal and thus evade particular complications arising from learner misconduct. It is not unusual to find some institutions operating without disciplinary committees even in this era of pursuance of institutional perfection, excellence and total quality management. Some deputy principals, particularly newly appointed ones are left to operate on their own and maneuver students' disciplinary issues as illustrated by Mugambi, Mutharimi & Thinguri, (2014) who suggested that;

> (…)*Most of the deputies are not given proper orientation when they report to their new positions (Mugambi, Mutharimi & Thinguri, 2014).*

Nocturnal Boarding-School Deputyship Duties Incapacitate Quality and Effectiveness
Night deputyship duties which are ordinarily imposed, assumed or inherited in large boarding schools may include, monitoring night preps and programmes, monitoring night duty instructors by walking around (MBWA), attending to academic issues in ones subject from students, making necessary arrangements for sick students, co-ordinating with night watchmen to net, contain and manage learner truants and sneakers, management of disciplinary learner issues, interrogating and investigation of theft and other misconduct issues amongst others. Even in late hours of the night, boarding deputy principals must ensure students sleep, gather information from individual informers and attend to watchmen who find their way to the house with issues.

 A boarding school deputy who manages such a strenuous programme and finally heads to the house has a few more issues to attend to before sleeping which include; managing irrelevant and misplaced phone calls that stream at odd hours from parents heavily loaded with strange inquiries, attend to night duty teacher's requests, serve watchmen that report with emergency issues and attend to personal and family matters. Such nocturnal duties form the portrait of a surviving boarding institution deputy. Despite delegation of some duties, most boarding deputy principals get overwhelmed, overworked and over pressurized by the combination of day and night duties in pursuit of school excellence and leadership perfection. As instructors qualify to become deputies, a majority have little idea of the huge work demands that await them hence the need to train and sufficiently prepare deputies for their roles which are increasingly becoming dynamic due to the contemporary changing and complex modernity. The understanding of leadership and principal-ship in the context of contemporary complex managerial orientation push many into elusiveness in identifying qualities of leaders. As illustrated by West-Burnham and Ireson, (2014);

> (…) *leadership is increasingly defined in terms of abstract and complex qualities, (West-Burnham… et al (2014).*

The need to pursue quality principal-ship and prevail upon productive school deputyship has been justified by various scholars as critical precepts of adding value to learning. DeVita, (2004) suggests that;

> (…)*Effective education leadership makes a difference in improving learning* (DeVita, 2004).

Deputy Principal School-change Non-Innovativeness: Leadership Casualty

As quoted by Kariuki *et al*, in school administration, the deputy head teacher is the nerve centre around whom all learning and teaching process evolves (MOEST, 2002). As an instructor and administrator, among the critical roles of a school deputy principal is effective curriculum management and efficient deputization in the absence of the principal through coordination, collaboration and consultation. However quality deputyship in these duties can be a delicate process particularly for deputy principals who work under strange supervisors who have terrible weakness in practicing delegation. As a deputy principal, working under such a principal who can be strangely insensitive, selfish and change-resistant may open an unfortunate leadership chapter of mistrust and uncertainty. Such a deputy may become shy in implementing new ideas and strategies of novelty in fear they may quickly get shot down by the principal incase they attract glory to the deputy within the kingdom of school principal-ship. In such institutions, things must be done in the monotonous old way, technology gets shunned and new ideas from the deputy principal are evaded.

Adaptation to novelty in school operations promptly attracts sharp antagonism between the deputy and the principal creating endless conflicts. In a bid to avoid momentary relationship tragedies, in the absence of the principal, the deputy's role remains to uphold, sustain and keep the school status quo against innovativeness, creativity and implementation of effective strategies of dynamism that result into quality achievement and excellence. Mito & Simatwa (2012) suggest that the newly appointed principals are expected to perform their duties efficiently and effectively. This is because new employees are enthusiastic and very keen in performance of their duties, furthermore they are appointed to improve the quality of work because they are better trained, have more current education and may have fresh new ideas in management of schools. This also applies to newly appointed deputy principals who get into the new office with eagerness to work and vigour to inject new ideas into the school system. A deputy principal's school innovativeness that is quickly dumped into the principal's dustbin only exposes the principal's desert of ideas and a serious leadership lapse. The principal thus becomes a key block to school improvement and progress, shamelessly propels the institution into backwardness and drives the school into cocoons of stagnation. The tragedy of such an institutional scenario is that, voluntarily or involuntarily, the principal causes leadership damage, professional destruction and wasted school prosperity opportunities. In such schools, it is the principal who determines the deputy's' level of participation in institutional projects that account for school growth and development. The principal can therefore decide to actively engage the deputy or alienate him/her thus violating the principles of teamwork and collaboration resulting into low morale levels in a deputy principal.

The clear line of authority in a school which inherently surrenders the deputy principal to delegation from the principal as borrowed from the scalar principle does not justify non-innovativeness for school change within the purview of institutional deputyship. Novelty of ideas, creativity and innovativeness by the deputy in solving school baked challenges can be wonderful shortcuts towards school excellence. The deputy's morale and self esteem also reduces due to the principal's non-progressive tendencies and behavior complexes. In light of the current structural educational adjustments, a principal who gets allergic to a deputy's positive innovativeness, departs from positive school strategic change, suppresses deputy's attempts to achieve school perfection, only nurtures unnecessary phobia for novelty, becomes a proprietor of ancient school management styles and an excellent pillar of leadership mediocrity.

Clients of School Indiscipline Create Deleterious Effects to The Deputy's Disciplinary Striving

A section of parents of indisciplined students perceive deputy principals as insensitive leaders, witch-hunters, agents of malice, unfit to manage school conduct issues and only preoccupied with

disciplinary squabbling. Some students have become specialists in parent manipulation in extorting money to maintain luxurious lives in schools and experts in misinforming their parents when sent home due to indiscipline cases. When prevailed upon to account for their conduct at home by parents, such students who are usually clients of misconduct tend to rapidly blame the school system, the school deputy and other learners as the critical cause for their suspension from school. Rarely do they own up and confess their offences to their guardians or parents for fear of harsh reprimand or punishment. In a bid to maintain their "innocence" they inevitably manufacture lies with the purpose of melting away the truth to make them presentable before their parents or guardians. This is the reason why culprits of school misconduct should be made to record their confessions before inviting their parents or guardians to avoid alterations of the truth by the indisciplined students. Some parents have become miserable slaves to their children's lies for trusting every word and behavior tendency exhibited by their children particularly when at home. Such parents ignore the fact that sometimes while in school, due to peer pressure and influence, students change or modify their behavior to keep pace with the complex dynamic developmental changes and demands of modernity.

When invited to school for disciplinary cases, some parents react angrily and sometimes violently towards the deputy principal who normally act as the chairman of the disciplinary committee. Dealing with this difficult breed of parents can be an uphill task as the parents perceive the deputy to be the indisciplined figure and not their children. The perception of such parents is that their children are faultless high school angels who beam with overflowing innocence while in school and can never be customers of misconduct. Such parents are usually non cooperative and only detect a million errors of the deputy principal, taking sides with their children and always overprotective in deliberations made by the disciplinary team. At times, such parents/guardians may persist in verbal attacks towards the deputy and prove to be true custodians of awkward and reckless insults to the deputy. In other disciplinary cases, the parents may seize the child conduct school invitation to project their domestic-based stress and work-related burnout to the deputy with no apparent reason. Such cases are mature signs of pure disrespect of the deputy's sincere school discipline maintenance and an attempt to prove how dysfunctional the deputy can be.

Prevailing mediocrity manifested in learner misconduct coupled with non-supportive parents bears harmful and damaging effects on the deputy principal-ship amongst them; stress, burnout, time wastage arguing and bargaining with unreasonable parents, little time to attend to personal growth and development activities etc. Over-bargaining and arguing with parents in order to prove learner misconduct and implementing decisions made by the discipline committee can not only be hectic and delicate but sometimes disastrous when the deputy lacks support from the principal. From findings emanating from certain school disciplinary procedures, students from divorced families, single parents, separated parental background and families undergoing heavy relationship conflicts tend to experience particular behavioural difficulties and emotional disturbances which negatively affect their general conduct in school making them likely customers of the deputy's office for punishment. Other scholars like Hughes, (2005) have attributed several causes of behavior problems in children;

> *(…)Current evidence suggests that the loss of contact with parents, economic difficulties, stress, parental adjustment and competence, and inter-parental conflict all contribute at least to some degree to the difficulties of children (Hughes, (2005).*

Whether an institution is boarding or day school in nature, learners from varying social backgrounds interact thus affecting their behavioural tendencies. Varying opinions by scholars have been advanced to account for the sources and management of school misconduct by learners. Macharia, Thinguri & Kiongo, (2014) insist that most students in high school apparently acquire their

discipline problems from the basic education environment and diverse family backgrounds where they argue that;

> *(…) Secondary schools inherit discipline problem from the primary school or families where the child come from (Macharia, Thinguri & Kiongo, 2014).*

Conclusion

In the contemporary educational environments, institutional deputy principals are experiencing a rising pressure to fulfill a plethora of externally and internally imposed duties and responsibilities. Of critical attention is the large modern boarding school deputy principal who has been squeezed by the increasing and expanded package of deputy principal demands leaving little time for personal career growth and development. For instructors who perceive deputy principal-ship as an envisioned life dream and chosen career, it is imperative to generously decorate such visions with formal specialized preparations tailored to meet the deputyship demands of contemporary educational dynamic trends. Some deputy principals have been demoralized and de-motivated by their working conditions and contextual institutional environments.

Decongestion of deputyship responsibilities, accommodating deputy principal useful views and unfolding more effective and problem-solving school disciplinary structures are critical measures which should be addressed by educational stakeholders for improved deputyship. More exciting and satisfactory deputy principal remuneration and allowance-frameworks should be unveiled to enhance deputy motivation levels. Deputyship professional growth programmes are indispensable ingredients for spicing future quality achievement within institutional deputyship. School deputyship attracts a unique breed of leadership difficulties and personal challenges that deserve recognition and acknowledgement by relevant education stakeholders through adoption of remedial and corrective measures for future improved institutional deputyship. Emergent deputyship drawbacks that inhibit and incarcerate professional development of a deputy should be promptly addressed by the relevant authority for an improved future school leadership, deputyship excellence, quality achievement, more attractive and motivated deputyship as proposed by this article which dwells on juggling the semantics of school deputyship; an analysis of reasons and remedies.

Recommendations

1. It is imperative for relevant stakeholders and educationists to promptly move and strengthen structures for specialized training tailored for effective preparation of new deputy principals as propellers of change, agents of effective communication, custodians of shared vision and common understanding amongst instructors.
2. Institutional discipline frameworks need to be restructured and periodically revised to sufficiently cater for the dynamic complex institutional and societal changes.
3. It is critical for education stakeholders, principals and relevant authorities to decongest deputyship duties & responsibilities particularly for deputies working in large boarding schools and create off-times purposing to distress.
4. Educationists and stakeholders should create structures for broadened partnership, quality collaboration and improved coordination between the principal and deputy where the latter acts as key implementer, executor, facilitator and initiator of the institution's policies, guidelines and school culture within the context of the 21st century dynamic institutional leadership.
5. In pursuance of quality deputy service and institutional excellence, it is vital to improve internal and external modalities that lead to exciting and more satisfying deputy-principal

remuneration packages based on the uniqueness of an institution in order to cater for the misery-stumbled and potential-squalor deputies stranded in deputyship turmoil.

6. Making school deputyship more attractive and professionally extra meaningful should be prioritized by key educational stakeholders by initiating, adopting and creating broad frameworks and guidelines to cater for the same.

7. Relevant, valuable, school problem-solving ingredients emanating from deputy's creativity and innovativeness should serve as key remedies and therapies to institutional ailments and not perceived as mechanisms of undermining authority.

8. Extra research is significant with the purpose of critically assessing, monitoring and evaluating the specific developmental needs of deputies purposing to improve deputyship career developmental gains.

9. There is a critical need to create a national deputies' forum for educative sharing to tackle emergent deputyship challenges within unique institutional environments.

10. Broaden and strengthen structures for the initiation of diverse de-stressing programs with the aim of rehabilitating and counseling the fallen, emotionally molested and stressed deputies who are victims of myriad of school disciplinary challenges.

11. Promptly motivate, adequately reward and timely promote career-stagnated and professionally frustrated deputy principals rather than suffocating them in deputyship confusion, misfortune and perceiving them as propagators of failed leadership, culprits of school shame or victims of blame.

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