

Toward a Broader Understanding: A Formal Concept Analysis of the Micropolitics of a School

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Abstract. *The micropolitics of a school is one of the key factors that determine changes in member interactions in a learning organization and requires a careful study in order to create a favorable school environment. The aim of this study is to analyze the concept of the micropolitics of a school, highlighting the essential attributes of the concept. The research method – Formal Concept Analysis (FCA) – was used to identify the implicit relationships between objects described through a set of the attributes. The analysis of scientific literature reveals 6 sets of objects: micropolitics as a dimension of leadership; micropolitics as a part of macropolitics; micropolitics as a teacher's life and actions; micropolitics as interactions within an organization; micropolitics as the daily life of an organization; micropolitics as the darker side of institutional life.*

Keywords: *micropolitics, formal concept analysis, attributes, relationships.*

Introduction

Nowadays, educational politics play an important role in the postmodern society. The Incheon Declaration (2015) depicts a new vision for education in 2030: to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for everyone. The fundamental vision of the national progress strategy titled *Lithuania 2030* is that educational institutions need to promote a creativity-conducive environment. It should be noted that an infrastructure of practical skills is particularly important for the development of advanced skills. The requirements for an educational community are based on high quality education, a strong environment, rapid change and new opportunities. The

implementation of the political goals of these strategies requires improvements to be made both in the macropolitics and micropolitics at school.

The problem and its relevance. The historical context reveals that researchers (Ball 1987; Blase 1991; Hoyle 1999) used to describe micropolitics as a power of achieving organizational goals. “Micropolitics refers to the use of formal and informal power by individuals and groups to achieve their goals in organisation. In large part political actions result from perceived differences between individuals and groups, coupled with the motivation to use power to influence and/or protect” (Blase 1991, p. 11). Furthermore, micropolitics is conceptualized as fitting along

a continuum ranging from conventional management practices at one end to “illegitimate, self-interested manipulation” on the other (Hoyle 1999, p. 126). It includes struggles over the control of organizations, the goals and the ideological content of policy and decision-making in schools (Ball 1987), where it is valuable to understand the importance of micropolitics not only for school leaders but also for school organizations, thus developing a heightened awareness of the dynamic power relations (Smeed et al. 2009). It is evident that micropolitics involves the whole community: teachers, staff and schoolchildren. Therefore, the relationship between the attributes of micropolitics shapes the organizational culture.

As a result, the following questions should be answered:

- 1) What is the micropolitics of a school?
- 2) What are the main attributes of the micropolitics of a school, and how are they related?

The research object is the micropolitics of a school.

The research aim is to analyze the concept of the micropolitics of a school, highlighting the essential attributes of the concept.

The research objectives:

- 1) To analyze scientific literature through definitions, identifying the essential attributes of the micropolitics of a school.
- 2) To reveal the relationships between the attributes of the micropolitics of a school.
- 3) To discuss the findings and the possibilities for improving micropolitics in a learning organization.

Theory. The analysis is based on Ball’s (1987) micropolitical theory of the school organization, which rejects a prescriptive “top-down” approach and directly addresses the interests and concerns of teachers and the current problems of change-facing schools. At the epistemological level, micropolitics is defined not by the smallness of its elements, but by the nature of its “mass” – the quantum flow, where opposition could be found – the clay of the segmentation level (Deleuze, Guattari 2004).

The research methodology. *Data collection:* The scientific literature was analyzed through definitions in order to identify the essential attributes of the micropolitics of a school.

Data analysis. Formal Concept Analysis (FCA) was used for data analysis. Formal Concept Analysis (FCA) is a method mainly used for deriving implicit relationships between objects described through a set of attributes on the one hand and by these attributes on the other. The data are structured into units, which are formal abstractions of concepts of human thought, allowing meaningful comprehensible interpretation. FCA describes concepts and concept hierarchies in mathematical terms, based on the application of order and lattice theory (Ganter, Wille 1999).

EBSCO and ResearchGate databases were searched for the keyword *micropolitics*. The criteria, applied for literature sources, were the following: 1) The sources were not to be older than 20 years; 2) The keyword “micropolitics” was to be mentioned; 3) Links of the literature sources were available; 4) It helped to clarify the micropolitics of a school.

Upon reviewing 252 sources and references, 152 sources were rejected. From

the remaining 100 references and links, 20 sources with 30 definitions were selected, representing the meaning of *micropolitics*. They were used for identifying the attributes of the *micropolitics* of a school.

The Content of the Conception of Micropolitics in a Learning Organization

A school is the place where everyone works on the quality of education. In order to achieve the objectives of an organization and to work in a supportive environment with colleagues, it is essential to understand the content of the micropolitics of a school. An analysis of literature was used to determine the objects (G) of micropolitics through definitions and to disclose their attributes (M) (see Table 1).

Micropolitics as a dimension of leadership. Many authors (Lumby 2015; Smeed et al. 2009; Coburn 2006; Pillay 2004) define *micropolitics* as leadership, which determines the success of a school (Smeed et al. 2009) by using effective power (Pillay 2004) in order to solve problems through implementation (Coburn 2006). Leadership is related to power through the vocal or tacit support of others. If a significant number refuse to comply or to subvert a plan, leaders cannot succeed despite the apparent authority of their role. From this perspective, micropolitics can be described as the process of accruing power through building engagement and support to enact public good (Lumby 2015). It should be noted that Smeed et al. (2009) distinguish *power with* (trust – close relationships, empowering, shared leadership, supportive of staff, open communication,

collaboration), *power over* (domination, control, authoritarian, closed) and *power through* (transactional, facilitative, negotiation, cooperation). According to the authors, the relationships between context, organization and leadership are one of the most apparent when using *power over* to meet external accountability demands, but *power through* and *power with* are more often associated with furthering staff professionalism and student learning. An understanding of micropolitics as a dimension of leadership leads to domination, success, authority and power. Moreover, it depends on communication between teachers, staff and schoolchildren. Motivated teachers see themselves as the leaders and grow personally and professionally, seeking to strengthen the micropolitics of the school.

Micropolitics as a part of macropolitics. Many authors (Bjork, Browne-Ferrigno 2016; Rai, A. K., Rai, M. K. 2016; Alderson 2009; Eilersen et al. 2008) argue that micropolitics leads to the implementation of macropolitics. Smeed et al. (2009) define macropolitics as an external pressure, e.g., accountability, required by the governments and the interest groups, as well the changes caused by globalization and technological development. According to Rai, A. K., Rai, M. K. (2016), the context for politics in education can be a microlevel activity or situation, or it may be consisting of some macrolevel events or phenomena involving educational issues and policies at a broader level. Politics in education, irrespective of the level (micro or macro), is a substantiated reality, the existence of which is acknowledged unequivocally. Micropolitics is characterized

Table 1. *The content of the conception of micropolitics in a learning organization.*

Objects (G)	Definitions of <i>Micropolitics</i> for attributes (M)
Micropolitics as a dimension of leadership	Micropolitics is arguably so habitual in everyday leadership activity that for much of the time we stop noticing (Lumby 2015, p. 6).
	Micropolitics is a critical dimension of superintendent leadership and that it serves as a central mechanism through which education policies are implemented at the local level (Bjork, Blase 2009, p. 196).
	Thus an understanding of micropolitics is critical to understanding school leadership and the success or otherwise of a school (Smeed et al. 2009, p. 39).
	Micropolitics is about authority relations, about “problem-framing” during implementation, meaning that a leader’s understanding and interpretation of a policy or issue will have a direct impact on the implementation of strategies (Coburn 2006, p. 347).
	Micropolitics [...] entwined with power and leadership (Pillay 2004, p. 130).
Micropolitics as a part of macropolitics	The concept of micropolitics provides a useful way to understand the differences between macropolitical intent and local implementation (Bjork, Browne-Ferrigno 2016, pp. 129–130).
	[...] micropolitics [...] a framework for understanding two separate yet related levels of political activity that encompasses both conflict and cooperative decision-making processes (Bjork, Browne-Ferrigno 2016, p. 129).
	Micro-politics is a conceptual frame and this conceptual frame can be utilized to decipher the nuances of curriculum development process that involves political interactions (Rai, A. K., Rai, M. K. 2016, p. 50).
	Micropolitics are continuum, at one end of which we find responsible management practice, somewhere in the middle we find management decisions influenced by personal motives, and at the other end we have management actions determined entirely by self-interest manipulation (Alderson 2009, p. 178).
	[...] interacts with macropolitical factors above and outside it (Eilersen et al. 2008, p. 295).
Micropolitics as interactions within an organization	Micro-politics is a theoretical concept which examines interactions within organizations (Willner 2011, p. 176).
	Micropolitics is the air of organisations. Though exercised in often seemingly trivial choices, for example what to communicate and how, who to invite ‘on board’, what to reveal or conceal, what rewards or disincentives to put in play <...> (Lumby 2015, p. 8).
	The micropolitics of education show how interpersonal relationships are structured in terms of rules, norms, lines of communications, and decision-making structure (Caruso 2013, p. 222).
	Micropolitics is the subtle exercise of power through influence, social skills and informal activity. It’s the habitual strategies that are little discussed – the choices over what to communicate and to whom, what to reveal or conceal, how structures, information and meetings are managed. It is what happens in the wings and backstage when nobody’s looking (Lumby 2015, p. 6).
	[...] about cooperation and collaboration, supporting each other in order to achieve certain ends (Eilersen et al. 2008, p. 295).

Objects (G)	Definitions of <i>Micropolitics</i> for attributes (M)
Micropolitics as the daily life of an organization	[...] micropolitics encompasses a range of influencing behaviour, using social skills and interpersonal assets to achieve change through daily, often informal, activity. The exercise of power is a key facet (Lumby 2015, p. 6).
	Micro-politics are intangible aspects that arise due to such groups of individuals interacting and working together on shared activity; they relate to processes that occur within a group (McAreavey, 2006, p. 3).
	Micropolitics [...] a key to understanding everyday interactions [...] (Smeed et. al. 2009, p. 28).
	[...] micro-politics is seen as a theoretical concept of organization which analyzes actors' behavior within an organizational context (Kupper, Felsch 2000, p. 149).
	Micropolitics [...] the responses of the players in the organization and places reform within the interactive, political arena. In contrast, systemic reform starts with the behavior of the institutional actors without acknowledging their interpretation of change (Haag, Smith 2002, p. 3).
Micropolitics as a teacher's life and actions	Micropolitics [...] nature of teachers' interactions and relationships with other pedagogical stakeholders [...] (Potrac, Jones 2009, p. 223).
	Micropolitics [...] an understanding aspects of teachers' professional life and school reality, when school managers initially attempt implement a programme to evaluate educational work/teaching (Goutzioupas, Iordanides,2013, p. 7).
	[...] micropolitics of their school – the headteacher's style: the key, influential actors, how decisions were made, who tended to support and oppose the headteacher, the conduct of meetings, the distribution of recourses, how promotions were made, and so on [...] (Ball 2012, ix).
	Micropolitics, I mean the actions of individual members of the organisations are complex, multifaceted and usually open to a variety of interpretations (Alderson 2009, p. 178).
	The study of how things really work, not how an organizational chart or a principal's action plan would like them to work (Flessa 2009, p. 331).
Micropolitics as the darker side of institutional life	Micro-politics in a social situation is more often covert or hidden rather than overt (Lukes 2005, p. 23).
	Micropolitics is a part of the darker side of institutional life (Pillay 2004, p. 130).
	Micropolitics is not just about conflicts and how people use formal or informal power in order to further or protect their interests and goals (Eilersen et al. 2008, p. 295).
	Micropolitics is necessarily a study of conflict (Pillay 2004, p. 130).
	Micro-politics encompasses struggle and conflict, as well as collaboration and coalition building (Kelchtermans, Ballet 2002, p. 118).

by formal power and informal influence (Eilersen et al. 2008), while the success of policy implementation is highly dependent on the political acuity of superintendents in working with principals, classroom teachers and parents (Bjork, Browne-Ferrigno 2016). “Everything is political, but every politics is simultaneously a macropolitics and a micropolitics” (Deleuze, Guattari 2004, p. 213). Thus, it might be assumed that micropolitics cannot exist without macropolitics. It is evident that micropolitics enables the broadening of perspectives and ambitions in order to achieve the goals of an organization, in order to implement the strategy by creating a favorable atmosphere within an organization.

Micropolitics as interactions within an organization. From the micropolitical perspective, there is a combination of formal and informal rules that stabilizes contradictory intentions and actions within an organization and, thus, the existence of an organization itself. Practices merge formal and informal rules and offer a systematic way to study decision-making processes within political organizations (Willner 2011). Evidence that is contrary to the beliefs of a group would not necessarily be accepted, despite being well-founded. In these cases, a process that is more like a trade-off rather than a rational communication might be needed to make a progress. “There are very pragmatic trade-offs done all the time at the micro level” (Lumby 2015, p. 21). What is more, Caruso (2013) argues that interaction between school staff members and individuals plays a key role in a large organization, influenced by the school policy. According to the author, experienced principals are needed

to negotiate over the dominant values, interests and aspirations of the school, expressed by community leaders. Eilersen et al. (2008) point out that teachers often feel the changes that are imposed from the outside – undefined and unclear changes. The dilemma of the expectations differs, and sometimes there are contradicting expectations on what might and should be achieved. All in all, it might be stated that the micropolitics of a school is the central place of institutional life, where ways for people to grow individually and as a parts of their communities emerge.

Micropolitics as the daily life of an organization. Some authors (Lumby 2015; Smeed et al. 2009) define micropolitics as allowing to understand the daily life of a school, the behavior of a community, personal and impersonal interactions, norms, values and beliefs. Micropolitics includes a range of ways to influence behavior and the usage of social skills and interpersonal assets for reaching change through daily, often informal, activities. The exercise of power is a key facet (Lumby 2015). From this point of view, micropolitics in a learning organization can be described as the daily activities, communication atmosphere, the consensus of opinion, the ability to execute a strategy by working as a team. Members of a community show their performance at the school stage; the way in which this “play” will be performed depends on the result reached.

Micropolitics as a teacher’s life and actions. Ball (2012) considers the head teacher’s style and the way the meetings are conducted as a good indicator of micropolitics. Caruso (2013) referred to a holistic educational change, where each

school's principal relied on coercive tactics to limit and control teachers' social interactions during grade-level team meetings, and access to micropolitical structures, which determined who got what, when and how. As communicative networks became inaccessible, teachers grew apathetic and disengaged from administrative work. In addition, Flessa (2009) highlighted the power of information. According to this author, information sometimes tells us that people are short-sighted, selfish or irrationally stubborn, including what adults value in their professional practice at school and what families aspire for their children. If teachers work with information properly, they adapt to the environment, reflect on their practice and make the right decisions.

Micropolitics as a darker side of institutional life. Micropolitics often reveals a darker side of an institution (Lukes 2005; Pillay 2004), including hidden struggles (Kelchtermans, Ballet 2002), in order to protect the interests of the community and to solve the conflicts (Eilersen and et al. 2008). It is argued that there is another micropolitical arena – the one that is hidden and dark (Pillay 2004). The values, beliefs and norms of each member of a learning organization help to integrate into the organization's environment. Meanwhile, collaboration between formal and informal groups reduces conflicts and develops an organizational culture. In general, micropolitics displays two sides: the brighter side – intensive work and agreement, and the darker side – conflicts, disagreements, hidden domination. It can be assumed that the strength of micropolitics depends on the values, beliefs and norms of each member of the community.

An analysis of scientific literature revealed 25 attributes of the *micropolitics* of a school (see Figure 1). The Formal Concept analysis was used to identify the relationships between the aforementioned attributes and to define the *micropolitics* of a school.

The Relationships between the Attributes of the Micropolitics of a School

A concept is determined by its extent and intent. The starting point is the definition of the formal context K , which can be described as being triple (G, M, I) , consisting of a set of objects G , a set of attributes M and a binary relation I between the objects and the attributes (Kickmeier-Rust et al. 2016).

Figure 1 shows the concept lattice of the definitions of micropolitics in the school organization. The lattice is a line diagram that consists of circles, lines and the names of all objects and all attributes of the given context. The circles represent the concepts, and the information of the context can be read from the line diagram by the following this rule: an object G has an attribute M if and only if there is a tin upwards leading path from the circle titled "G" to the circle titled "M." The rule enables us to read from the line diagram the extent and the intent of each concept by collecting all objects below all the respective attributes above the circle of the given concept. The extent of the top concept is (always) the set of all objects, while the intent of it does not contain any attribute (in this context). However, in some cases, the intent of the top concept might not be empty (Wolff 1994, p. 3–4). Extents and

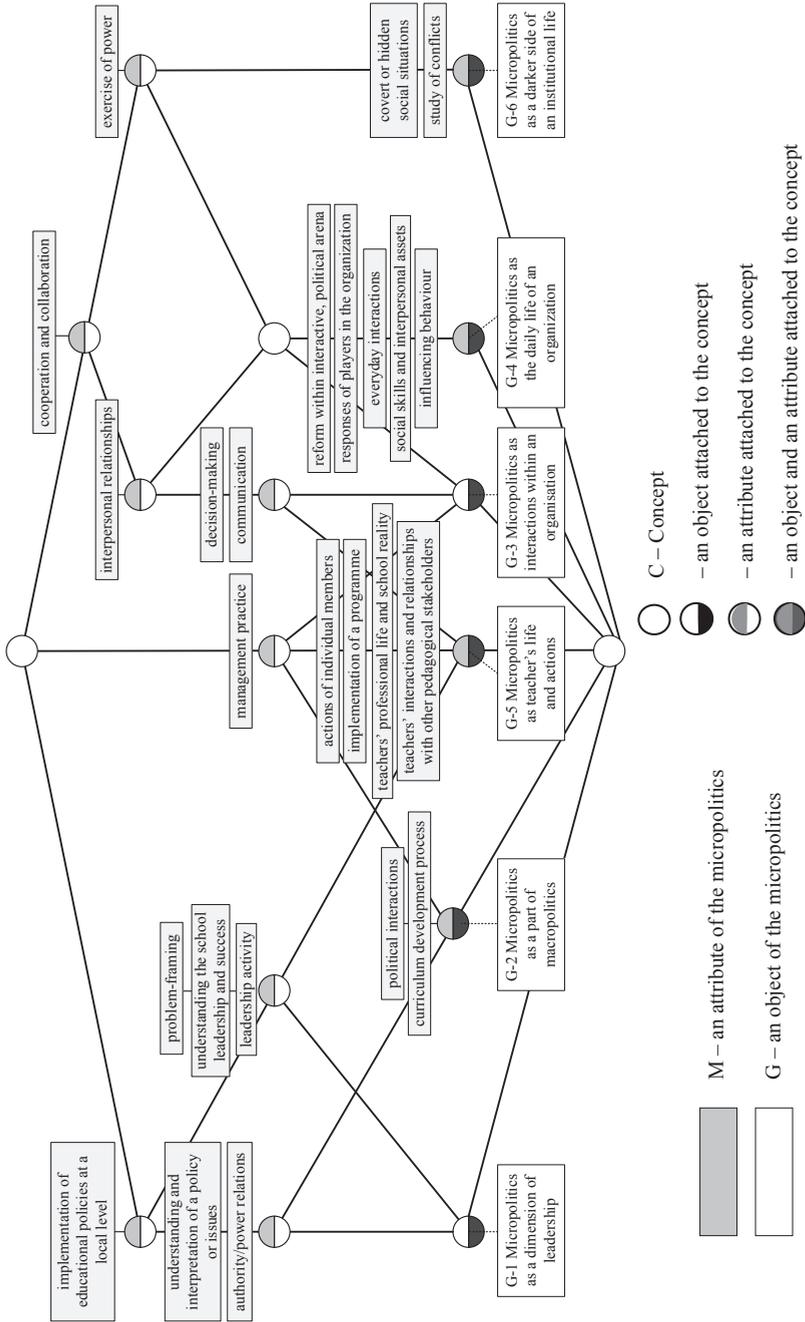


Figure 1. *The lattice of the micropolitics of a school.*

intents are determined by the relation I between a set of objects G and a set of attributes M ; G, M, I is called a formal context, which represents the input data table with binary attributes and induces two concept-forming operators (\uparrow and \downarrow). The formal concept of I is defined as a pair (A, B) of $A \subseteq G$ (extent) and $B \subseteq M$ (intent) satisfying $A\uparrow = B$ and $B\downarrow = A$;

Where:

$A\uparrow = \{g \in G \mid \text{for each } g \in A : (g, m) \in I\}$;
 $B\downarrow = \{m \in M \mid \text{for each } m \in B : (g, m) \in I\}$.

Formal context (G, M, I) , the set of all formal concepts of I , ordered by an inclusion \subseteq of extents (or, by an exclusion \supseteq of intents) is a complete lattice, called the concept lattice of I (Belohlavek 2011, p. 19). Dependencies between the attributes can be described by implications. If a label of the attribute M is attached to some concept C , it means this attribute occurs in intents of all concepts, reachable by descending paths from this concept to the lowest concept of the lattice. If a label of object G is attached to some concept C , it means that object G lays in the extents of all concepts, reachable by ascending paths in the lattice graph from this concept up to the highest concept of lattice. If the drawing of a node contains a blue-filled upper semicircle, it means that there is an attribute attached to this concept. If the drawing of a node contains a black-filled lower semicircle, it means that there is an object attached to this concept.

ConExp, software designed for building lattices, allows to calculate the base of association rules. The display format of an association rule is: No < Number of objects, for which premise holds >, Premise =

[Rule confidence] =, < Number of objects, for which premise and conclusion holds >, Conclusion.

ConExp found 30 association rules. According to the association rules, the relationships among the attributes were found.

Micropolitics as a dimension of leadership (G-1) and as a part of macropolitics (G-2) have common attributes (100%): authority/power relations, an understanding and interpretation of a policy or issues and an implementation of education policies on a local level. *Micropolitics as a dimension of leadership* (G-1) and *micropolitics as a teacher's life and actions* (G-5) (100%) are related to leadership activity, problem-framing, understanding school leadership and success and the implementation of educational policies on a local level.

Micropolitics as a part of macropolitics (G-2) (100%) is directly related to the attributes of management practice, political interactions and curriculum development process, including the implementation of educational policies on a local level, the attribute that also holds in the context of G-5.

The attributes of *Micropolitics as interactions within an organization* (G-3) (100%) are related to management practice. *Micropolitics as interactions within an organization* (G-3), *micropolitics as the daily life of an organization* (G4) and *micropolitics as the darker side of institutional life* (G-6) (100%) have a common attribute: the exercise of power, while an attribute of cooperation and collaboration additionally holds in *micropolitics as a context of a teacher's life and actions* (G-5). Decision-making and communication are the common attributes for G-3 and

G-5 objects of micropolitics and both have an attribute of interpersonal relationships, which is also included in the micropolitics as the context of the daily life of an organization (G4). Management practice is meaningful when micropolitics is analyzed as a part of macropolitics (G-2) or as interactions within an organization (G-3).

The object of the *Micropolitics as the daily life of an organization* (G-4) is directly related to the attributes of influencing behavior, social skills and interpersonal assets, everyday interactions, responses of players in the organization and reform within an interactive, political arena.

The object of the *Micropolitics as a teacher's life and actions* (G-5) (100%) is directly related to teachers' interactions and relationships with other pedagogical stakeholders, teachers' professional life and school reality, the implementation of a program and the actions of individual members. This object is also related to other contexts of all objects as described above.

The object of the *Micropolitics as a darker side of institutional life* (G-6) (100%) is directly related to the attributes of the study of conflicts and covert or hidden social situations. The relationships between G-6 and G-4 or G-3 objects of micropolitics are maintained by the "exercise of power" attribute and add connection to G-5 an attribute of "cooperation and collaboration."

To sum up, this analysis classifies the attributes of the micropolitics. According to the conducted analysis, the most predominant attributes of micropolitics are the following: communication and cooperation, an exercise of power, an understanding of educational policies and the implementation of educational policies on

a local level. The relationships between attributes allow us to understand micropolitics in a broader sense and define it more clearly.

How Can We Define the Micropolitics of a School?

An FCA analysis helps in defining micropolitics by its structural objects, which are grouped in accordance with their relationships to the relevant context. Micropolitics is dealing with the leadership actualization and macropolitics aspects at school and includes authority interactions targeted at implementing educational policies on a local level of organizations by clarifying the meaning of policies or issues. More importantly, this analysis reveals that the leadership of teachers in daily life and practice is closely related to their activity in the identification of problems and their involvement in the implementation of educational policies on a local level as well as to their ability to understand the aspects and prerequisites of school leadership or success. The approach to micropolitics as a part macropolitics is also related to the practical realization of education policies and understanding the management of the school as an organization when dealing with the curriculum development process or political interactions. On the one hand, micropolitics, as a part of macropolitics and in conjunction with the component of teachers' activity, involves decision-making subjects based on communication and collaboration interactions. On the other hand, micropolitics as a teacher's life and actions, together with interactions within an organization, is related to communic-

ation, based on interpersonal relationships and aspects of collaboration and decision-making. Next, micropolitics as a school's daily routine is related to the impact on behavior, the development of government and interpersonal relationships, the promotion of cooperation and collaboration in an organization's community, the realization of social skills and interpersonal assets, the understanding of everyday interactions and responses of participants as well as reform in a volatile political field. It should be noted that the role of teachers is not only related to the implementation of education policies at a local level, cooperation and collaboration, leadership activity, understanding the school leadership and success, problem-framing, interpersonal relationships, communication and decision-making but also includes the interactions of teachers and the relationships with other pedagogical stakeholders, and it covers the understanding of the peculiarities of a teacher's profession and school reality when trying to combine the endeavours and actions of individual members due to the vouching of the implementation of a program.

An FCA analysis reveals the hidden aspects of micropolitics that do influence the institutional life but frequently remain not discussed in the public or, in other words, *darkened*. These include various conflict situations that can be solved by an intervention of the heads of an organization or by encouraging cooperation and collaboration between the school's community members.

To sum up, the micropolitics of a school can be defined as an integral part of macropolitics; it is also focused on the implementation of the public educa-

tional policies of the school goals in the self-learning organization, which seeks to consolidate the community efforts by promoting an understanding of how interpersonal interactions between the participants of educational processes could be improved regarding each of the organizational aims.

Findings, Discussion and Implementation

A formal concept analysis of the definitions of the micropolitics in the context of school organization reveals the importance of leadership for teachers, school heads and the entire school community. Micropolitics is a daily life activity and it is closely related to the analysis of emergent or inveterate problems. Furthermore, it can help to spread new political concepts and implement the national educational strategies by forming a purposive working environment. Smooth interactions among the actors of an organization can directly affect school leadership and the success of an organization. Micropolitics is characterized by a complex structure and can vary by goals of the curriculum or the educational strategy; however, they are all tied by the need to understand the interactions within organizations and to know the working methods for task implementation.

The lattice of micropolitics is one of the ways of building an understanding of how one particular area of consideration is related to the other parts of micropolitics. It also shows how different questions from different points are important to the state of the microclimate in a school organization. An analysis of the network of attributes

led to the conclusion that micropolitics depends on the macropolitical intentions. The goals of micropolitics must be the goals of every person. Microleader behavior the leader's willingness to work on curriculum development to achieve a certain organizational level. Other researchers, e.g., Pillay (2004), point out moral leadership with varying moral positions on the purpose of teaching, whereas Lumby (2015) elicits power, where leadership intelligence is required to understand how to use the power at a national, institutional and individual level. As leaders have employed micropolitical strategies for millennia, it naturally leads to an open discussion. The positive actions of teachers help to implement this strategy. The darker side of institutional life often raises conflicts. Teachers must use conflict resolution strategies to ensure productive work in the organization. According to Rai, A. K., Rai, M. K. (2016), the development of curriculum involves making the decisions of various sorts, ranging from the experiences to be provided to students to the strategies to be used in the everyday classroom. It shows micropolitics as an element of the organizational culture and serves in modelling the principles of action. The personal goals of each community member correspond with the goals of an organization.

According to Lumby (2015), micropolitics encompasses a range of influencing behaviors – the use of social skills and interpersonal assets to achieve change through daily, often informal, activity. The exercise of power plays a key role here. Power can have continuity only as long as it is replicated in the next event, and the one after that, while it may quickly evap-

orate (Fox, Brunel 2017). Micropolitics is common to everyday leadership activity.

Although micropolitics is often considered as the darker side of institutional life, an analysis of the attributes revealed that it depends on the agreement between the members of an organization. There is no doubt that every employee brings a little piece of themselves into an organization. Employees can be compared with trees within an organization: some grow smarter and bigger, thus more visible, while others need to be watered or protected more often. It can be assumed that the implementation of micropolitics at school requires positive communication and collaboration between teachers and other members. However, it is well-known that the community of a school includes not only teachers and the staff but also schoolchildren and their parents. Schoolchildren are often more sensitive to the prevailing atmosphere and safety at school. All teachers work for the welfare of the schoolchildren. It is obvious that relationships between the attributes help in better understanding the micropolitics of a school and, in turn, in improving the community relationships for the implementation of the school's strategies.

Conclusions

1. The analysis of scientific literature through definitions of the micropolitics of a school reveals that micropolitics include leadership, the implementation of macropolitics on a local level, interactions within an organization, the daily life of an organization, the teacher's life and actions, and the darker side of institutional life.

2. The relationships between attributes enable to define micropolitics as an integral part of macropolitics; it is also focused on the implementation of the public educational policies of the school goals in a self-learning organization, which seeks to consolidate the community efforts by promoting an understanding of how interpersonal interactions between the participants of educational processes could be improved regarding each of the organizational aims.
3. An FCA analysis shows that the common attributes of micropolitics, covering the widest range of research, are the following: cooperation and collaboration, the implementation of educational policies at a local level, an understanding and interpretation of policy or issues, authority/power relations, exercising power and interpersonal relationships. An FCA analysis revealed that micropolitics, as a dimension of leadership, includes attributes that concern the macropolitical aspects of micropolitics in accordance with policy and authority, while understanding and interpretation are related to the professional lives of teachers by understanding school success, leadership activity and problem-framing attributes. An understanding of practice management is essential for the areas of micropolitics, related to the questions of macropolitics, the lives of teachers and actions and interactions within an organization.
4. It can be assumed that micropolitics depends on macropolitical intentions. The goals of micropolitics must correspond with the goals of every person, especially those of the organization's leader. The microlevel behavior of the leader shows the leader's willingness to work on curriculum development for achieving the organizational goals. The whole community is significantly involved in formation of the school's microclimate; however, to understand the micropolitics of a school better, each should understand the morality of his intelligence. An understanding of personalities would help in implementing the strategy and would lead to closer work in the organizational area.

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PLATESNIO SUPRATIMO LINK: FORMALIOJI MOKYKLOS MIKROPOLITIKOS KONCEPTO ANALIZĖ

Aida Kairienė

S a n t r a u k a

Šiame straipsnyje yra analizuojama mokyklos mikropolitikos samprata – mokyklos, kaip besimokančios organizacijos – kontekste.

Tyrimo tikslas – išanalizuoti mokyklos mikropolitikos sąvoką, išskiriant esminius jos požymius.

Šiam tikslui įgyvendinti buvo iškelti pagrindiniai klausimai: 1) Kas yra mokyklos mikropolitika? 2) Kokie yra mokyklos mikropolitikos požymiai ir kaip jie susiję?

Mokslinės literatūros analizė padėjo atskleisti šešis mikropolitikos objektų rinkinius: mikropolitikos kaip lyderystės dimensijos; mikropolitikos kaip makropolitikos dalies; mikropolitikos – mokytojo gyvenimo ir veiksmų; mikropolitikos – sąveikos organizacijoje; mikropolitikos – kasdienio organizacijos gyvenimo; mikropolitikos – kaip tamsesnės organizacijos pusės. Formalioji koncepto analizė leido atrasti objektų ryšį per mikropolitikos požymių prizmę. Dominuojančiais mikropolitikos požymiais

galima laikyti bendravimą ir bendradarbiavimą, autoriteto ir galios sąsają, tarpusavio santykius, švietimo politikos supratimą ir jos įgyvendinimą organizacijos lygmeniu.

Mikropolitikos objektų ir jos požymių ryšio analizė leidžia apibrėžti mikropolitiką kaip makropolitikos sudedamąją dalį. Taip pat ji orientuota į valstybinės švietimo politikos ar mokyklos tikslų įgyvendinimą savarankiškai besimokančioje organizacijoje, kurios siekis – sustiprinti bendruomenės pastangas, skatinant supratimą apie tarpasmeninių sąveikų stiprinimą tarp mokymo (-si) proceso dalyvių organizacijos tikslams įgyvendinti.

Rezultatai leidžia daryti prielaidą, kad mikropolitika priklauso nuo organizacijos makropolitinių tikslų, lyderystės bendruomenėje dominavimo ir asmeninių jos narių savybių.

Pagrindiniai žodžiai: mikropolitika, formalioji koncepto analizė, požymiai, ryšys.

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