

## Micropolítica escolar y vida institucional en escuelas primarias de México

*Educational Micropolitics and institutional life in primary schools of Mexico*

*Escola micropolítica ea vida institucional nas escolas primárias no México*

**Silvia Fuentes Amaya**

Universidad Pedagógica Nacional, México

[silviafamaya@yahoo.com.mx](mailto:silviafamaya@yahoo.com.mx)

**Ofelia Piedad Cruz Pineda**

Universidad Pedagógica Nacional, México

[ofeliapiedad@hotmail.com](mailto:ofeliapiedad@hotmail.com)

### Resumen

En la perspectiva de contribuir al análisis de políticas destaca el *locus* de los sujetos y actores. Dicha mirada se inscribe, por una parte, en la discusión sobre la necesaria inclusión de la reflexión ontológica, sobre todo epistemológica en el estudio de las políticas (Tello y Mainardes, 2012; Tello, 2012). Una segunda arista de discusión reivindica el citado plano subjetivo, concebido como consciente-inconsciente, es decir, que otorga un espacio de análisis tanto a lo racional como a lo afectivo. En ese tenor, movilizamos una lectura política y psicosocial (Fuentes y Cruz, 2010; Fuentes, 2014) de la micropolítica escolar y la vida institucional de la escuela primaria en México. Así, el objetivo de este trabajo es presentar indicios acerca de la trama política y psico-afectiva que desarrollaron 82 profesores de seis escuelas primarias en la Ciudad de México (en el contexto de la *Alianza por la Calidad de la Educación*, 2008), con un método desde un encuadre teórico-conceptual proveniente del análisis de discurso (Laclau), el análisis institucional (Käes) y la micropolítica escolar (Ball). A partir de ahí se utiliza una metodología mixta cuantitativa-cualitativa, cuyas estrategias fueron: investigación documental, aplicación de cuestionario semi-abierto y categorización a partir de los conceptos de: *micropolítica escolar e institución de existencia*. En conclusión: en liderazgo y hegemonía los seis directores ejercen un

liderazgo que ha logrado desarrollar un relativo equilibrio entre la dominación y el consenso, donde prevalecen los rasgos de vitalidad y participación democrática en la dinámica institucional: participación (61 %), compromiso (45.1 %), solidaridad (36.6 %), ejercicio de la crítica (32.9 %) y democracia (29.3 %). Los indicios alrededor del conflicto y la fragmentación, como parte de la sintomatología “normal” de la escuela, son: uso discrecional de la información (26.8 %); autoritarismo (12.2 %), y bloqueo de la información (6.1 %). En liderazgo y vínculos, la relación entre los docentes y sus respectivos directores fue caracterizada globalmente como: comunicación (53.7 %) y solidaridad (36.6 %). En el conflicto y sufrimiento institucional: confrontación (31.7 %), indiferencia (7.3 %) y apatía (6.1 %) en las escuelas D, B y F. En las escuelas A, B y C se encontraron distintos estilos de liderazgo, entre los cuales está el “interpersonal”, que se asocia a rasgos como: flexible, negociador y propositivo. Sobresalió el anclaje psico-afectivo del liderazgo del director en las escuelas C y E, donde los atributos democrático, flexible, afectuoso, entre otros, oscilaron entre 50 y 70 % de las menciones. Otro estilo de liderazgo detectado fue el político en su vertiente “autoritaria”, en las escuelas F y D: con atributos como: autoritario (con 57.9 % y 64.3 %, respectivamente) y nulo (14.3 % y 10.5 %), en combinación con un liderazgo de tipo antagonista.

**Palabras clave:** micropolítica escolar, vida institucional, sujeto-actor educativo, liderazgo.

## Abstract

In the perspective of contribute to the analysis of political stands out the *locus* of the subject and actors. This look is inscribed, on the one hand, in the discussion on the necessary inclusion of the ontological reflection, mostly epistemological in the study of the policies (Tello and Mainardes, 2012; Tello, 2012). A second discussion edge claims cited subjective level, conceived as a conscious - unconscious, in other words, that gives an analysis space for both the rational and the affective. In that tenor, we mobilize a political and psychosocial reading (Fuentes and Cruz, 2010; Fuentes, 2014) of the Educational Micropolitics and its institutional life of the primary school in Mexico. Thus, the objective of this work is present evidence about the plot political and psycho-affective that developed 82 teachers of six primary schools in Mexico City (in the context of the *Alliance for Quality Education* [ACE by its name in Spanish], 2008), with a method from a conceptual framing coming from the analysis of speech (Laclau), the institutional analysis (Käes)

and the Educational Micropolitics (Ball). Starting from there is used a mixed quantitative-qualitative methodology, whose strategies were: documentary research, application of semi-open questionnaire and categorization from the concepts of: *Educational Micropolitics and institution of existence*. In conclusion: in leadership and hegemony the six directors exercise a leadership that has achieved develop a relative balance between the domination and the consensus, where prevail the traits of vitality and democratic participation in the institutional dynamic: participation (61%), engagement (45.1%), solidarity (36.6%), exercise in criticism (32.9%) and democracy (29.3%). The evidence about the conflict and the fragmentation, as part of the "normal" symptomatology of the school, are: discretionary usage of the information (26.8%); authoritarianism (12.2%), and blocking of information (6.1%). In leadership and links, the relationship between the teachers and their respective directors was characterized globally as: communication (53.7%) and solidarity (36.6%). On the conflict and institutional suffering: confrontation (31.7%), indifference (7.3%) and apathy (6.1%) in the schools D, B and F. In the schools A, B and C were found different leadership styles, among which is the "interpersonal", which is associated with traits such as: flexible, negotiating and propositive. Stood out the psycho-emotional anchor of the leadership of the director in the schools C and E, where the attributes democratic, flexible, caring, among others, ranged between 50% and 70% of the mentions. Another style of leadership detected was the political in his shed "authoritarian", in the schools F and D: with attributes such as: authoritarian (with 57.9% and 64.3%, respectively) and null (14.3% and 10.5%), in combination with a leadership of antagonist type.

**Key words:** educational micropolitics, institutional life, subject of education, leadership.

## Resumo

Na perspectiva de contribuir para a análise da política destaca o locus dos sujeitos e atores. Tal olhar cai, por um lado, na discussão sobre a inclusão necessária de reflexão ontológica, especialmente no estudo das políticas epistemológicas (e Mainardes Tello, 2012; Tello, 2012). Uma segunda aresta vindica a discussões subjectivas nível acima, concebida como um consciente-inconsciente, isto é, o que dá espaço tanto para a análise racional como afectivo. Nesse sentido, nós mobilizamos uma leitura política e psicossocial (Fuentes e Cruz, 2010; Fuentes, 2014) de micro escola e na vida institucional da escola primária no México. Assim, o

objetivo deste trabalho é apresentar provas sobre a trama política e psico-emocional que desenvolveu 82 professores de seis escolas primárias na Cidade do México (no contexto da Aliança para a Educação de Qualidade, 2008), com um método de quadro teórico e conceitual a partir da análise do discurso (Laclau), análise institucional (Kaes) e micropolítica escolar (Ball). A partir daí, uma metodologia mista quantitativa-qualitativa é usada, cujas estratégias foram: pesquisa documental, aplicação de questionário semi-aberto e categorização dos conceitos de micro escola e instituição da existência. Em conclusão: liderança e hegemonia seis diretores exercer uma liderança que desenvolveu um equilíbrio relativo entre a dominação e de consenso, onde os traços de vitalidade e participação democrática prevalecer nas dinâmicas institucionais: a participação (61%), o compromisso (45,1 %), solidariedade (36,6%), exercício da crítica (32,9%) e a democracia (29,3%). Os sinais em torno do conflito e fragmentada, como parte dos sintomas "normais" da escola são: uso discricionário da informação (26,8%); autoritarismo (12,2%), e as informações de bloqueio (6,1%). Liderança e links, a relação entre professores e seus respectivos diretores foi caracterizada globalmente como comunicação (53,7%) e de solidariedade (36,6%). No conflito institucional e sofrimento: Confrontation (31,7%), a indiferença (7,3%) e apatia (6,1%) em escolas D, B e F. Nas escolas A, B e C estilos de liderança diferentes foram encontrados entre que é o "interpessoal", que está associada a características tais como: flexível, negociador e pró-ativa. Em primeiro lugar entre a âncora psico-emocional da principal liderança nas escolas C e E, onde democráticos, flexíveis e atributos amorosos, entre outros, variou entre 50 e 70% das menções. Outro estilo de liderança detectado foi o político em seu aspecto "autoritário", em escolas F e D: com atributos como autoritário (com 57,9% e 64,3%, respectivamente) e zero (14,3% e 10,5%), em combinação com liderança tipo de antagonista.

**Palavras-chave:** micro escola, vida institucional, educacional sujeito-ator, de liderança.

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## Introduction

In Mexico, the focus of public policies that includes a diversity of authors, mostly of them American, has been hegemonic in the analysis of policies at national level (Aguilar, 2007). From that theoretical and methodological frame has prevailed a vision that emphasizes the functional and instrumental dimension of the policies; of that matter, the problems relating to the conflict and the subjectivity have been little attended.

Some recent researches have advanced, at least partially, towards those areas little studied. Such is the case of the analysis of recent educational policies, as the so-called Alliance for Quality Education (ACE by its name in Spanish, signed in 2008 by the Secretariat of Public Education [SEP by its name in Spanish] by the National Educational Workers Union [SNTE by its name in Spanish]), where stand out approaches such as: the promoting coalitions of Sabatier and Weible (Flores and Mendoza, 2012), from which it emphasizes the category of "beliefs" as what mobilizes the individual and collective action, and a theoretical-conceptual perspective that combines elements of the new institutionalism, of the weberian and neomarxist theory, to propose strategic concepts, such as "cliques" posed by Ornelas (2012), to analyze the Mexican case.

In this scenario we recognize in the statements of prominent specialists in the national education system, as cited Ornelas (2010, 2012, 2013), who states that:

Analyses mostly about education policy in Mexico, especially national scholars, do not relate to the idea of conflict, but almost always to the strategies and plans of government, which criticize or recognize their progress. Shortage of work defines the concepts and leading edges for the analysis of political power and education (Ornelas, 2010, p. 279).

Our proposal is to study education from the point of view of power, especially the conflict, antagonisms and identity constitution, to approach the mechanisms of educational policy. We also find evidence of broad relevance incorporate around the psycho-emotional dynamics that is brewing within the school and through the power relations that occur in it.

Our interest in the study of education policy is focused on understanding how teachers (primary school teachers) redefine the policy actions. This article presents part of the results of a wider

investigation: Actors and educational policies: resignification and identities, the case of ACE Research Promep / UPN (which was funded by the Teacher Improvement Program -Promep- the Ministry of education: Ministry of education). The overall objective was to approach the process of redefinition and granting sense of some of the provisions of that Alliance for Quality Education.

On this occasion, we are interested in problematize institutional life of primary school as micropolitical and existential space, from the configuration of its leading actors: teachers. We return to the notion of "redefinition" of discourse analysis of Laclau and Mouffe and we consider central to the theoretical approach we propose to study the relationship between politics and educational identities, mainly because it emphasizes the interplay between politics and politics (cf. . Sources and Cruz, 2010). From our reading also we mobilize that category to think the significant reworking educational subjects and actors made of institutional mandates and their implementation within the framework of a dense web of political and psycho-emotional relationships. We start to recognize that any policy change necessarily involves rearrangements in the educational scenario ranging from acceptance and agreement to rejection and conflict, by teachers, new provisions in the underlying identity guidelines (Fuentes, 2010) They are establishing a certain ideal of being a teacher. In sum, the "new" behaviors of teachers to a "new" policy action, cause adjustments and sometimes radical identity of the subjects (teachers) changes.

## **METHOD**

Coordinates construction of the study object

In the plane onto-epistemic adopt a discursive logic (Fuentes, 2008), derived from the analysis of speech Laclau, from positivity-negativity, ie tension, from a viewpoint that recognizes the contingency as constitutive condition of historical development and, thus, it is assuming incompleteness of this and attempts to interpretation-explanation of a particular object of study. From this location, we propose a qualitative reading for which we adopt as theoretical and conceptual analysis of some categories of discourse (Laclau), institutional analysis (Kaes) and school micropolitical (Ball) network. Political Discourse Analysis (APD) is interested in the political dimension in significance, ie, in the actions involved in the partial fixation of the meanings of the words, actions, institutions, programs and any significance spokesman. This

approach was developed by Ernesto Laclau and Chantal Mouffe, and released with the work *Hegemony and Socialist Strategy* in the eighties. In educational research in Mexico and Latin America, Rosa Nidia Buenfil resumed this approach and developed a particular perspective in the field of education (cf. 1994, 2004). Institutional Analysis (AI) is distinguished by conceiving the school as an area of identity anchor, which operates through a constant relationship between the manifest-explicit-conscious and latent-embedded-unconscious. This perspective has as representative Rene Kaes and group level to Didier Anzieu, but also in that line of work Enriquez thought we proved highly productive. In Mexico and Argentina excel jobs Remedi and Lidia Eduardo Fernandez. Micropolicy studying the interests and concerns of educational actors (teachers) and the problems that schools face to change, and particularly highlights the question of power. One of the most outstanding representatives of this approach has been Stephen Ball, whose look has impacted various latitudes.

Thus, we propose that social institutions, such as education, are not neutral or merely functional spaces; but in these power relations they are built and affective, which generate daily basis school events in which subjects (teachers and principals) live (classroom and school), which influences their ways of being and institutional. We conceive the school space as an institutional space of existence, where subjects not only inhabit the institution and generate a given dynamics of power, but also build it as an existential area where "live, suffer and enjoy" (Enriquez, 1989) . Thus, his imaginary elaboration is crossed by a political and psychological dimension involving various forms of subjective anchorage.

Therefore, also the category of "existence institution" proposed by Enríquez (1989, p. 84) is productive: "The purpose of existence is not of production; focuses on human relationships, in the symbolic and imaginary plot where they are registered and not in economic relations "; from that perspective a particular school dynamics within the school and, particularly, relations of power, is scanned from the plot of links educational subjects and actors develop.

In this field of analysis, the question of power is conceived from elsewhere; said locus is related to not only a rational and conscious subject but also touched by the passions, affects and unconscious. The recovery of institutional analysis Kaes, for the study of contemporary school, has had an important development in educational research in Mexico (Remedi, 1997, 2004, 2015; Landesmann, 2006; Fuentes, 2008) and Argentina (Fernandez, 2009 ; Butelman, 1996); one of the most important thesis is that the subjects embark on institutional school project from a dual

relationship between gratification and suffering. Assume the educational mandate brings with it a promise of social recognition, respect, prestige, finally, a social view from which the subject is seen as worthy of love (Žižek, 1992); at the same time, the market share of gratification also requires a sacrifice that may involve various doses of suffering (to stay longer in school, put money in the bag itself to fill a void, pay courses in the prospect of strengthening the teaching task, etc).

### **Categories analysis**

The analytical categories established as ordenadoras to build the data were: a) drawing imaginary school (image); b) peer relationships (teachers) and; c) principal leadership and links with teachers.

### **Methodological strategy**

The methodological approach was qualitative-quantitative. While we turn to the development of a database generated from the processing of questionnaires, qualitative criteria served as computer information element produced from a number of categorizations

By having as perspective reconstruction of the senses produced by teachers of primary schools, we sought to access their universes of meaning or the definition of evidence about them, through the production of collective and singular meanings resulting from daily dynamics. It is worth pointing that while the Alliance for Quality Education (2008), represented the benchmark for closer policy at the time of research, this study what interested us stand out was not a direct connection with that, but show the analytical possibilities of theoretical and methodological approach.

We established a purposive sample (according to search established by the analytical categories outlined above), consisting of 82 teachers, assigned to elementary schools, three extended day and three full-time; all located in the Coyoacan in Mexico City. Mexico City, Federal District until recently, is divided into 16 boroughs. Coyoacan in the six schools of this research are located. In the period, 2011-2013, the delegation had about 620,416 inhabitants in 2010, representing 7.0% of the population of the entity. There were 89 men for every 100 women. Half of the population was 34 years or less. For every 100 people of working age (15-64 years) were 41 age dependency (under 15 or over 64 years). 100 people aged 15 and over, 39 had

approved some degree in higher education. 100 people between 15 and 24, 99 could read and write a message and 100 people between 6 and 11 years, 97 were attending school (INEGI. Panorama Sociodemográfico Federal District 2011, pp. 16 and 17).

The Extended School Day Program was designed and put into operation in the 2009/2010 school year in the then Federal District, Mexico City now, by the Federal Administration of Educational Services in the Federal District (AFSEDF). According to this instance its aim is to "improve and enhance the learning of students of preschool and secondary education, primary in the Federal District, through extending the school day on school campuses without afternoon shift" (Consultado el 28 de junio, 2016: [http://www.usp.funcionpublica.gob.mx/doctosecco/otras/65\\_AFSEDF\\_Ramiro\\_Alvarez.pdf](http://www.usp.funcionpublica.gob.mx/doctosecco/otras/65_AFSEDF_Ramiro_Alvarez.pdf)).

### **Construction data: generation and processing strategy**

Data generation was organized from three strategies: a) review and analysis of official documents (Full Time Schools of Extended Day, among others); b) review and study of specialized literature on contemporary educational policy and, c) applying a survey.

For the latter strategy design and we use a semi-open questionnaire. The questions considered were: what image does the school and relationships with the community (neighborhood, neighborhood) where it is located ?, how would you characterize the relationship between peers ?, what kind of relationships occur between teachers and Director (a) ?, what kind of leadership believes that exerts the director (a) your school? Once applied and produced based information was developed a database using the SPSS software (task involving the integration of a group of students who, after training [and theoretical training in the Permanent Seminar Educational Policy: Speech Updated Identities professional Actors, based on the UPN Ajusco, under the coordination of Dr. C. Silvia Fuentes Amaya], formed the team of research assistants who participated throughout the process of systematization of data), culminating in the development of a task finer between the theoretical and conceptual reference analytical and empirical integration.

## **RESULTS**

Resignification, micro and institutional life

School dynamics is constructed across multiple social and political relationships in which power circulates. Through the questionnaire we obtained evidence about school micro- and institutional dynamics that characterize the six schools considered. We place various areas that cross the school events of the aforementioned schools: a) image of the school, b) peer relationships (teachers) and c) the link between the principal and teachers, mediated by a particular style of leadership.

It is convenient to refer to the role played by the director as a center of micro, because "the struggle for power in the form of authority or influence the formation of groups and coalitions to achieve or defend him and conflict, are a sign of vitality and democratic participation" (Ball, 1989, p. 10):

It is assumed that the director maintains absolute authority in your organization. This is a misleading simplification. Whatever the scope or the limits of power of the directors, their organizational task can be expressed in terms of an essentially micropolitical enigma. The principal must achieve and maintain control (the problem domain), while encouraging and ensuring social order and adherence (the problem of integration) (Ball, 1989, p. 93).

In that context, what institutional dynamics through the relationships between teachers and those with the director? On a general level -taking into account the six schools- traits of vitality and democratic participation are observed, as shown in the top six in number 1. Characteristics of institutional dynamics. Although this does not exclude that also appear attributes that hinder, at least partially, integration in schools considered as discretionary use of information present in 26.8% (22); authoritarianism totaling 12.2% (10) and information blockade with 6.1% (5).

It is important to note that the design of semi-open questionnaire, offered the possibility of teachers surveyed chose more than one attribute for each question; therefore, in all tables we presented, the sum frequency and percentage obey this criterion and not a sum of 100%.

**Table 1. Features of institutional dynamics**

Características	Porcentaje	Frecuencia
Participación	61	50
Compromiso	45.1	37
Solidaridad	36.6	30
Ejercicio de la crítica	32.9	27
Democracia	29.3	24
Socialización de la información	26.8	22
Uso discrecional de la información	26.8	22
Ética	23.2	19
Autoritarismo	12.2	10
Apatía	7.3	6
Bloqueo de la información	6.1	5
Uso limitado de información	6.1	5
Otros	1.2	1

Fuente: CA PEDIP (2011-2013) Actores y políticas educativas: resignificación e identidades, el caso de la ACE. Investigación Promep/UPN.

### **School: imaginary representation and power**

As for the image of the school and its possible implications on the plot of power of the six schools considered, hereinafter: A, B, C, D, E and F, the teachers surveyed resignified the image of their schools with attributes predominantly positive (table 2a) mainly in a, B and C. in the case of school D, but were also mentioned negative attributes, which received the highest percentage index was positive. As a counterpart, schools E and F, the teachers surveyed did not raise positive features of their schools but in a small percentage, and even these were not included:

**Table 2a. School image**

Escuela	Rasgos	Porcentaje
A	De prestigio	71 %
	De calidad	65 %
	Activa	41 %
B	De prestigio	92.9 %
	Organizada	71.4 %
	Activa	64.3 %
C	De prestigio	70 %
	De calidad	70 %
	Colaborativa	70 %
D	De calidad	68 %
	De prestigio	47 %
	Colaborativa	21 %
E	De calidad	0 %
	De prestigio	0 %
	Colaborativa	30 %
F	De calidad	0 %
	De prestigio	7 %
	Colaborativa	14 %

Fuente: CA PEDIP (2011-2013) Actores y políticas educativas: resignificación e identidades, el caso de la ACE. Investigación Promep/UPN.

With respect to the marking of negative attributes in the image of school: conflict, problems and isolation from the tracked significance not have a representative place in the first three schools, and even was not even considered (and at school B and C) or he had a lower percentage (school a) or, as in the case of school D, a lower percentage than the former.

Predominates a positive image of the school in preparing teachers do (school A, B, C and part D). They are insignificant particulars enabling us to glimpse the formation of antagonistic groups, but may also be that the negative few registered in the case of these schools to show teachers exclusion cases. Subject to this, the consensus seems to prevail. In another register, on the psycho-emotional dynamics, the above scenario involves an emphasis on an imaginary construct on the basis of an institutional ideal of fullness ( "all is well"), which configures the institutional space as a territory it closes on itself against the possible threat from the outside. In the case of the aforementioned schools, the link with the community appears as a strategic element in this regard, whose timely exploration is a pending task.

In the remaining schools: D, E and F (teachers E and F schools considered in addition to those mentioned by the teachers of the other four schools attributes), discursive elaboration of the image by the teachers surveyed tend to demeritarse; while, as noted above, such considerations in the schools A, B, and C achieve low or no percentages, as can be seen in Table 2b school Image:

**Table No. 2b. School image**

Escuela	Rasgos	Porcentaje
A	Conflictiva	29 %
	Problemática	12 %
B	Conflictiva	0 %
	Problemática	0 %
C	Conflictiva	0 %
	Problemática	0 %
D	Conflictiva	53 %
	Problemática	37 %
E	Problemática	40 %
	De inseguridad	30 %
	Conflictiva	20 %
F	Conflictiva	28 %
	Desorganizada	28 %
	De inseguridad	28 %

Fuente: CA PEDIP (2011-2013) Actores y políticas educativas: resignificación e identidades, el caso de la ACE. Investigación Promep/UPN.

In such a scenario, the school D shows instead a considerable percentage of "authoritarianism" with 37%; while in the most troubled schools "discretionary use of information" reached very high percentages: 70% for school 50% in E and F. These are signs that are active schools, but without harmony, divided into antagonistic groups.

**Peer relationship**

The relationship between peers, traced from the question: how would you characterize the relationship between peers ?, was the link that has less negative aspects, and even in the most troubled schools dims enough, a situation that makes us think that the conflict it is located precisely in the kind of leadership that states the director.

So, at school A leadership style that manifest director (. Interpersonal, see infra section Relations Director-teachers: leadership and links) is consistent with the relationship between couples who have a lower percentage to 50%; situation that seems to respond to the constant

mediation of the director in the formation of relationships between teachers. In school D general peer relationships seem smooth, but dynamic elements include: participatory, active, as shown in Table 3a:

**Table 3a Peer relationship**

Escuelas	Rasgos	Porcentaje
A	Participativa y colaborativa	47 %
D	Participativa	42 %
	Activa	37 %

Fuente: CA PEDIP (2011-2013) Actores y políticas educativas: resignificación e identidades, el caso de la ACE. Investigación Promep/UPN.

C school is perceived as participatory and organized; in the case of school B, it appears that the teaching staff has lived for several years on campus: 36% of teachers have 26 to 30 years of service, 29% of 11 to 15, 14% of 16 to 20, 14% of 1 to 10 years and one case (7%) has more than 31 years of service, (Source: educational policies "sociodemographic data" in, CA PEDIP [2011-2013] Actors and: resignification and identities case Research Promep ACE / UPN), which have remained positive aspects of their relationship. On the other hand, reports E school participation and collaboration especially among peers, and school F also notes positive aspects. Here no conflict (Table 3b Relationship peer) does not appear.

**Table No. 3b Peer relationship**

Escuelas	Rasgos	Porcentaje
C	Participativa	85 %
	Organizada	30 %
B	Colaborativa	78 %
	Participativa	71 %
E	Participativa	90 %
	Colaborativa	80 %
F	Colaborativa	64 %

Fuente: CA PEDIP (2011-2013) Actores y políticas educativas: resignificación e identidades, el caso de la ACE. Investigación Promep/UPN.

**Relations Director-teachers: leadership and links**

The relationship between teachers and principal is communication and solidarity in most responses from teachers. This is because many times the conflict or confrontation, appear only sporadically in schools, and what prevails are routines that every teacher and principal must meet (Ball, 1989).

In the relationship of teachers in each of the six schools with their respective directors, a general tendency to mean that relationship with the prevalence of positive attributes observed: communication (53.7%); solidarity (36.6%), among others; while questionable or negative traits of character were indicated by respondents to a lesser percentage: Confrontation (31.7%); indifference (7.3%), among others, as can be seen in Table 4:

**Table 4. Teacher relationship director**

Rasgos	Porcentaje	Frecuencias
Comunicación	53.7	44
Solidaridad	36.6	30
Confrontación	31.7	26
Liderazgo	26.8	22
Empatía	22	18
Democrática	22	18
Indiferencia	7.3	6
Competencia	7.3	6
Apatía	6.1	5

Fuente: CA PEDIP (2011-2013) Actores y políticas educativas: resignificación e identidades, el caso de la ACE. Investigación Promep/UPN.

In the institutional dynamics by school there is a latent dispute with the director, there jut schools: D with 57.9%, B 50% and F with 50%, which mention the confrontation as a significant feature in their relationship with the director.

Leadership (according Ball, 1989, the three main styles are interpersonal, administrative and political, the latter is subdivided into two variants, the antagonist and authoritarian) director who reports in schools A and B, provides evidence a style interpersonal relationship with teachers participating in the institution: flexible negotiator and propositional (table 5 Leadership director for school), thereby achieving a stable organizational climate. Similarly, although to a greater extent, on the level of consensus on the institutional dynamic that seems to exist in schools C and E, leadership attributed the director was characterized as positive, highlighting

attributes such as: flexible, loving, democratic and charismatic, among others (table 5):

**Table 5. Director for School Leadership**

<b>Rasgos o atributos</b>																		
<b>E</b>	<b>D</b>	<b>F</b>	<b>N</b>	<b>A</b>	<b>N</b>	<b>P</b>	<b>I</b>	<b>P</b>	<b>G</b>	<b>P</b>	<b>A</b>	<b>A</b>	<b>C</b>	<b>F</b>	<b>F</b>	<b>P</b>	<b>A</b>	<b>C</b>
<b>S</b>	<b>E</b>	<b>L</b>	<b>E</b>	<b>U</b>	<b>U</b>	<b>R</b>	<b>D</b>	<b>R</b>	<b>E</b>	<b>R</b>	<b>F</b>	<b>A</b>	<b>O</b>	<b>A</b>	<b>R</b>	<b>L</b>	<b>S</b>	<b>A</b>
<b>C</b>	<b>M</b>	<b>X</b>	<b>G</b>	<b>T</b>	<b>L</b>	<b>O</b>	<b>E</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>E</b>	<b>P</b>	<b>N</b>	<b>C</b>	<b>Á</b>	<b>C</b>	<b>Á</b>	<b>R</b>
<b>U</b>	<b>O</b>	<b>C</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>G</b>	<b>A</b>	<b>G</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Á</b>	<b>C</b>	<b>I</b>	<b>Á</b>	<b>I</b>	<b>A</b>	<b>R</b>
<b>E</b>	<b>R</b>	<b>I</b>	<b>C</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>L</b>	<b>M</b>	<b>O</b>	<b>O</b>	<b>T</b>	<b>I</b>	<b>I</b>	<b>L</b>	<b>I</b>	<b>I</b>	<b>F</b>	<b>I</b>
<b>L</b>	<b>Á</b>	<b>B</b>	<b>I</b>	<b>A</b>	<b>T</b>	<b>E</b>	<b>I</b>	<b>Á</b>	<b>R</b>	<b>S</b>	<b>U</b>	<b>O</b>	<b>I</b>	<b>I</b>	<b>T</b>	<b>I</b>	<b>C</b>	<b>A</b>
<b>A</b>	<b>T</b>	<b>L</b>	<b>A</b>	<b>R</b>	<b>A</b>	<b>S</b>	<b>T</b>	<b>I</b>	<b>S</b>	<b>I</b>	<b>S</b>	<b>O</b>	<b>I</b>	<b>A</b>	<b>A</b>	<b>I</b>	<b>C</b>	<b>A</b>
	<b>I</b>	<b>E</b>	<b>D</b>	<b>O</b>	<b>R</b>	<b>I</b>	<b>A</b>	<b>C</b>	<b>O</b>	<b>V</b>	<b>O</b>	<b>O</b>	<b>D</b>	<b>D</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>I</b>
	<b>C</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>V</b>	<b>O</b>
	<b>O</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>S</b>	<b>A</b>	<b>O</b>	<b>O</b>	<b>O</b>	<b>S</b>	<b>O</b>	<b>R</b>	<b>O</b>	<b>R</b>	<b>O</b>		

and B) or were not mentioned as for schools C and E (table 5a). This scenario is tied with the emphasis given to confrontation in those schools (F and D), to characterize the relationship between peers in these schools. According to Ball, in the center of authoritarian mode, in contrast to the antagonistic, there is a clear adherence to the status quo, defense, almost at all costs, policies and procedures of the institution (1989, p. 120). This consideration seems useful when we place that in the aforementioned schools D and F, teachers also emphasize the feature of authoritarian to mean the leadership of the director, in both cases the attributes of caring and charismatic did not have a single mention by teachers two separate campuses.

In sum, we believe that the allocation of particular significance to the leadership of the directors of the six schools investigated by the respective teachers, is a productive analytical way to problematize everyday school dynamics from the power relations involved, as well as from of the existing emotional pattern.

## **DISCUSSION**

The study and discussion of education policies in Latin America has gone through various theoretical and methodological approaches, according to a contemporary balance in which they were taken into account investigations of Argentina, Brazil, Mexico, Chile, Colombia and Venezuela (Tello and Mainardes, 2012 ). neo-Marxism, pluralism and post-structuralism, which in turn involve a variety of particular approaches linked to what Tello and Mainardes pose as "Investigator-Antecedent", "Investigator-Referent: So, three analytical perspectives differ "and" Other researchers "in the analytical exercise carried out to establish general coordinates as to the presence or absence of epistemic elaborations, and even onto-epistemic, that support analytical perspectives of educational policies in Latin America (Tello, 2012). For example, from the neo-Marxist perspective and concern from Altusser Bowles and Gintis to Apple and Bates, among others; Cochran highlighted pluralism and Muller, through Paulston to Ruitenberg and Fischman, as well as some others; finally the post-structuralism, place from Taylor, Ball to Popkewitz, among some more (Tello and Mainardes, 2012).

In this context of discussion, we share with Tello and Mainardes the idea of scarcity, if not complete absence of an ontological and epistemological reflection as the basis of a specific analytical educational policy. In that vein, we consider that the School of Public Policy, hegemonic in Mexico and Latin America also suffers from the aforementioned onto-epistemic

elaboration. (Sources and Cruz, 2010). So we signed up in the debate with the development of a theoretical and methodological approach of a point onto-epistemic reflection, to stand as a border perspective in relation to the positivist tradition. Such reflection plane we find it essential to enroll in a constructivist field that draws on an ontology which articulates positivity and negativity, in such a way that without giving up the idea of producing knowledge in policy analysis, we recognize the conventional character of these. In this regard, we agree with Bloor (1983), "who inspired the second Wittgenstein, aims to develop a theory of science according to which rationality, objectivity and truth do not stop being a socio-cultural norms, some conventions adopted and enforced by some specific groups "(Fernandez, 2004, p. 172), from certain academic and ethical development and political contexts. Another aspect that seems relevant and that enables us to a discussion space we think productive, is the proposal of a joint of two perspectives: political discourse analysis and institutional analysis, and logic to problematize school micro- and institutional life ( Introduction). Such look, positions us in the discussion about the place of subjects and actors of politics, conceived as not only a rational entities carriers subjectivity, but also as generators of affection and ties beyond full consciousness. In this context, we argue that policy analysis, particularly education, can not ignore a more complex view of the place of his subjects and actors in the possibility of problematize from design to implementation and evaluation of outcomes , limitations and significance of a particular program.

## **CONCLUSIONS**

Through research we could establish clues about school micro- and institutional dynamics that characterize the six schools considered. Exploration considered two areas: a) the formation of groups and relationships (tension, conflict, empathy) which provide teachers with each other; and b) the link between the principal and teachers, mediated by a particular style of leadership.

### **Leadership and hegemony**

The importance of leadership style director explored in primary schools was found in the investigation, both institutional dynamics in general and in the characterization that teachers surveyed made links with each other and with the director. In that sense, we agree with Ball on the centrality of the role of director: "The principal must achieve and maintain control (the

problem domain), while encouraging and ensuring social order and adherence (the problem of integration) (1989 , p. 93).

In general, we can say that the six directors of the respective schools under study exert leadership that has developed a relative balance between domination and consensus, to the extent that, according to the data produced prevail traits vitality and participation democratic in institutional dynamics. It was possible to trace this scenario from attributes: participation (61%), commitment (45.1%), solidarity (36.6%), exercise of criticism (32.9%) and democracy (29.3%). Remember that the questionnaire included the possibility that teachers surveyed chose more than one attribute for each question; therefore, the percentage sum of frequencies and in the reported data, fulfills this criterion and not to a sum of 100%.

However, that school environment also includes latently conflict and fragmentation as part of the "normal" symptoms of the school. All discourse and institutional dynamics involves the presence of cracks or breaks, to the extent that domination is never total, since the interplay between politics and the political means contingency and, in that sense, goes beyond logic merely necessary (Laclau and Mouffe, 1987). Also, from an institutional perspective, the presence of institutional pathologies in school, are part of the daily lives of the subjects, as these "exist" within this through a complex set of projections and introjections (Remedi, 2004). In this regard, they were highlighted a number of features that hinder, at least partially, integration and cohesion in schools explored, such as the discretionary use of information (26.8%); authoritarianism (12.2%) and blocking information (6.1%).

### **Image and power**

The development of a certain image of the school is an important process with regard to the granting of a certain sense of school life and political and emotional ties of subjects and educational actors. Aspects that are particularly relevant when you want to investigate the possible impact and limits of a particular policy agenda.

As for the six schools considered (A, B, C, D, E and F), consistent with those attributed to the institutional dynamic features, teachers surveyed attributed to their respective schools a predominantly positive image, considering that together , they highlighted a number of desirable features: prestige (48.8%), quality (45.1%), active (35.4%), organized (34.1%).

However, institutional life, as we have noted, is not without fissures (condition,

incidentally, to some extent necessary to maintain democratic integration and fluidity). Schools in the types of questions such breaks or cracks were present in a school tempered D and exacerbated in the E and F. In the latter, such signs can be placed from the following features: problematic (E: 40%) , insecurity (E: F 30%: 28%), conflictive (E: F 20%: 28%) and disorganized (F: 28%).

From the plane of the psycho-emotional dynamics, it is possible to reconstruct from previous characterizations, the general trend in the six explored schools points to the existence of imaginary elaborations that make up an institutional ideal of fullness (we have differences, but everything works all right). In that vein, it is possible to speculate on the pre-eminence of narcissistic contract (we are good, we do our job well), in coordination with the pact of denial (our differences may exist, but do not break the unit). The categories of "narcissistic contract" and "pact of denial," come from the institutional analysis (Kaes) and operate in a complementary manner. The narcissistic contract involves a commitment of institutional subject in facing a particular sacrifice (take more courses, stay longer in school, participate in school events, etc.), which is rewarded for a fee of love that look the other and others will return: to be a professional teacher, part of a relevant academic project, constitute a school and quality, among others. In parallel, this "agreement" conscious-unconscious, rests on the covenant of denial, which brings a certain level of "blurring" differences, in order to carry out a common goal: we are different, we have different views, but we all work for the good of the school (Kaes, 1989, Remedi, 2004, 2015).

### **Peer relationship**

As peer relationship, according to 82 teachers considered, it was characterized basically positive attributes: collaborative (62.2%), participatory (56.1%), active (41.5%), integral (37.8%), organized (32.9% ); while negative: problems (12.2%), isolated (8.5%), disorganized (6.1%), conflict (4.9%) received a low percentage, including in schools considered as conflicting (E and F).

Apparently, the conflict is associated more with the type of leadership exercised by the director.

In this context, from the angle of the peer relationship is ratified at the political level, the prevalence of cohesion and integration, although these do not involve necessarily a harmonious relationship between teachers and therefore the figure of the director. However, what it does

involve is a way to take the institutional mandate, pointing to the "functionality" of the school. In this context, the plot is left glimpse link points to the existence of different levels of "institutional suffering" (Kaes, 1989) in the six schools explored, with the E and F, where this seems more pressing; however, it fails to fracture the institutional order.

### **Relations Director-teachers: leadership and links**

In the six schools explored evidence of a relationship between teachers and their respective directors, characterized globally as communication (53.7%) and solidarity (36.6%) were found. Thus, it appears that face the daily institutional task operates as a kind of functional imperative, which flows through the established links and privileges the educational task over different styles of leadership present in the types of questions schools and the corresponding links and quotas existing conflict. The latter are associated with attributes: Confrontation (31.7%), indifference (7.3%) and apathy (6.1%), which were featured in schools D, B and F.

different leadership styles were found: the "interpersonal" (schools A, B, C) associated with features such as: flexible, negotiator and propositional (Table 5 Leadership Director for school), with some nuances school, particularly worth noting the psycho-emotional anchor of the leadership of the director, C and E schools where attributes: democratic, flexible, affectionate, facilitator, among others, ranging in 50 to 70% of the entries by groups of teachers these schools.

Another style of detected leadership was the politician in his "authoritarian" aspect, in F and D schools, whose teachers surveyed attributes such as authoritarian (in order of 57.9% to 64.3%, respectively) and zero (14.3% and 10.5%, respectively). This second feature was only mentioned in those schools F and D, a consideration which allows pay the argument about authoritarian leadership style "authoritarian prevent and stifle discussions to promote the command" (Ball, 1989, p 97.). But we could also say that one can speculate on a combination of styles (in fact, are never present in a "pure") in schools F and D, for the characterization of the relationship between peers, by their respective teachers relieved the idea of confrontation (conflictive 53% and 28%, respectively). In that sense (although should be explored more carefully), you might think that directors also experience leadership antagonist such as "antagonists tend to enjoy the discussion and confrontation to maintain control."

**Outstanding issues**

This paper offers a dual reading of institutional dynamics of six schools of Coyoacan in Mexico City. From a political and psychosocial approach, an analytical educational policy, which focuses study the place of his subjects and actors, in this case 82 teachers from six primary schools is proposed.

Importantly, there are two areas of outstanding work: 1) In general terms: to continue the development and discussion of the analytical proposal, to enhance its scope, placing punctually its challenges (including the problematization of the subjective dimension of policy) and chances (to emphasize the scope of subjects and actors, as a strategic location for the design, implementation and evaluation of educational policies). And 2) In particular, the presence and link contextualize primary school, in their communities, from the voices of parents.

Approaching the school and its inhabitants, from their existential condition, also forces you to think that while you can not live without institutions, while institutions always have an "oppressive" aspect. It is important to recognize these "qualities" of the institution, to question how educational policy strategies are instituted, because in them lies the ghost of an idea of teachers who think and feel the same. This unifying dimension is a double risk, first because it is not certain such uniformity and second because each of the teachers come from both school trajectories and different histories, family and political.

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