



Leadership Styles among Managers of EMO Schools: An Exploration of Challenges, Issues and their Solutions

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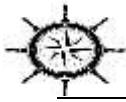
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Abstract

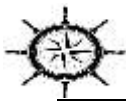
The purpose of this research study was to explore the leadership styles of the educational leaders and managers of education management organization (EMO), working as principals and managers at designated schools. The qualitative case study was used with exploratory research design to explore the effective leadership styles. As this design is appropriate for the use of multiple sources to collect and analyze the data with flexibility of different items to reach conclusion with authenticity. The data were collected through interview protocol and then analyzed through thematic analysis technique. After data analysis, six themes were explored: (a) school leadership as a vision and commitment towards quality education; (b) participative and servant leadership style; (c) lack of cooperation and clear directions generates major problems; (d) transfer of teachers, late coming and absenteeism of staff and students; (e) use of participatory and heuristic approaches; and (f) continuous meetings and open communication among all stakeholders. The findings of this study contribute to the existing literature, which provides substantial evidence about the leadership styles in Sindh, Pakistan. The recommendations derived from this study include: (a) improving overall product of schools through scientific communication skills between all stakeholders; and (b) ensuring cooperation for the progress and performance among head teachers, teachers, and students to achieve the overall organizational goals. Future researches may attempt to analyze leadership styles from quantitative method to bring rigor in results alongside generalizability for replication elsewhere.

Keywords: education management organization, leadership styles, school leadership, servant leadership, participatory and heuristic approaches



Introduction

Sindh Education and Literacy Department (SELD) and United States Agency for International Development (USAID) have invested a lot of finance and energy to increase the literacy rate in the province of Sindh, Pakistan. This action is an attempt to improve the equity, access and quality education by modernizing and innovating educational systems of public schools, reducing inefficiencies, and addressing management gaps measured in the marginalized areas through key performance indicators. This situation offers an opportunity to explore the roles, responsibilities and leadership styles of EMOs schools managers in the context of Sindh, Pakistan. Since EMO is a new area of study, hence, there is a need for a study to understand the context from a novel perspective. Moreover, it is significant to quest for the impact of EMO school managers of their leadership styles on the stake holders, and how they address the problems, issues and challenges they face in the public schools after their intervention as main human capital of EMO. Whether, these EMOs school managers make a difference to support and achieve the objectives behind the handing over public schools to third party private organizations. The study will suggest teachers, educators, administrators, policy makers, funding agencies (USAID), third party (EMOs) and authority (SELD) to adopt the pragmatic solutions derived from the findings to address the actual problems with workable strategies, techniques, and will guide the future directions. The vital role of school managers necessitates an inquiry of their leadership roles in the EMOs. Therefore, the purpose of this research study is to explore the different leadership styles, problems, issues, challenges and solutions related to the managers of EMOs schools working in the province of Sindh, Pakistan. The EMOs program came into existence in the province of Sindh, Pakistan with the aim to provide quality education through the Right of Children to Free and Compulsory Education Act in compliance with Article 25-A of the constitution of Pakistan in 2013. The same was supported by the Sindh Education Sector Plan 2014-18. (Rocque & Rao, 2019). In this connection, three research questions were designed to seek the answers in order to understand the phenomenon and the situation: (a) what are the Leadership styles of EMO schools managers? (b) What issues, problems and challenges do EMO schools managers face? (c) How EMO schools managers solve their problems, issues and challenges?



Literature Review

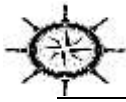
According to Day's (2004) study, the school leader plays different roles at different time intervals because leadership style, work motivation, and performance have strong positive relationship (Astuti et al., 2020). Similarly, they are the manager and administrator, instructional leader, pedagogical leader, curriculum leader, and coach at different times because the ultimate aim of the leadership and its style is to encourage the learning environment (Chen & Hou, 2016) every time and every day. Leadership means influencing others' actions in achieving desirable ends (Kalkan et al., 2020) which creates a learning environment and fosters innovative behaviour of teammates (Zhou & Wu, 2018). Leaders are the people who shape the goals, motivations, and actions of others through their leadership style (Ardi, 2020) which leads towards the drives of the development of fundamental innovations (Escrig et al., 2016). Leaders initiate change to reach existing and new goals, and it does take ingenuity, energy and skill to play the role smoothly. Managing is maintaining efficiently and effectively current organizational arrangements, which will lead towards the innovation positively (Alblooshi et al., 2021). Managing well often exhibits leadership skills (McMillan, 2010). The overall function is toward maintenance rather than change (Bush, 2007). Many authors believe that there are five or four leadership styles but, in this research, three styles of leadership were adopted from Bush (2007), who believes that leadership is: collegial, political, and cultural (Table 1) which theorize the leadership styles of EMOs school managers in context to understand the outlines, specific qualifications, experiences and outcomes of leadership styles and behaviors (Fries et al., 2021).

Table 1

Leadership Styles

Leadership	Simplified Name	Contextual definition	Characteristics
Collegial	Transformational Leadership	A process of achieving vision/goal of school through commitment, participation and communication of all stake holders.	Commitment Participative Interpersonal
Political	Transactional Leadership	A process of achieving organizational vision/goal through exchange for the valued resource among the stake holders.	Process of exchange
Cultural	Moral/Servant Leadership	The process of achieving vision/goal of school when a leaders establishes trust, respect, ethics, beliefs and values.	Based on trust, respect, ethics, beliefs and values

Note. Adopted from Bush (2007)



Servant Leadership

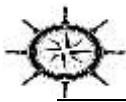
The word servant leadership was devised in the Servant as Leader, written by Robert Greenleaf (Lo et al., 2020) in the 70s. It states that the servant-leader is a servant first, which means to serve according to inspiration received from the ethics-based leadership style (Stein et al., 2020), need to moderate an unusual power (Putri et al., 2020) shadings and blending the infinite variety of human nature. According Brohi et al (2018), servant leadership of principals motivate their employees or teachers to be retained in their institutions. These useful insights for change, raise apprehensions about job-related concerns by developing a sense of psychological safety in the institution. As a result, behaviors will persuade and improve team work and organizational performance.

Transactional Leadership

Transactional leadership is a way used by most politicians to lead their followers to satisfy leaders' self-interest, and the achievement of the objectives through proper monitoring system to avoid the errors (Liao et al., 2017). Transaction means contract or employment agreements, which can be offered by leaders in the shape of rewards in return of performance of their followers (Diaz-Saenz, 2011), in order to achieve maximum organizational benefit beneficial (Chen et al., 2018). In contrast to transformational leadership, transactional leaders lead through the use of specific incentives and motives through a reward system for employees to correct their actions (Jia et al., 2018). Transactional leaders do not take into consideration the conflict between the needs and interests of the employees, and the needs and the interests of the organization, nor are they concerned about creating enduring relationship with followers (Al-Hilali, 2012). Moreover, the traits of transactional are closely related to the management orientations, which support to reinforce and refine knowledge of all stakeholders (Vargas, 2015).

Transformational Leadership

The word transformational leadership was initially devised by James Downtown in 1973, and then the term was used at wider level by Burns through his classical study of political leadership in 1978 in his book 'Leadership'. This book made a distinction between transformational and transactional leadership in detail. According to Diaz-Saenz (2011), it is the process in which a leader maintains the performance of a group or an organization beyond the expectations through their strong personal, emotional, social, and organizational



identification, and attachment (Jia et al., 2018) with their supporters, having combined commitment to the higher honorable cause through radical or incremental (Villaluz & Hechanova, 2019) approach, aims and objectives. It is a way in which leaders involve their followers not only to accomplish something of importance but also to honestly inspire them to be a better fit in the organization (Vargas, 2015). Such type of leaders influence their followers to rise to the higher level of motivation because they believe to support and encourage everyone to perform well through creative thinking, innovation and outcome achievement (Paulsen et al., 2013). They not only lead but develop leaders to think differently (Sarros et al., 2011) in different situations for the maximum benefit of all stakeholders. The value of transformational leadership is measured through the degree of social change (Jia et al., 2018) brought by them to be respected, valued, admired, trusted, have extraordinary capabilities and charisma. They can paint clear vision as they influence norms, values and beliefs of the good workers (Woszczyzna, 2015). Therefore, transformational leaders can communicate the expectations clearly, committed to set goals, consider individual needs, imbue creativity among followers, coach, and guide people continuously. Table 2 presents characteristics of servant, transactional and transformative leadership.

Table 2

Characteristics of Servant, Transactional and Transformative Leadership

Servant Leadership	Transactional Leadership	Transformational Leadership
Acting in an ethical and respectful manner	Focus on motivation by rewarding employees for meeting standards	Has great charisma to motivate /persuade others.
Prioritizing the needs of others/has strong empathic feelings	Becomes active in specific issue	Understands the individual needs of students and staff and
Displaying compassion to others' concerns	Shows energetic leadership by , monitoring progress and handles discipline	Thinks up multiple solutions for one problem (sees a big picture)
Helps in professional development of employees	Inclined to more on values than ideas	Empowers and delegates the powers and responsibilities for the best results.
Has democratic approach	Focus on best results and performance of sub ordinates.	Keep on supporting/ mentoring the staff and students as per their needs and possible occasions
Maintains effective relations with all stake holders	Works to increase revenue of the school	Improves the results continuously through connecting and emotional intelligence.



Transformational leadership motivates followers, increases followers' awareness, changes their attitudes, beliefs and values to achieve and align their personal and organizational aims (Avolio et al., 2009). This particular leadership paradigm has been embraced by practitioners, researchers and scholars alike as one approach to engage followers to perform beyond expectations (Zuraik & Kelly, 2019), and is associated with creating and inspiring a shared, idealized picture of the future that is reflective of the organization values (Walumbwa et al., 2008). Collins (2009) stated one of the aspects of transformational leader is to build great companies and cognize the growth of business as it does not depend only on markets, technology, competition, and products but the ability to get right people for the right work. There is a slight difference between problems, issue, and challenge which needs more discussion that the problem is a case that can be solved through the rules and regulations, policies and procedures, defined and documented in the company. Issues are cases to be solved by modifying policies and procedures. Whereas, challenges are the targets to be achieved through applicable plans, which must be planned, monitored, and executed. As Fullan (2005) identified that principals should have no problem to claim for fair share of frustration, since their role is complex, overloaded and unclear. A usual interactive relationship exists within school systems (Table 3).

Table 3
Short-term Student-related and Technical Problems

Duty	Source/problem	Solution
Student-student interaction	Bullying Quarrelling	Communicate
Student-teacher interaction	Misunderstanding Prejudice Disobedience	Persuade /reinforce
Teacher-System incompatibility	Dissatisfaction with curriculum	Mentoring/Capacity building
Daily cleaning	Related to students and staff	Reinforce cleaners
Basic physical troubles	Damaged material such as taps, plugs, lamps and windows.	Find technical near by
Simple technological facilities	Photocopying /projectors machine	Take help from nearby schools/shops

At certain points of time varied-nature of official aspects surface to deal with (Table 4). For example, students' health problems, philosophical and ideological differences among teachers, specific hierarchical structures within school, professional attitudes of teachers, low-satisfaction level of parents, and failure of adhering rules and regulations.

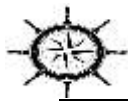


Table 4
Mid-term Staff and Parents-related Problems

Duty	Source/problem	Solution
Students health problems	Physical/mental	Contact doctor / psychotherapist
Teacher-teacher interaction	Disagreement/argument	Persuade /reinforce
Organizational issue	Issues related to roles	Improve organizational habit
Habits	Tradition teaching /trends	Trainings
Parents oriented problems	Dissatisfaction of parents	Hold meetings Create new opportunities
Staff disobedience	No follow up of rules	Mentoring /reinforcement of rules

The study of Dos et al., (2015) reveals the short term, mid-term and long term problems, issues, challenges, crisis, sources and their solutions that a school manager encounters on daily basis (Table 5). Student and technical problems are short term. Staff and parent related problems are mid-term. Whereas, organizational and policy based problems are long term as given in following tables.

Table 5
Long -term problems (organizational and policy based problems)

Duty	Source/problem	Solution
Students cognitive readiness	Slow learners	Remedial classes / extra support
Teachers Qualification	Teachers may not have relevant qualification	Different training activities
Organizational Structure	Politicized	Modify structure as per need
Parents-students Socio-Economic Background	Record	Improvement of situation
Educational policies	Irrelevant and impossible to achieve contextually	Suggestion/apply new policies

Ruiz and Amorós (2019) have conducted their study on school leadership and find the role of school leadership in challenging times that school leadership faces two main types of difficulties: one main theme is internal school difficulties; and other is external difficulties (Figure 1). Both themes comprise many subthemes that further explaining and supporting this study. The participants of this study were 100 principals from the province of Alicante, Spain.

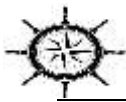


Figure 1
The Challenges of School Leadership

Challenges Faced by School Leadership					
Internal Challenges			External Challenges		
Task variety and complexity	Teaching Staff	Students	Educational Authority	Families	Community
Wide range of tasks	Coordination of teachers	Discipline and Conflicts	Poor Management	Demanding attitude	Co-existence problems
Unpredictability	Teachers resistance to change	Contextual Needs	Lack of reward and consideration	Lack of support	Context Curriculum
Bureaucratic workload	Composition of teaching staff		Constant Legislative changes	Permissive parenting style	
Combination of teaching and Principalship	Divisions among teaching staff		Intermediaries	Limited involvement and participation	
			Great responsibility		
			Low level of autonomy		

This study was qualitative, and used semi-structured interviews as the research tool. Internal challenges consisted of three main determinants such as task variety and complexity, teaching staff, students, and again these three determinants come across different problems. On the other hand, external challenges include educational authority, families and community. These three areas again multiply some other difficulties. Hence, this journey towards the series of challenges and problems related to school leadership seem too long and challenging.

In the period of five years, more than 10000 managers from public and private organizations had a view that leader should be honest, competent, forward-looking, inspiring, and ultimately credible. Leader has to pass many tests of followers. In short, leadership lies in the eyes of the follower (Kouzes & Postner, 2007). According to Smith and Riley (2012), leadership deals with events, emotions and consequences to minimize the problems in order to avoid harm to school. It is considered as change and innovation agent to transform the

values, visions and obstacles into actions, realities, and innovations respectively to maintain separateness, solidarity, risks and rewards. It focuses to influence the way others think, feel, and behave to motivate others. Leadership in crisis must have following traits to get over the effective results and process (Figure 2).

Figure 2

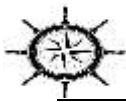
Traits of Leadership in Crisis



- Communication Skills
- Procedural intelligence
- Synthesising skills
- Optimism
- Flexibility
- Intuition
- Empathy and Respect
- Creativity
- Decisive decision making

Research Methodology

Qualitative research method was used with the exploratory design and case study approach in this study. As Pellissier (2010) described that research design is an organization that accounts for collection and analysis of data having combined relevance of research with economy in procedure. The qualitative research design was used to create knowledge in the subjective way having piloted on two educational leaders and managers to collect data from the selected respondents (Creswell, 2009). Interviews—SM-1 and SM-2 were constructed and conducted on the school managers respectively. The main points of the interview protocol were: (a) transformational leadership; (b) transactional leadership; (c) servant leadership; (d) problems, issues and challenges; and (e) solutions. The convenient sampling was used for sample selection of school managers. The data were collected within two weeks by using semi-structured interviews having five questions. The research study used thematic data analysis technique. This research instruments were validated through expert validation and piloting, while the trustworthiness was maintained through triangulation of data, and confirmation of the results from field experts and literature support.



Results and Discussion

The collected data through semi-structured interviews were transcribed, coded and finally categories and themes were generated, and for drawing the clear picture of interviews pseudo names were used as SM-I for first school manager and SM-2 for second school manger respectively. The major themes are given in table 6.

The main findings of the data are presented in six themes to discuss in detail to reach the conclusion i.e. school leadership as a vision and commitment towards the quality education; servant and participative leadership style; lack of clear directions and cooperation; transfer of teachers, late coming and absenteeism of staff and students; use of participatory and heuristic approaches; and continuous meetings, and open communication among all stakeholders. The generated themes are interpreted as follows.

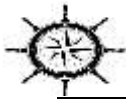
School Leadership as a Vision and Commitment towards Quality Education

School Leadership was found connected with the organizational, personal, and contextual vision and mentioned by one of the interviewees (SM – 01) ‘Leadership is to lead some one based on the vision, which is defined at organizational level’. Because vision is multifaceted structured consisting of many other prominent factors i.e. vision formulation, implementation and innovative realism (Larwood et al., 1995). The corporate vision formulated and considered as the first step of the strategic management process (Suranga, 2014).

Table 6

Themes with Description

Themes	Description
School Leadership as a Vision and Commitment towards Quality Education	The school leadership is about the organizational, personal and contextual vision to promote quality education. Empowering team according to their special needs and working styles and have belief on others.
Participative and Servant Leadership style	Participatory Style of Leadership clearly communicates and informs to all his stakeholders time to time. She/he finds the practical solutions of problems through participatory approach. Servant leadership, who supposes to be servant first, building trust among his/her team members by and quitting his/her own emotions by facilitating others then focusing on its position.
Lack of cooperation and clear directions generates major problems	Non-cooperation from Education and Literacy department of Sindh (SE & LD) and other stakeholders creates hurdle for EMOs in achieving the key performance indicators of the program.
Transfer of teachers, late coming and absenteeism of staff and students.	Transfer of trained teachers, absenteeism of students and teaching staff is the loss of overall image and results of school. It also leaves negative impression on the society.

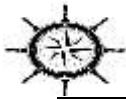


Use of Participatory and heuristic approaches	Participatory and heuristic approaches can solve all types' problems and issues related to school, students, teachers and other stake holders.
Continuous meetings and open communication among all stakeholders.	The problems can be solved by empowering staff, team work and using heuristic approach (situational approach). Continuous meetings among all stake holders, motivation to employees can solve all kinds of problems at school level. And policy problems can be solved by authority (Government of Sindh) and higher authorities of EMOs through continuous collaboration.

Moreover, according to Këndusi (2015), two schools situated in the same area, with same number of learners, professionally sound teachers, were found different in achievement i.e. first was higher achievement rate than other. The reasons for the differences were a successful leader with a clear vision, and their managerial skills. Quality education and commitment are the core values of school leadership as quoted by one of the interviewee (SM – 01) ‘so in this way I have a vision to improve the quality education in the remote area that is why I am working at this position’ Moreover, quality education is considered the focused area of school leadership as suggested by the literature that there is wide recognition of the need to establish and strengthen effective school leadership, as a means of improving education quality, school performance and students’ learning outcomes (UNESCO, 2016). Further he mentioned that School Leadership who works or given responsibility to manage the schools must be committed with his or her profession. According to Fullan et al., (2005), transformation requires liveliness, accepted wisdom, commitment, and ownership of all those implementing improvements.

Servant and Participative Leadership Style

The Servant Leadership style is helps a leader to control emotions, facilitates others and indicating the leaders as servant first and then focusing on the position. According to the statement of interview (SM-01) ‘Particularly, I follow my style of Leadership as Servant Leadership because I think it is very appropriate according to our context and people’s mind set’. Many studies investigated the diverse features of SL in occupational and educational settings (Russell & Stone, 2002; Shaw & Newton, 2014; Spears, 2004). This type of leadership generates trust and commitment among the stakeholders and fits in the context of education. The literature supports the same point of view as suggested by Black (2010) that outcomes determine a significant positive impact of principals who go through SL on favorable institutional climate and teachers’ trust in leadership.

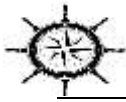


Participative School leadership becomes successful in creating a bond among the staff and the burden of leadership is lessened if roles and responsibilities are shared. The response of second interview SM2 deduces that school leadership should be participatory and supportive and as he said 'school leadership should mentor school teachers and sub-ordinates who work under his supervision and the According to Bush (2007) PL has three main assumptions as participation that increase school efficiency, it is justified by the democratic principles and is available to the legitimate stakeholders. Further, the participatory school leadership is thought to be the most successful in the field of education. Interviewee (SM-02) opined that 'He or she allocates the work according to their knowledge and skills as to get the work done by them. He or she should be aware of these things' and the same is endorsed by the literature as participation by parents, teachers, public and learners is a cornerstone of good school governance. This can be either direct or through representatives (UNESCO, 2016) and Whitaker (2009) indicated that whatever is happening in institutions is filtered by the principal to show as good to all.

Lack of Clear Directions and Cooperation

Clear directions and communication help an organization to achieve its vision and mission by leaps and bounds and the vice versa. According to interview (SM-01) 'First of all, since from my joining here I am feeling one problem here our organization does not share any kind of job description with us and there was no orientation for us because we were feeling we have no clear direction what we have to do and along with written documents and concession agreement we have developed our understanding we have to work in this way and then we analyzed the documents as supported by the literature According to Ayub, Manaf and Hamzah (2014) through leadership and supervision, the organizational goals can be achieved, initiate structure to clear directions for all to perform their tasks properly. Literature has greatly emphasized the need of clear task communication, which becomes a source of success for an organization the end of the day. Task communication is likely to ensure orderliness and structure, facilitating the efficient use of resources effectively (Hirst & Mann, 2004).

The main stake holders of school are community, student, teachers and educators. The cooperation from community and other organizations is as important as students and teachers. According to interviewee (SM -01) 'Moreover, from the society we have felt that there is lack of cooperation from parents, community. They want to send all their children to our school and they are imposing to obey their demands and get their children to be admitted without

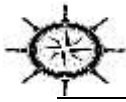


considering the problem that we have shortage of teachers at our school. It is impossible for us. In GHS XYZ, we have lack of furniture and parents are not ready for financial support or other support.’ The same is endorsed by the literature as school and family partnership that implies exchange of information, responsibility for educational processes, evaluation and improvement (Deva, 2009).

Cooperation from Sindh Education and literacy department (SELD) is need of time from third party EMOs according to the statement of interviewee (SM-02) ‘Suppose if government officials from district education department are going to transfer any teaching /non-teaching staff then this is going to be done with consultation to EMO. But this is not followed. This is the breach and gross violation signed between the two parties. On the other hand which multiplies because of transfer issues is that our trained staff is transferred to other schools. Certainly we have invested in them too. So this is a policy level issue’. Further literature is evident that a strong relation is required so that family and community feel positive as the members achieve their planed objective properly (Këndusi, 2015).

Transfer of Teachers, Late coming and Absenteeism of Staff and Students

Teaching and non-teaching staff equally contribute to the effective culture and outcomes of the schools. If trained teachers are continuously leaving the schools or transferred to other schools, then for both cases it is great loss to the school especially students and academics suffer a lot. One of the interviewee (SM-01) has elucidated as ‘The other thing was after signing concession agreement and handing taking of schools we were continuously facing the problem of trusting our teaching as well as non-teaching staff. That was transferred from the authority (Government of Sindh). Different DEOs and Directors were transferring teaching staff and there was lack of supporting staff (peon, sweepers). So, how can we manage without them? So, the problem was the transferring of teacher’. The same point is raised by (SM-02) ‘Suppose if government officials from District education department are going to transfer any teaching /non-teaching staff then this is going to be done with consultation to EMO. But this is not followed. This is the breach and gross violation signed between the two parties. And on other hand, which multiplies because of transfer issues is that our trained staff is transferred to other schools .Certainly we have invested in them too. The literature supports the same point of view in a way that the high rate of teacher mobility impacts negatively on school improvement (Feng & Sass, 2008). According to Onsomu (2014) high rate of teacher transfer impacts negatively on school improvement that disturbs the stability and continuity of



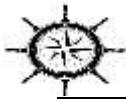
teaching. Therefore, the Kenya government has staffing all public schools with teachers and reducing their transfers with the enhancement of their salaries.

The late coming and absence of a teacher will cause the discipline disorders and discouragement among the students. It not only causes the hindrance in the academic success of students but also leaves negative impression on the schools and adverse effect on the society. The late coming, absence of teachers and non-cooperation from staff will hinder the progress of any school abruptly and will become a root cause for its ultimate failure. As stated by (SM -02) 'Teaching staff in the public sector is habitual of being late and non-teaching staff seems non-cooperative of work and remain absent'. According to the research study of Finlayson (2009) teachers remain absent frequently from low-socioeconomic schools. The solutions to address such problems can be better collection and monitoring of teacher absenteeism data, requiring teachers to make personal contact with the principal or other administrator.

Late coming and absenteeism of students is root cause for the lowered progress of the students and adversely effects the overall culture and projection of school environment. Ensuring the regularity and punctuality can easily ensure the academic success of students and school in long term too. With reference to the statement of (SM-01) 'One more thing, there is lack of students' attendance and parents are not ready to send their children to our school or going to be responsible simply there is also lack of cooperation from parent's side. So in this we can say that there is lack of cooperation from the society'. The literature recommends that the education authorities should also consider the socio-economic condition of the area of location of no-fee schools, because of current financial situations of students. Further, schools should be emphasized to establish the reasons for persistent learner absence and late coming on the basis of discussions with the learner and the parents (Boshego, 2012). Further, the findings of Cook and Loraine (2010) suggest that the causal factors for absenteeism do not find their genesis but combine to emphasize absenteeism in rural schools of Jamaica.

Use of Participatory and Heuristic Approaches

We usually find solutions of problems in our daily life by consulting or getting support from the expert people in the respective fields, which is preferred method of solving problems not only by religions but also in every walk of life. As one of the interviewee (SM-01) expressed his ideas 'I also try to solve problems by getting cooperation from others'. According to Deva



(2009) School manager must collaborate in organized and planned ways with families and communities for significant results. As the education and development of a child can be catered through a high class of cooperation between school and family.

Strategies can be a proven model/approach that works to address any problem or issues arisen. Algorithm, heuristics, Trial and error and Insight are the common strategies followed to solve the daily life problems especially in the context of schools. Among all approaches, heuristic approach is commonly used and found effective to bring the pragmatic solutions according to the nature of problem, the previous experiences are linked or applied to the current problem to solve the problems. According to interviewee (SM-02) ‘They have documents to solve operation problems and tool is heuristic approach to solve the problems.’ and interviewee (SM-01), ‘I solve problems through heuristic approach.’ The literature supports the heuristic approach as the history of science attempted to convey methods for finding evidences to reach and arrive at new discoveries known as the art of discovery, or heuristics later (Groner, Groner, & Bischof, 2014).

Continuous Meetings and Open Communication among all Stakeholders

Continuous meetings are found to be the best solutions of problems and issues in the organizations. As stated by the interviewee (SM-01) ‘The one thing is we should make the authority responsible and we are guest for 10 years. According to Ramosaj (2004) communication and cooperation skills of a school manager play significant role in the success of the organization through transferring the information from one person to another. It is generally observed that Open communication and collaboration can also solve even major problems in the organizations. According to interviewee (SM-02) ‘Once some other party is violating we should tactfully address the problems in the light of policy .We should communicate our queries to the authorities in tactful, polite and patient ways. Certainly, staff and line functions in terms of managerial terms. I would suggest it is natural you might differ on the work style and delivery’. This is supported by the literature as sincerer and more frequent cooperator between teachers and managers as the social networks (Këndusi, 2015).

Conclusion

In short, this research study deduces the preliminary findings in the following table. 7, based on the two interviews conducted as pilot study as School Managers of EMOs mostly follow either servant leadership or participatory style of leadership.



Table 7

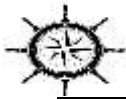
Leadership styles, problems, issues, challenges and their solutions

Leadership Style	Problems	Issues	Challenges	Solutions
Servant & Participatory Leadership	Achievement problems of and absenteeism of students.	Non-cooperation from all stake holders and transfer of teachers without consent of EMOs.	Ambiguity in the concession agreement.	Open communication and continuous meetings with all stake holders.

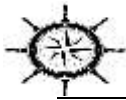
They face problems related to the Student and operations, issues having community and staff orientation and Challenges include the ambiguity in the policies in the concession agreement. Open communication and continuous meetings are suggested solutions in the context at hand (Table 7).

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