

# Implicit Leadership Theories As Determinants Of Administrative Management Performance

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*Abstract: This study determines the relation of the Administrative Management Performance through the utilization of Leadership Theories, which disclose the reciprocal bound of the leadership. It focused on the 18 Assistant School Principal respondents and 19 Master Teacher/ Group Head in the Division of Nueva Ecija, Department of Education. Majority of the respondents have the qualities and skills of a male in doing the task, can do all task that shows masculinity, forceful about insinuating ideas into another people's project, manipulated emotions to win sympathy and trust, and speaks loud so that other may lose focus in doing their obligation. Assistant School Principal implements Enhance School Improvement Plan (ESIP) based strategic planning towards and accomplishing the school priority needs being the highest. And Acquires extra ordinary project, and complies with the result of monitoring and evaluating (M&E) with greater impact on teaching.*

*Keywords: Leadership Theories, Assistant School Principal, Administrative Management Performance, Department of Education*

## I. INTRODUCTION

Managing different individuals under any department is a huge responsibility for the authority assigned. For one to be able to handle everything at ease is quite an unreachable goal for the person concerned for even the smallest delinquents will hinder it from being a success.

Administrative management theory attempts to find a rational way to design an organization as a whole. The theory generally calls for a formalized administrative structure, a clear division of labor, and delegation of power to their areas of responsibilities. Excellent performance of the individuals completing an organization is highly dependent on how they are being guided and ruled by their authority, with this, the skills of the one to be on top of this must be much higher than expected.

Implicit leadership theories (ILTs) are the ideal images of leadership, which are individually and socially determined. Leaders are well able to produce ideas about leaders in general, ideal leaders and effective leaders, without referring to an actual leader they know. Leadership is not the dramatic flourish or grand announcement of a new innovation. Rather, it is the persistent focus on improving the conditions for creating coherence in values and actions across school (Hallinger, 2010). The preceding theory explicated how a leader possibly be conceived by its people. Leaders are socially and individually determined which means that every style of leadership is being tested and classified according to the authority's perception and application toward several aspects of the work.

They are also being proven to comply with such load, thus, revealing thoughts about the kind of leaders are

something quite idealistic – they do not refer on what is really happening between the organization and the authority, hence, they focus the focal point of perceiving it as flawless as possible.

Leadership in school is influencing and facilitating individual and combined efforts to achieve shared objectives. This is believed to be flexing the capabilities of one to govern a certain organization.

ILTs have concentrated on determining attributes leadership prototypical and anti-prototypical. The theory focuses on exposing two dissimilar prototypes that make one leadership differ from another. Also, this ILTs minds the factors brought by the followers of the authority as to verify the validity of the actions applied.

ILTs assess the strategies and styles and effects of leadership through the social and individual preference of the people concerned.

The researcher wants to conduct this study to fully suffice the edges of leadership; and how it affects the performance of the individuals under it.

This study aims to figure out the implicit leadership theories (ILT) of the Assistant School Principals (ASP) in the selected National high schools in the Division of Nueva Ecija via prototypical and anti-prototypical leadership traits and to further assess their existing relationships with their administrative management performance (their functional domains).

Specifically, the study will be sought to answer the following problems:

- ✓ How may the ASP be described in terms of their implicit leadership theories viewed in terms of:
  - prototypical leadership traits along scales of sensitivity, intelligence, dedication and dynamism; and
  - anti-prototypical leadership traits along scales of tyranny and masculinity.
- ✓ How may the Master Teacher/ Group Head respondent rate their Assistant School Principal in terms of:
  - prototypical leadership traits along scales of sensitivity, intelligence, dedication and dynamism; and
  - anti-prototypical leadership traits along scales of tyranny and masculinity.
- ✓ What is the administrative management performance of the assistant school principal-respondents viewed in their functional domains in terms of:
  - Instructional Leadership;
  - Supervising Learning Environment;
  - Human Resource Management and development;
  - Parent Involvement and Community Partnership and
  - Supporting school leadership, management and Operations?
- ✓ What is the administrative management performance of the assistant school principal rated by their Master Teacher/Group head viewed in their functional domains in terms of:
  - Instructional Leadership;
  - Supervising Learning Environment;
  - Human Resource Management and development;

- Parent, Involvement and Community Partnership and
  - Supporting School Leadership, Management and Operations?
- ✓ Are there significant variations in the administrative management performance when grouped according to the implicit leadership theories?

**Conceptual framework**

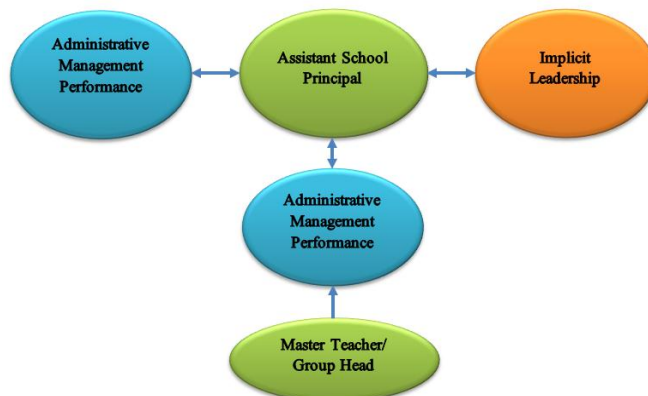


Figure 1: Research Paradigm

The aim of the study includes the socio-demographic profile of the assistant school principal and master teacher/group head, implicit leadership theories viewed in prototypical leadership traits and anti-prototypical leadership traits, and the administrative management performance of the assistant school principal-respondents viewed in their functional domains terms of Instructional Leadership, Supervising Learning Environment; Human Resource Management and development; Parent, Community and Stakeholders’ Involvement and Operations; And Supporting school leadership, management and Operations. It also examines the relationships involving socio-demographic profile and implicit leadership theories to administrative management performance and the variations in the administrative management performance when grouped according to the implicit leadership theories

**II. RESEARCH METHODOLOGY**

This chapter presents the methodology used in the study, locale, respondents, instruments, administration of instrument, research procedure of the study and statistical tool used.

**METHOD OF RESEARCH**

The researcher utilized the descriptive method through case study method. It made used of personal documents, naturalistic observations, interviews and surveys. The researcher used purposive sampling.

The descriptive method of research was used to develop, test and evaluate research instruments and methods. It explores phenomena in real life situations and uses a survey method. Common data gathering methods used are questionnaire, interview, and observation.

## RESEARCH LOCALE

The researcher chose the DepEd Division of Nueva Ecija as the setting of the study where respondents are available.

## RESPONDENTS

There are 18 assistant school principal respondents and 19 Master Teacher/ group head in the, Division of Nueva Ecija, Department of Education. All assistant school Principals assigned in the Division of Nueva Ecija are considered respondents and their Group Heads.

### III. SUMMARY

#### A. IMPLICIT LEADERSHIP THEORIES OF ASP

##### a. *PROTOTYPICAL LEADERSHIP TRAITS*

Majority of the ASP respondents can understand the duties and responsibilities, offers service for the success of the curriculum and welfare of the students, very dedicated during and outside working hour, explicitly accomplishing tasks acceptably with or without the supervision of the authority, assist the principal in administrative and instructional function, instructs teachers to strive harder to proper implementations of the K to 12 curriculum, highly motivated to handle different projects/plans toward success, open to take new changes to be encountered to test the skills and abilities, extremely energetic when it comes to introducing new program and project for the school improvement, handles his/her position strongly amidst all the challenges and trials that comes with it, clever for doing everyday routine, observation of instructions and performs administrative function, very smart to evaluate and assess the skills and knowledge of teachers and students using a tool, and experts in every task assigned by the principal.

Majority of the respondents the assistant school principals were rated excellent in different prototypical traits with the following three scales; sensitivity, intelligence and dedication with their subscales.

##### b. *ANTI-PROTOTYPICAL LEADERSHIP TRAITS*

Majority of the respondents have the qualities and skills of a male in doing the Task, can do all task that shows masculinity, and manipulated emotions to win sympathy and trust. Majority of the respondents don't speak loud so that other may lose focus in doing their obligation, don't conceited to the opinions of others, and not selfish to own desires to succeed in every project.

#### B. IMPLICIT LEADERSHIP THEORIES OF ASP RATED BY THEIR MT/GH.

##### c. *PROTOTYPICAL LEADERSHIP TRAITS*

Majority of the respondents were explicitly accomplishing tasks acceptably with or without the supervision of the

authority, handles his/her position strongly amidst all the challenges and trials that comes with it, open to take new changes to be encountered to test the skills and abilities, assist the principal in administrative and instructional function, offers service for the success of the curriculum and welfare of the students, highly motivated to handle different projects/plans toward success, understands the duties and responsibilities, extremely energetic when it comes to introducing new program and project for the school improvement, instructs teachers to strive harder to proper implementations of the k to 12 curriculum, very dedicated during and outside working hour, very smart to evaluate and assess the skills and knowledge of teachers and students using a tool, and experts in every task assigned by the principal.

##### d. *ANTI-PROTOTYPICAL LEADERSHIP TRAITS*

Majority of the respondents have the qualities and skills of a male in doing the task, can do all task that shows masculinity, forceful about insinuating ideas into another people's project, manipulated emotions to win sympathy and trust, and speaks loud so that other may lose focus in doing their obligation.

#### C. ADMINISTRATIVE MANAGEMENT PERFORMANCE OF ASP BASED ON THEIR FUNCTIONAL DOMAINS

##### a. *INSTRUCTIONAL LEADERSHIP*

Majority of the respondents were evaluated and plan courses/tracks offerings, prepares and implement instructional supervisory plan, observes classes based on schedule, monitors and evaluates performance of teachers, checks DLL/PLPS regularly, conduct inset/lac for the teachers' enhancement, supervise the preparation of instructional materials, assist the implementation of the curriculum, provides technical assistance and instructional support to teachers, and prepares teaching schedule of teachers.

##### b. *SUPERVISING LEARNING ENVIRONMENT*

Majority of the respondents were develop classroom, facilities, acquired equipment for conducive teaching and learning, creates and sustain, safe, orderly, nurturing and healthy environment, provides environment that promotes use of technology among learners and teachers, participates in the management of learner behavior within the school and other related activities, benchmarks school performance, practices positive learning climate, clean and green, child protection and child friendly environment, constructs infrastructure project aimed directly to improve teaching and learning process based on urgency/ priority needs, supports learners desire to pursue further learning, creates an engaging learning environment, and institutionalizes DRRM best practices and acquired.

*c. HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT*

Majority of the respondents were monitor and evaluate performance of teaching and non-teaching personnel, checks pertinent papers of teachers, and encourages them to pursue graduate studies, recognizes teachers for their performance by giving awards and certificates, assigns task to teachers and other personnel based on their competency, engages teachers to involve in LAC/INSET activities with positive result/outcomes, encourages teachers to join professional learning group, resolves internal and external conflict commits by the teaching and non-teaching staff, teachers are committed to have improved performance to get an outstanding rating, applies the learning technical assistance TAPs and action plan aps focused on the improvement of teaching and learning and holistic development of teachers, and helps teachers to receive incentives through monetary assistance.

*d. PARENT, COMMUNITY AND STAKEHOLDERS' INVOLVEMENT AND OPERATIONS*

Majority of the respondents conducts dialogue with parents regarding the projects and programs of the school, involves parents in all school activities, establishes school and family partnership for the welfare of the students, actively participates in community affairs, establishes sustainability linkages with parents, community and other agencies through - adopt a school program, and organizes program and give task to the parents to promote students' learning.

*e. SUPPORTING SCHOOL LEADERSHIP, MANAGEMENT AND OPERATIONS*

Majority of the respondents Reports other funds to school and stakeholders who are entrusted with authority, responsibility and accountability, follows the DepEd policy in different activities (enrolment, graduation, programs, project and etc), unifies personnel on organized and systematic reporting on time with accuracy, involves in different school plans and projects, Directs and provides input into the preparation and supervision of the school budget, implements ESIP based strategic planning towards and accomplishing the school priority needs, complies with the result of M&E with greater impact on teaching and learning and administrative services, acquires extra ordinary project, increases the level of performance in School Based Management, reports MOOE liquidation without late submission, and acts different chairmanship, coordinators, facilitators, validator, evaluators etc. in different level.

**D. ADMINISTRATIVE MANAGEMENT PERFORMANCE OF ASP BASED ON THEIR FUNCTIONAL DOMAINS RATED BY THEIR MT/GH**

*a. INSTRUCTIONAL LEADERSHIP*

Majority of the respondents assist the implementation of the curriculum, prepares and implement instructional supervisory plan, checks DLL/PLPS regularly, evaluates and

plan courses/tracks offerings, observes classes based on schedule, provides technical assistance and instructional support to teachers, monitors and evaluates performance of teachers, conduct INSET/LAC for the teachers' enhancement, prepares teaching schedule of teachers, and supervise the preparation of instructional materials.

*b. SUPERVISING LEARNING ENVIRONMENT*

Majority of the respondents said that the ASP create and sustain, safe, orderly, nurturing and healthy environment, practices positive learning climate, clean and green, child protection and child friendly environment, benchmarks school performance, creates an engaging learning environment, develops classroom, facilities, acquired equipment for conducive teaching and learning, provides environment that promotes use of technology among learners and teachers, participates in the management of learner behavior within the school and other related activities, constructs infrastructure project aimed directly to improve teaching and learning process based on urgency/ priority needs, and supports learners desire to pursue further learning.

*c. HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT*

Majority of the respondents said that the ASP monitor and evaluate performance of teaching and non-teaching personnel, checks pertinent papers of teachers, and encourages them to pursue graduate studies, recognizes teachers for their performance by giving awards and certificates, resolves internal and external conflict commits by the teaching and non-teaching staff, encourages teachers to join professional learning group, teachers are committed to have improved performance to get an outstanding rating, engages teachers to involve in LAC/INSET activities with positive result/outcomes, assigns task to teachers and other personnel based on their competency, and applies the learning technical assistance taps and action plan aps focused on the improvement of teaching and learning and holistic development of teachers.

*d. PARENT, COMMUNITY AND STAKEHOLDERS' INVOLVEMENT AND OPERATIONS*

Majority of the respondents said that the ASP Conducts dialogue with parents regarding the projects and programs of the school, Establishes school and family partnership for the welfare of the students, Involves parents in all school activities, Actively participates in community affairs, Establishes sustainability linkages with parents, community and other agencies through - adopt a school program, Organizes program and give task to the parents to promote students' learning, and Conducts dialogue with parents regarding the projects and programs of the school.



*e. SUPPORTING SCHOOL LEADERSHIP,  
MANAGEMENT AND OPERATIONS*

Majority of the respondents said that the ASP implements ESIP based strategic planning towards and accomplishing the school priority needs, Follows the DepEd policy in different activities (enrolment, graduation, programs, project and etc), unifies personnel on organized and systematic reporting on time with accuracy, acts different chairmanship, coordinators, facilitators, validator, evaluators etc. in different level, reports MOOE liquidation without late submission, Reports other funds to school and stakeholders who are entrusted with authority, responsibility and accountability, involves in different school plans and projects, directs and provides input into the preparation and supervision of the school budget, increases the level of performance in School Based Management, Acquires extra ordinary project, and complies with the result of M&E with greater impact on teaching and learning and administrative services.

Variations on the Administrative Management Performance when grouped according to the Implicit Leadership Theories

- ✓ There is a significant difference in the respondents' administrative management performance according to their Sensitivity scale and subscale.
- ✓ There is a significant difference in the respondents' administrative management performance according to their Intelligence scale and subscale.
- ✓ There is a significant difference in the respondents' administrative management performance according to their Dedication scale and subscale.
- ✓ There is a significant difference in the respondents' administrative management performance according to their Dynamism scale and subscale.
- ✓ There is no significant difference in the respondents' administrative management performance according to their Tyranny scale and subscale.
- ✓ There is no significant difference in the respondents' administrative management performance according to their Masculinity scale and subscale.

#### IV. CONCLUSION

- ✓ A. The Prototypical Leadership traits along the scale of sensitivity; understanding, sincere and helpful were rated excellence for the intelligence; intelligent, educated, clever, and knowledgeable rated excellence also for the dedication; dedicated, motivated and hardworking rated excellence and for the dynamism; energetic, strong and dynamic were also rated as excellence.
- ✓ B. Majority of the respondents have the qualities and skills of a male in doing the Task, can do all task that shows masculinity, and manipulated emotions to win sympathy and trust. Majority of the respondents don't speak loud so that other may lose focus in doing their obligation, don't conceited to the opinions of others, and not selfish to own desires to succeed in every project.
- ✓ Majority of the respondents in the prototypical leadership style under the dedication subscale were explicitly

accomplishing tasks acceptably with or without the supervision of the authority being the highest and experts in every task assigned by the principal under intelligence subscale being the least.

#### V. ANTI-PROTOTYPICAL LEADERSHIP TRAITS

Majority of the respondents have the qualities and skills of a male in doing the task, can do all task that shows masculinity, forceful about insinuating ideas into another people's project, manipulated emotions to win sympathy and trust, and speaks loud so that other may lose focus in doing their obligation.

- ✓ In functional Domain - Instructional leadership show that they always perform their duties, task and responsibilities being an instructional leader. One of the lowest rate in the statement indicator were the early preparation of the teachers' schedule.

Majority of the respondents revealed that they mostly develop classroom, facilities, acquired equipment for conducive teaching and learning and creates and sustain, safe, orderly, nurturing and healthy environment being the highest rate and institutionalized DRRM best practices and acquired being the lowest in Supervising Learning Environment.

In Human Resource Management and Development show that the assistant school principal always giving time for the teachers as well as the non-teaching staff from the monitoring, evaluation, checking of performance, help them in receiving incentives, provide technical assistance for teacher's development.

In Parents Involvement and Community Stakeholder, majority of the respondents always performed on the following statement indicator regarding parents' involvement and community partnership the respondent involves parents in all activities, established school and family partnership, conduct dialogue with parents regarding the projects and program of the school. That the respondents make sure that the parents and teachers/school are partners for the improvement of the school and for the students' development.

In School Leadership, Management and Operations, Majority of the respondents said that the ASP implements ESIP based strategic planning towards and accomplishing the school priority needs being the highest. And Acquires extra ordinary project, and complies with the result of M&E with greater impact on teaching and learning and administrative services being the lowest in the least.

- ✓ In instructional as rated by the Master teacher to their ASP Majority of the respondents assist the implementation of the curriculum, as the highest rate followed by the prepares and implement instructional supervisory plan among the least were the prepares teaching schedule of teachers, and supervise the preparation of instructional materials.

In Learning Environment majority of the respondents said that the ASP create and sustain, safe, orderly, nurturing and healthy environment being the highest rate for the least rate supports learners desire to pursue further learning.

In Human Resource Management and Development majority of the respondents said that the ASP monitor and

evaluate performance of teaching and non-teaching personnel being the highest and the least were applying the learning technical assistance taps and action plan aps focused on the improvement of teaching and learning and holistic development of teachers.

Parent, Community and Stakeholders' Involvement and Operations, majority of the respondents said that the ASP Conducts dialogue with parents regarding the projects and programs of the school for the highest rate and Conducts dialogue with parents regarding the projects and programs of the school as the lowest among the statement indicator.

In supporting School Leadership, Management and Operations, majority of the respondents said that the ASP implements ESIP based strategic planning towards and accomplishing the school priority needs has the highest rate and complies with the result of M&E with greater impact on teaching and learning and administrative services were the lowest rate.

- ✓ The result of the profile and implicit leadership of the ASP shows that there is no significant relationship between the socio-demographic profile of the ASP and their implicit leadership traits and between their profile and their administrative management performance. There is a strong positive relationship between the respondents' Intelligence scale and subscale and their performance across all 5 domains, while moderately weak positive relationship between the respondents' Dedication scale and subscales and their performance across all 5 domains also between the respondents' Dynamism scale and subscales and their performance in domains II-V same in the respondent's Tyranny scale and subscale and their performance in domains III-V.
- ✓ In Variations on the Administrative Management Performance when grouped according to the Implicit Leadership Theories showed that there is a significant difference in the following area; administrative management performance according to their Sensitivity scale and subscale, administrative management performance according to their Intelligence scale and subscale, administrative management performance according to their Dedication scale and subscale, administrative management performance according to their Dynamism scale and subscale. But there is no significant difference in the respondents' administrative management performance according to their Tyranny scale and subscale and in administrative management performance according to their Masculinity scale and subscale.

## VI. RECOMMENDATION

Based on the findings drawn and the conclusions arrived at, the following recommendations were offered:

- ✓ For the Assistant School Principal as the rater
  - Shall improve their leadership not domineering, conceited, speak loud and selfish to their subordinates
- ✓ For Assistant School Principal, Mater Teachers/Group head as the rater

- As to prototype leadership traits a need to maintain the sensitivity, intelligence, dedication and dynamism scale for better relationship with their subordinate.
- ASP shall dominate their leadership by giving instruction to their teachers.
- Assistant School Principal set an example on their opinion to his/her subordinate.
- ASP shall share their desire to accomplish project
- ✓ For the ASP functional domain
  - In Instructional Leadership; the ASP shall focus on the early preparation of the teachers' schedule
  - In supervising learning environment; The ASP shall develop and institionalized DRRM best practices and acquired by practicing with in the school year program.
  - In Human Resource Management and development; the Assistant School Principal shall prepare program so that teachers uplift economic status through incentives.
  - In Parent Community and Stakeholders' Involvement and Operations; The ASP shall organize program and give task to the parents to promote student learning.
  - In School Learning and Management and Operations; the Assistant School Principal shall act as chairman in different area, coordinate facilitator, validator and others.
- ✓ Assistant School Principal as rated by the Master Teacher/Group Head
  - The Assistant School Principal shall supervise and give attention in the preparation of instructional materials of teachers.
  - The Assistant School Principal shall institionalized best practices in DRRM.
  - The Assistant School Principal shall comply the result of monitoring and evaluation with a greater impact on the teaching and learning and administrative service
- ✓ As rated by Assistant School Principal
  - The Assistant School Principal shall improve on the dedication of their works and their performance in all domain
  - The Assistant School Principal rated by Master Teacher/ Group Head; to improve the dynamic association between Master Teacher and Assistant School Principal and Teachers
- ✓ The ASP principal advised to continue study to pursue higher education, attended seminars for professional growth, devote their time to whatever assigned task as required by the position or work and it is necessary to be strong and dynamic.
- ✓ The Assistant School Principal shall improve and give more attention to their traits be sensitive, intelligent enough, dedicated and dynamic in performing our task for the success of every undertaking.

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