



IMPLICIT THEORIES OF LEADERSHIP IN THE DIRECTORS OF SCHOOLS. A THEORETICAL REFLECTION

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ABSTRACT

This document shows the results of a review of the literature on implicit theories and their relation to the way in which the directors of schools construct them. The purpose is to analyze the literature focused on the study of implicit theories, identify the aspects that influence its construction and the elements that identify them. Texts were selected that refer to three central models of educational planning such as democratic teleological theory, techno-efficiency and autocratic, since these theoretical perspectives filter the type of management and implicit leadership exercised by principals in schools of different educational levels..

KEYWORDS : Leadership, Directors, Education, Implicit Theories.

Development

The study of the implicit theories has been carried out from different models and perspectives. One of them is the instrumental rationality oriented towards the ends and achievements of education. They seek the fulfillment of educational purposes based on the monitoring of the established norms.

A perspective of implicit theories seeks clarity in the subjects of teaching and learning that the director constructs from his own experience and that in one way or another transcend the process of interpretation of the academic task mainly in the interpretation of the curriculum.

Another identified theoretical perspective emphasizes the scientific knowledge, beliefs, contents and practices that are related to scientific knowledge. The implicit theories of the directors are impregnated with scientific knowledge in which they sustain their practices in schools. Cossío and Hernández (2016), define the implicit theories as a system of intuitive knowledge and beliefs, difficult to explain, that are elaborated with pragmatic purposes of utility.

On the other hand Macchiarola and Martin (2006) explain the implicit theories from the democratic teleological theory, which guides the decisions of directors from a normative or programmatic approach, delimited in a temporary way their task. A model of implicit theories is the techno-efficiencyist from which it is affirmed that continuity and systematicity are fundamental characteristics of the model. A third identified model is the autocratic recognized by its tendency for communicative or interpretative rationality, it is defined as a model of uncertainty, where future foresight is not possible and a technocratic decisional model characterizes students' thinking.

Cossío and Hernández (2016) state that implicit theories have their origin in experience. In addition, they recognize an implicit interpretative theory and the constructivist theory. The first one explains knowledge as a linear process, from less to more. The second one sustains that each subject can construct a different meaning before the same content and the transformation of the original content.

Another implicit theory is the postmodern one described by Pozo (2006) which refers to situated knowledge and the student would be left free to build by himself, without external impositions.

From the analysis of the implicit theories, conceptual differences and coincidences are appreciated. The existence of a knowledge in action of the subjects is recognized, which is directly related to

educational situations and admits knowledge of an implicit nature that differs from the knowledge exposed verbally or applied.

For Marrero (1993), the implicit theories are reconstructed on the basis of pedagogical knowledge historically elaborated and transmitted through training and in the practice of educational practice, as well as beliefs. Jiménez and Correa (2002) establish clear differences regarding the implicit beliefs and theories of the teacher that are related to the leadership of the director considering that the teacher is a pedagogical leader.

Finally, the perspective of practice as knowledge, emphasizes action as a basis to explain the relationships between knowledge and action of teachers and involves a constructivist perception of it.

Leadership from different theoretical positions

The subject of leadership has a lot of adscriptions, it is a controversial subject because of the diversity of explanations. From some authors the leadership can be innate in the person or result of the interaction of the personal characteristics of the leader with his followers or result of the influence of the context.

The issue of leadership has been studied for some decades 1930 and 1940, in its beginnings it was assured that the leader was born was not done. So the behavioral theory about leadership emerges. Short and Creer, 2002, mark two lines, the first one refers to the characteristics of managerial work, framing it in three types: authoritarian, democratic leadership and *laissez faire*. The second, talks about the behaviors about effective managers, from this line emerge the tasks or behaviors of effective leaders, from which the promotion of positive relationships, standards of performance, technical knowledge and coordination and planning is derived.

The behavioral theory based on the characteristics of the director and his behavior was not enough to give a satisfactory explanation about the leadership, due to this it was concluded that the leadership depends to a great extent on the context, this is how the theory of contingency arises, which prescribes an adequate leadership style contingent on factors such as leader-member relationships, members or followers of themselves, the organizational climate or culture and other environmental factors. Some investigations confirm the influence of context in the elaboration of implicit theories of leadership.

For Peris (1998), the implicit theories of leadership would have their origin in the contents of socially accessible leadership, configuring themselves from their experiences of social interaction and also from the recycling of scientific knowledge of leadership to which they have access. Castro (2006) mentions that these leadership

prototypes arise from cultural norms and practices and from the organizational culture in which the leader is inserted. Castro and Lupano (2007), argue that leaders as subordinates, have a script of stereotype of expected behavior of a person to be considered a leader, in this way the members of a working group develop, through the processes of socialization and from past experiences with leaders, a series of implicit theories about leadership.

Murillo (2002), reinforces the previous positions on the implicit theories of leadership, emphasizes the style of the leader and ponders the extent to which he achieves control of his surroundings, as well as the ability to structure the task and the power you have to position yourself. This position is reinforced by two variables of the environment, the characteristics of the followers and the demands of the managerial environment, the disposition of the followers and maturity (ability to accept the responsibility to direct their own behavior).

In this time of research on educational leadership two proposals emerged, these can be defined as the most popular. Sergioivanni (1984) finds 5 styles of leadership, technical, human, educational, symbolic and cultural. Leithwood, Begley and Cousin (1990) study 4 styles of leadership, focusing on interpersonal relationships, student achievement and well-being, focused on programs and exclusive administrative attention.

In the line of effective leadership, Ganga and Navarrete (2012), express that leadership is understood as a complex phenomenon that can be approached from different perspectives. The traits and behaviors presented by the leader are highlighted as a central theme, in the attributions made by the followers or in the incidence of the context in the leader-follower influence process. From this point of view, the study of leadership aims to identify and describe the different cognitive, behavioral or personality variables associated with it, while taking into account the context.

This vision requires transforming, generating change, proposing models that improve direction. As a result of this, transformational leadership emerges. And recently the facilitator, persuasive and distributed.

Likewise, Siles (2015) defines transformational leadership as a multifaceted, complex and dynamic form of influence that affects the individual, group and organizational levels, in an inter-level approach, that is, that acts simultaneously in them. Take into account entrepreneurship, as an option to respond to the different situations that arise in organizations, as a strategy to generate mechanisms to innovate the organizational culture, a determining factor is the actions of leaders.

Transformational leadership for Bass (1985, 1988) is based on the development of explicit, shared, moderately challenging and feasible goals; the creation of a zone of proximal development for the manager and his staff; the ability of the director to promote the functioning of the collegiate. Some of the characteristics of the leader in this model are charisma, vision, individual consideration, stimulation, intellectual and ability to motivate.

Bedoya (2015) supports the existence of similarities between transformational leadership and prosocial leadership in those dimensions where the recipient of the leadership and its particularities are an important part of the leader's action. But it also confirms the existence of differences between some dimensions.

Transformational leadership has the foundations for prosocial leadership. A transformational leader could become a prosocial leader, and a prosocial leader is already a transformational leader.

Leadership manifests at all levels (Harris and Chapman, 2002). The director is an agent of change, promotes the development of teachers, the creation of a shared vision.

Distributed leadership emerges as a more evolved model after the transformational one. It implies a change of culture, commitment and involvement of all the members of the school in the running, the functioning and the function of the school.

CONCLUSION

With the analysis of the literature, new ways of exercising leadership were identified to achieve the established goals and objectives, this implies operating less traditional policies, where autonomy resides in the school, for this reason, the director is a key piece of this change and to a large extent responsible for it to be carried out.

The figure of the director is identified as a transformational critical leader, who promotes changes and who adapts his functions to the context and knows the psychosocial foundations of the development of the school population he serves. In this sense we speak of a leadership to transform and enable that builds to advance and grow (Olmo, 2017).

Rojas and Gaspar (2006) mention that "leadership helps managers create their own view of school learning based on impeccable management and based on meaningful alliances" (page 13). However, the way it is exercised is linked to how they have built the implicit theories about leadership and what they are, so researching these theories from the empirical is a priority task to improve the educational work in different schools.

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