

Perceptions of School Indiscipline of a Class of 3rd Cycle Basic Education Students in A Portuguese School in Horta (Azores): Case Study



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ABSTRACT: School discipline in Portugal is regulated by the Student Statute (Law no. 51/2012 of 5/09) establishing rights and duties of primary and secondary education students with commitment from the family and educational community. We address situations of indiscipline and behaviors that violate rules/norms set out in the school's Internal Regulations, which alter the normal functioning of classes, learning and the educational and relational environment. The literature warns of the complexity of the 'indiscipline' phenomenon, due to the different definitions, which do not coincide, despite some harmony. Our purpose is to analyze the data on the perceptions mentioned N=17 students (questionnaire survey) from a class -9 year of schooling at Horta Secondary School (designated ESMA), on the Island of Faial-Azores/Portugal, triangulated by the information (semi-structured interview) coming from the school leader, class director and president of the Parents/Guardians association, as well as field notes and observational analysis of various documents and projects. We are guided by the following objectives, converted into research questions: Understanding the meaning of indiscipline versus discipline; Identify the factors (internal, external) and causes that determine the manifestation of indiscipline; Characterize indiscipline situations in students; Understand the behavior of undisciplined students and their degrees of severity; in students; Identify the measured responses promoted by the school in the face of school indiscipline; Determine the strategies applied by teachers to combat indiscipline and promote coexistence; Develop greater family involvement in knowing disciplinary rules and preventing situations of indiscipline in children. The questionnaire data was treated statistically and we carried out content analysis of the interviews, all of which were subjected to triangulation. The results say that students do not consider their acts as indiscipline, the cause being caused by changes in relationships and family environment.

KEYWORDS: School indiscipline. Student Disciplinary Status. Teacher-student relationship. Portuguese Elementary Education; Prevention strategies.

INTRODUCTION QUESTIONS

This article, arising from the academic study - Project Work, carried out in 2023, by one of the authors (Silva, 2023), reflects the situations/acts of behavior regarding the phenomenon 'school indiscipline', which is a complex problem in Portuguese schools, as it involves changes in the normal functioning of classrooms, disruption of learning and the educational environment, compromising relationships between peers and with consequences for the daily interaction between teachers, those responsible for schools, operational assistants and students. If we ask ourselves why there is indiscipline at school, the answer takes us to literature, where a range of authors, including Amado (2001), who draw attention to the complexity of this phenomenon and its various origins, with different perspectives on behaviors indiscipline, it is important to recognize that these perceptions and attitudes of students and teachers differ in relation to the indiscipline conduct itself, which makes it difficult for them to understand what is considered inappropriate behavior (non-compliance with the rules of discipline) and its consequences. In other words, indiscipline constitutes a subjective and difficult-to-define factor that involves teachers in different ways of facing the same problems of infractions/non-compliance with rules.

It is important to remember that school discipline in Portugal is regulated by the Student Statute (Law no. 51/2012 of 5/09; Chapter III – Rights and duties of students, section II – Duties of students and Chapter IV – Discipline) (Portugal, 2012), which, in its Preamble, establishes the rights and duties of primary and secondary school students and the commitment of parents/guardians

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and other members of the educational community in their education and training. The theoretical meaning of school indiscipline is related to student behavior that deviates from expected norms and standards and, therefore, the school establishes norms of coexistence and pedagogical relationship between students and other elements of the educational community, in order to comply with the Statute of the Student and School Ethics, where the discipline provides duties to the student (art. 10 of chapter IV and also referred to in the School's Internal Regulations), and in art. 22, § 1 in Section I – 'Infraction', of the legal regulations. referred to (Law no. 51/2012 of 5/09) provides for situations of disruption “[...] of the normal functioning of school activities or relationships within the educational community, constitutes a disciplinary infraction subject to the application of a corrective measure or disciplinary sanctioning” (Portugal, 2012, p. 176).

The definitions of indiscipline are complex and do not coincide, despite some agreement in several aspects. It is obvious that indiscipline concerns student behaviors that disrupt the activities that the teacher carries out in the classroom, that is, school disruption constitutes a transgression of disciplinary norms at school, damaging learning conditions, the educational environment and/or interpersonal relationships (Carita; Fernandes, 2012). In this way, we understand by indiscipline the manifestation of acts/conducts that violate the rules/norms of discipline (disciplinary incidents), on the part of students, which underlyingly contain attitudes that are not legitimized by the school or the teacher in the context of their pedagogical practice and , consequently, they hinder the educational process (Lopes, 2009; Maneta, 2009).

More than explanations about the problem of indiscipline, we intend to give an account of the dimension and some characteristics of this phenomenon at Horta Secondary School (designated ESMA), on the Island of Faial-Azores/Portugal and, therefore, we formulated the following study problem: Knowing the reasons that lead to school indiscipline in students in a 9th year class of the 3rd Cycle of Basic Education (3rd CEB) and what is the role of teachers and parents in preventing and combating these indiscipline situations (strategies, intervention measures) . Based on the problem, we formulated the objectives, which became research questions: Characterize indiscipline situations and the phenomenon of indiscipline in students; Know the school situations of the students considered as undisciplined; Understand the meaning of indiscipline versus discipline in students studying; Identify the factors (internal and external) that condition the manifestation of indiscipline in students; Identify the responses/measures promoted by ESMA in cases of school indiscipline; Determine the strategies applied by teachers to combat indiscipline; Promote greater involvement of parents/guardians in understanding disciplinary rules to prevent situations of indiscipline in their children.

We carried out a mixed methodology study, predominantly qualitative, of an exploratory, transversal, descriptive, analytical and interpretative nature (Fortin, 2009), between April and June 2023. This methodology is articulated with its objectives of carrying out an analysis of the phenomenon of indiscipline versus discipline school, describing undisciplined student situations and the characteristics of the actors involved, as well as the means of response carried out by the different ESMA school bodies and agents.

1.-THEORETICAL AND CONCEPTUAL FRAMEWORK TO SUPPORT THE THEME

In the epistemological and conceptual scope of the phenomenon 'school indiscipline', studies approach it from psychological perspectives (relationship between student indiscipline and psychological, social or family factors); However, and more recently, the exclusivity of these interpretations has been questioned by sociological and pedagogical perspectives (these relate student indiscipline to the socio-organizational and socio-pedagogical context, that is, with the functioning and organization of the school, classroom management, class and its interactions). Specialized literature points to the importance of prevention, while at the same time warning about the weak effectiveness of corrective processes (Queiróz, 2019). We found that there are studies that indicate that indiscipline behaviors are essentially in the classroom context, with greater or lesser severity, considering that it is the space where students and teachers spend the most time, in addition to the interactions that take place there. generate in terms of pedagogical relationship (Gonçalves, 2009). Likewise, the characteristics of offending and/or undisciplined students are clearly those of the male gender who stand out most, in an age range ranging from 10 to 16 years of age (oldest between 13-14 years) (Pereira, 2016; Teixeira, 2007) . In fact, the various approaches/foci to the topic have evolved, from a more psychological or psych pedagogical emphasis, centered on the student, to a more educational-institutional emphasis, centered on the teacher and the school as agents of prevention and promotion strategies. It is common in schools to have a greater or lesser number of occurrences of acts and/or situations of indiscipline committed by students at different levels of education, which harm the development of learning, interpersonal relationships and school coexistence (Aires, 2010; Wicker; Albuquerque, 2022).

It is a phenomenon with a certain complexity due to its various roots and/or causes (society, family, class group, history, age and personality of the students). However, the notion of indiscipline refers to student behavior that disrupts and/or fails to comply with norms/rules and the activities that the teacher develops in the classroom, with these transgressions causing school disruption in the normal rhythm of the teaching-learning process. For Aires (2010, p. 13) “indiscipline at school is a phenomenon intrinsic to society and its education system”, while for Carita and Fernandes (2012, p. 15) “indiscipline goes deeper, being frequently experienced as an obstruction to the relationship or even as a personal slight or even as a personal attack.” These manifestations of students' acts/conducts, with their respective underlying attitudes not legitimized by the teacher and the school, imply school indiscipline ((Silva, & Matos, 2017; Soares, 2017). The researched literature tells us that indiscipline is the denial or

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deprivation of discipline, which implies the breaking of established rules, that is, the term refers to the student's disruptive behavior in the classroom and which conditions the development of teaching activities such as, for example, making noise, leaving the place without authorization, participating without authorization, using bad words, attacking or swearing at colleagues, arguing with the teacher (Silva & Santos, 2023).

M^a Teresa Estrela (2002, p. 13) lists a wide range of causes of tension and imbalance in schools, namely: Large classes and overcrowded schools; dilapidated and poorly equipped buildings in terms of teaching materials; teachers without adequate training and poorly paid; low-qualified auxiliary staff; school failure rates; high percentage of students who are descendants or children of immigrants and/or more economically disadvantaged families; misunderstanding of culture and linguistic codes that cause demotivation and even rejection by school; lack of interest in certain subjects/disciplines and activities without a practical nature, etc. In this sense, J. Amado (2001) lists a range of factors that can give rise to 'indiscipline', for example: Social and political, reflecting interests, values and experience of divergent and opposing classes; Of a family nature in which family values may be different from those of the school, dysfunction of the home; The teacher's teaching styles should be neither too repressive nor too permissive. Therefore, indiscipline is reduced to non-compliance with school rules, damaging the normal functioning of classes (Amado & Freire, 2002).

J. Amado & Freire (2009) distinguished the representations/perceptions of students and teachers, regarding the undisciplined behaviors observed, highlighting these occurrences recorded by teachers, which go beyond the classroom space, implying the academic performance and behavior of offending/defaulting students. F. Veiga (1999, p. 124) also warns that “young people are more protected from possible adversities in the school context and, consequently, do not express orientation towards school violence”, proposing greater involvement of families in these acts and, therefore, highlights the application of communication practices for teachers and parents, in addition to knowing the relationship between the student's self-concept and their offending behavior. Thus, for the author, these communication skills mitigate some situations of indiscipline and school violence. (Vaz, 2017).

Evidently, the teacher must understand the environment in which his student is inserted to know the behaviors that students generate at school and not just judge and punish them (Carvalho, 2018; Ferrinho, 2012). Therefore, it requires careful attention special in order to know how to distinguish the origin of such behaviors and the reasons for their causes and the way in which they present themselves, accompanied by feelings of frustration, tension, discouragement and low self-esteem, including non-compliance or deviations from the rules/. standards with occurrences of a nature that are detrimental to the proper functioning of the classroom, including noise or background noise situations, the performance of tasks other than what is requested, the lack of response when the teacher questions the student; 2nd level includes peer conflicts that include anger and disagreement between students, aggressive and violent behavior; 3. level includes conflicts in the 'teacher-student' pedagogical relationship and all behaviors opposed to the authority and status of the teacher.

The interactive character in the classroom in which the teacher exercises his authority and leadership, establishes a pedagogical relationship suitable for student learning, as well as encouraging them to self-knowledge of the rules of discipline and values, depends on their personal characteristics, the form to understand acts of indiscipline or non-compliance with rules, disrespect and school violence when leading a class. Therefore, there is a range of teacher behaviors that originate conflicts that can generate indiscipline and other situations of violence, but many of the causes of these conflicts are due to social factors (Wecker; Albuquerque, 2022).

In relation to the prevention of school indiscipline, there has been an intervention in several countries, such as Portugal, France, Spain and England, in terms of creating an area of citizenship education in schools. In 2006, the Ministry of Education created the School Security Mission Team, paying particular attention to students from socially disadvantaged backgrounds and at risk of social and educational exclusion. This team evaluates incidents recorded by schools, in conjunction with the School Safety Observatory. The Priority Intervention Educational Territories (PIET), created in 1996 by the Ministry of Education, through Order 147-B/ME/96, constitute a specific measure to prevent indiscipline and violence in the school environment. The creation of the non-curricular area of 'Civic Training' was an important factor in teaching values and citizenship in schools and preventing school violence, which in the case of Portugal was mandatory in primary schools (Decree Law No. 6 /2001 of September 28), but, in 2011, this area no longer had this mandatory character (Decree-Law no. 94/2011, of August 3). Subsequently, the Ministry of Education and Science promoted a range of measures to combat, prevent and intervene indiscipline, namely the measure regulated by Law No. 51/2012 of September 5 with 'Statute of Students in Basic and Secondary Education', which established the rights/duties of students and the commitment of parents/guardians to the students' school journey and their education. We also highlight other programs and projects of the Ministry of Education, namely the More School Success Program, the Integrated Education and Training Program, in conjunction with the Ministry of Solidarity, Employment and Social Security, and the Choices Program, promoted by the High Commission for Immigration and Intercultural Dialogue.

2.- EMPIRICAL METHODOLOGY: DESIGN, TECHNIQUES AND PROCEDURES

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We carried out a mixed/hybrid investigation of qualitative preponderance, based on the naturalistic/interpretive paradigm (school context), being a case study (9th year school class) and of a phenomenological scope, characterized by being exploratory, transversal, descriptive, analytical and interpretative (Fortin, 2009). In other words, the research takes the form of a situational case study, from the perspective of Yin (1984), as its purpose is to represent the case of indiscipline in classrooms. The educational establishment in our study was Horta Secondary School (designated ESMA), on the Island of Faial-Azores, which covers a territory with socioeconomic problems, a disadvantaged environment with employability problems, specific cultural aspects, families in neighborhoods/areas with housing social behavior with behaviors that are not consistent with 'school culture/education'. With regard to school social action support, the majority of students do not benefit from any support (Silva, 2023).

The invited sample from the 9th year class consisted of 21 students, but those who participated in the data producing sample were N= 17 students, since 4 students were missing during the questionnaire application period. The sociodemographic characterization variables are as follows: Sex -M=11 and F=6; age between 14 and 17 years (14 years fr.=10; 15 years fr.=1, 16 years fr.=5 and 17 years fr.=1). In relation to student retentions in this class, the majority did not have any retention (11 students responded no) and 6 already had retentions/failures, of which 1 student failed one academic year and 5 students failed two academic years. These students who fail (school failure) show a lack of interest in school or a lack of motivation for learning. Many of them do not intend to continue studying, as they prefer professional courses. ESMA is part of the Integrated Plan for Promoting School Success – (ProSucess Azores for Education) whose main objective is to reduce the rate of early dropout from education and training and increase school success at all levels and cycles of education. teaching, following the recommendations of the European Strategy for Education and Training, Europe 2020.

We applied the following data collection techniques: documentary observation (content analysis of the pedagogical project, class dossier and school documents); non-participant observation (spontaneous and informal); questionnaire survey of 9th year students at ESMA, selected for convenience (availability to participate); semi-structured interviews (N=3) with the director of the executive council (PCE) of ESMA, with the class director (DT) of the 9th year of schooling and with the president of the Association of Parents/Guardians (APEE); field notes (records). We established the formal Protocol and complied with all the ethical and legal rules of scientific research (protocol, anonymity, confidentiality and secrecy), informing the study subjects of the objectives of the study (free consent form). From the content analysis of School Group documents, we found that acts/situations of indiscipline (participation) are referenced in two of them: Internal Regulations and the Educational Project. We know that the school forms values, respect and tolerance, with this intention in the School Self-Assessment Report sent to the school administration and in its own Improvement Action Plan. In this aspect, the institution informs the family of all student situations (platform), the survey of indiscipline situations, reflection on the solutions adopted to resolve these problems of indiscipline behavior.

In the data processing and interpretation phase, we carried out a statistical analysis of the questionnaires (description), content analysis (categories) of the interviews with the support of observational records and field notes. We subsequently submitted the data obtained to data triangulation, confirming the verifiability of questions with a theoretical basis.

3.- ANALYSIS AND INTERPRETATION OF RESEARCH DATA

We performed a statistical analysis of data from the questionnaire survey of N=17 students, with a pre-established coding system, in order to identify each variable (SPSS program for Windows, version 20.0). The instrument contained, in addition to the identification variables, the following variables and items: variable 'Indiscipline – Violence/bullying at School' (10 items); variable '-Type of undisciplined behavior at school (6 items); variable 'Occurrences/participations and degree of severity of indiscipline' (5 items); variable 'Knowledge of rules and strategic measures' (4 items).

In the variable - 'Indiscipline – violence and bullying at School', item 1 of what they understood as 'indiscipline', 64% of the students interviewed designated it as 'physical violence', 20% as 'act of indiscipline' and 16% as aggression, with 32% of students expressed that during their school career they had continued acts of violence and/or bullying (12%). In responses to item 2, on 'type of weekly aggression', 60% of students responded to the following situations, in order of greatest frequency (one or more times): 'Pushing you on purpose and hurting you' (40%) ; 'They say bad things about you' (22.5%); 'They pick on you' (18%); 'Excluding you from the group' (12.5%); 'Other forms of ill-treatment' (7%). About Item 3 relating to 'Means used by aggressors' in intimidating 'victims' range from 'verbal and/or physical act' (60%), 'anonymous messages via cell phone' (32%) and 'creation of fake accounts on Facebook, Twitter and other forms' (8%) on social networks. According to those interviewed, student aggressors use verbal or physical acts to intimidate victims, largely induced by the media and video games. In fact, 92% of the students in the sample recognized that it is necessary to report the aggressors (Item 4) and the 'victimized' (Item 5), making these situations of indiscipline/violence known to their parents (60%), to their siblings (16%) to teachers (12%), school managers (8%) and friends (4%).

In relation to Item 6 about the consequences suffered by victims, the scores were: 'Traumas' (56%); Cause low self-esteem' (16%); 'Physical damage' (16%); 'Feeling guilty' (8%); 'Physical and psychological trauma and damage' (4%). In Item 7 related to 'traumas or consequences' for victims of school violence, 56% of those interviewed consider traumas and consequences to be the

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most notable and harmful aspect. Item 8 referred to knowledge of cases of indiscipline, violence or bullying at school, and students responded as follows: 44% said 'Few cases of violence'; 44% 'Aren't aware' and only 12% indicated there were 'Some cases'. With the differentiating variable gender (Item 9), the results in this item were: M=12 reported knowing 'Few cases of victims' (41.7%) and 'Some cases' (25%), while F=13 indicated 'Few cases' (46%), inferring from the answer that they do not know what school violence and/or bullying is. Therefore, males are more aware of these cases, as most of the aggressions arise from boys and, in general, the majority do not know any cases, or if they do, few cases are known, due to many of them not being public knowledge (camouflaged). Only two boys admitted that they were aggressors towards their colleagues. In Item 10 'If you have ever witnessed an act of violence' what would you do: 84% of the subjects said 'Report the situation' and 16% 'Try to end the aggression or appease', which reflects an awareness of an act that harms relationships and school coexistence.

In relation to the variable '-Type of indiscipline behavior at school' (6 items), Item 1 – 'Where there are more rules in the Student's opinion' 13 students stated that they were more exposed to rules/norms at school and 4 students responded at home. In Item 2 – 'How do you see your behavior', 12 students consider that they have disciplined behavior and 5 students are aware that their behavior is sometimes undisciplined. Regarding Item 3 – 'Students' opinion about their undisciplined classmates', students were unanimous in considering that they practice acts of indiscipline and break rules. In relation to Item 4 – 'Student's opinion on the type of classroom environment', 7 students consider it to be 'noisy', 4 students say it is 'disorganized', 4 students say it has a 'tendency towards indiscipline', 2 students say it is relaxed, and the calm and disciplined options were not selected by any student. In Item 5 – 'Inconvenience felt by the behavior of colleagues', 7 students stated that they felt 'A little uncomfortable', 4 students stated that they felt 'Very uncomfortable', 3 responded 'Very much' and 2 students did not feel at all uncomfortable and 1 student did not answer the question. In item 6 – 'Main cause of indiscipline at school', 13 students considered it to be 'Lack of interest in school', 11 students considered 'Less not very interesting', 6 students selected 'Influence on family problems' and 3 students considered 'Not very severe punishments' for those who are indiscipline.

Regarding the variable 'Occurrences/participations and degree of severity of indiscipline' (5 items), in the Item – 'Written reports due to bad behavior', 12 students answered that 'Yes' they had bad behavior and 5 students answered 'No'. In the Item - 'Suspension and respective duration', 13 students responded 'No' had suspension and 4 students responded 'Yes' they had, lasting one day. In Item 4 – 'Parents/guardians called to school because of Student's behavior', 10 students responded 'Yes', parents were called to school and 7 students responded 'No'. Regarding the Item - 'How do parents/guardians deal with undisciplined behavior', 7 students responded that their parents punished them, 6 students stated that their parents scolded them and got angry and 4 students said that they explain and talk to them.

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Tabela 1: Opinião dos alunos (9.º ano de escolaridade) sobre o ‘Grau de Gravidade’ dos comportamentos ou de atos/situações de indisciplina na sala de aula.

Itens da variável ' grau gravidade'	Nada Grave	Pouco Grave	Grave	Muito Grave
1 - Faltar às aulas sem razão	1	4	6	6
2 - Chegar atrasado à aula	2	13	2	0
3 - Entrar na aula sem pedir autorização	1	6	9	1
4 - Entrar aos empurrões aos/às colegas	1	2	4	10
5 - Sair da aula sem pedir autorização	1	0	6	10
6 - Permanecer fora do lugar	1	3	11	2
7 - Ter uma postura incorreta/ imprópria de não saber estar sentado	2	6	7	2
8 - Passar o tempo virado para trás, a falar com os/as colegas	1	5	6	5
9 - Intervir fora da vez	1	11	5	0
10 - Estar desatento	2	5	7	3
11 - Fazer barulho	2	1	11	3
12 – Dormir	4	2	3	8
13 - Jogar jogos	2	1	7	7
14 - Comer na aula	1	2	9	5
15 - Beber na aula	13	2	0	2
16 - Mascar pastilha elástica	8	7	2	0
17 - Usar boné	7	7	2	1
18 - Rir ou fazer rir em situações em que se pretende o silêncio	2	5	7	3
19 - Atirar papéis ou pedaços de borracha	1	1	9	6
20 - Usar o telemóvel sem permissão	1	1	5	10
21 - Ouvir música, com ou sem auriculares sem autorização do professor	1	3	6	7
22 - Realizar tarefas sem o conhecimento e consentimento do professor (ex. fazer trabalhos de casa de outras disciplinas, ler outras matérias etc.)	5	8	4	0
23 - Falhar repetidamente a entrega de trabalhos	1	3	8	5
24 - Destruir/estragar material escolar	1	1	5	10
25 - Não trazer ou não tirar o material necessário para a aula	1	5	8	3
26 - Recusar-se a obedecer às instruções do professor	1	1	5	10
27 - Agredir verbalmente colegas ou professores	2	0	2	13
28 - Agredir fisicamente colegas ou professores	3	0	0	14
29 - Responder ao/à professor/a com arrogância	2	1	6	8
30 - Levantar a voz para o/a professor/a	2	0	7	8
31 - Mandar calar o/a professor quando ele/a chama a atenção	2	0	3	12
32 - Bater com a porta quando o/a professor/a manda sair	2	0	9	6

In the Item – 'Students' Opinion on the Degree of Severity of the Behaviors' (Table 1), students classified 'Very Serious' as 'Jogging colleagues', 'Leaving class without asking permission', 'Using cell phones without permission', 'destroy school material', 'Refuse to obey the teacher', 'Verbally attack colleagues or teacher' or 'Physically attack colleagues or teacher' and 'Tell the teacher to shut up when he draws his attention. Students consider the following behaviors to be 'Serious': 'Entering class without asking for permission'; 'Stay out of place'; 'Make noise'; 'Eating in class'; 'Throwing papers or pieces of rubber'; 'Failure to deliver work'; 'Don't bring or take the materials to class' or 'Slam the door when the teacher tells you to leave'. The aspects considered 'Nothing' or 'Slightly Serious' are: 'Arriving late'; 'Drinking in class', 'Intervening out of turn'; 'Chewing gum', 'Wearing a cap' and 'Performing tasks without the teacher's knowledge and consent'.

In relation to the variable 'Knowledge of rules and strategic measures' (4 items), in the Item - 'Knowledge about the Internal Regulations', 12 students answered 'Yes', they know the Regulations and 5 students answered 'No' they know it. In Item- 'Knowledge about the Student Status', 10 students answered 'Yes' and 7 students answered 'No' In Item- 'The Student considers the measures adopted by the school to be the most appropriate', 12 students answered 'No' consider, 4 students consider the measures appropriate and 1 student did not answer the question. In the Item – 'What measures do you suggest to solve the problem of indiscipline', they suggested the following most notable ones: talking more with students; diversify the type of class (methods); hold the class responsible for individual behavior; keep the family informed; involve students in coexistence projects; make the school space more pleasant; individualized monitoring of difficult and undisciplined students.

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4. -CONTENT ANALYSIS OF INTERVIEWS

Content analysis was carried out on semi-structured interviews with the president of the board of directors (PCE), the director of the 9th grade class (DT) and the president of the Association of Parents/Guardians (APEE) with the objective of formulating questions grouped into 4 analysis categories (respective subcategories): Cat. 1-school environment at ESMA school; Cat. 2- Acts/situations of indiscipline and student behavior; Cat. 3-The pedagogical relationship 'Teacher-Student(s) – School relationship; Cat.4-'School-Family or parents/guardians' relationship, knowledge of ESMA's internal regulations and educational strategies. The interviewees were previously informed about the objectives of the study and the structure of the interview, having accepted and completed the informed consent terms.

Regarding Cat. 1 (with 3 subcategories – characterization of the educational environment, aspects to highlight and aspects to improve) the PCE considered that there are parameters to improve, including teacher training, more effectiveness in pedagogical differentiation and curricular flexibility and more extracurricular activities. While DT highlighted the rehabilitation of spaces for students and respective activities, review of the curriculum, requirement for continued training of teachers for interculturality and school indiscipline/violence, the high lack of motivation among students. The APEE president mentions that the institution is within current standards, and should improve spaces, with concerns about student behavior and resistance to change on the part of some teachers with new teaching methods/strategies.

In this sense, the coincidence of the existence of problems and measures to improve them is notable, since in the words of Pereira (2016, p. 19) "Schools are so immersed in formalities that they do not find time to respond effectively what its educational mission should be, nor to act promptly and effectively in disciplinary matters." It is obvious that these aspects listed by the interviewees imply factors susceptible to the emergence of undisciplined acts and behaviors (Soares & Farias, 2018; Tavares, 2018; Valente, 2014).

Regarding Cat. 2 (with 5 subcategories: school indiscipline in the last 3 years; measures to reduce acts of indiscipline; more/less effective prevention strategies; Student Statute regulates situations of indiscipline; description of an undisciplined student) interviewees DT and APEE are unanimous in consider that acts of indiscipline and inappropriate behavior (disrespect for rules and teachers) have increased in the last three years, with the exception of PCE. This person in charge suggests that teachers establish 'firm' rules at the beginning of the year with knowledge of the students' families (compliance with norms), while DT insists on the continued training of teachers on these issues of school indiscipline/violence and parental involvement in teaching the educating students to comply with the rules. The president of APEE considers that the school should be more appealing in its curriculum and activities, with more active or alternative pedagogical methods in order to develop the student's critical spirit and citizenship values. It seems that after COVID19 there was a greater worsening of the socioeconomic conditions of families and, simultaneously, behaviors and occurrences of indiscipline in schools.

Furthermore, the interviewees consider that the reduction of indiscipline largely depends on teachers (class management and organization, close relationship with students, diversity in teaching methods and strategies, activities) and the family, as it is there that learning takes place. of significant dimensions of interaction, communication and interpersonal and affective relationships, requiring knowledge of school norms/rules, so that, together with their student, they can transmit and work on them (Gomes , 2020; Siqueira, 2017). In relation to prevention methods and responses to indiscipline situations, interviewees consider it more efficient to dialogue with students, in order to understand compliance with the rules without hesitating in the application of the Internal Regulations, establishing better (open) communication with the family, creating support that allows undisciplined students to be monitored. They admit that the least effective aspects are disrespect, disobedience or non-compliance with the rules, including that many teachers minimize many acts of indiscipline in class and punishment through suspension. It should be noted that the prevention methods mentioned by the interviewees as appropriate are initiatives related to dialogue with students, transmitting appropriate standards of conduct and making them understand them and modify their behaviors (Lopes, 2009).

In this Cat. 2, interviewees indicate two types of strategies to deal with indiscipline: preventive strategies with the aim of reducing or canceling the factors that hinder the development of classes; remedial strategies applied after indiscipline situations, integrating corrective strategies for undisciplined behaviors with respective degrees of severity. With regard to the Student Disciplinary Statute, which aims to promote the integration of students into the educational community and school, their civic formation, the interviewees consider that this regulation does not adequately respond to the problems of indiscipline at school. Therefore, the interviewees point out the need for teachers and parents/guardians to realize the importance of the existence of discipline in the school context. The literature itself highlights the growing consensus that punitive strategies are ineffective with negative impacts on students, as they do not promote appropriate behavior or self-regulation, despite being strategies widely used by schools to deal with indiscipline – regulated by the Student Statute and Internal Regulations (Teixeira , 2007). The act of punishing, which can lead to suspension, is often considered by the student as a reward, since they are unable to enter school, in addition to causing a bad psychosocial environment that negatively affects interaction and motivation in class.

Regarding the description of a 'student with undisciplined behavior', the interviewees said: the PCE characterizes him as not respecting or disobeying the class rules, preventing its normal functioning; DT describes him as a student who has frequent

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challenging and inappropriate behaviors in class, characterizing two - those who are 'funny' and those who feel a 'total lack of interest' and lack of motivation in studying and school; the APEE president defines him as not complying with the rules of coexistence, destabilizing communication and creating a tense environment in the class. Thus, the undisciplined student manifests a weak development of the concept of self-discipline, without being aware that his behavior harms the teaching-learning process, both his own and that of his colleagues (disrespect) (Pereira, 2016).

At Cat. 3 'Teacher-Student Pedagogical Relationship' (7 subcategories), interviewees agree with a climate of friendship, openness, dialogue and interpersonal relationship between 'Teacher-Students' that favors the discipline and stimulates creativity and interest in work school – flexible and understanding teacher. Now the emergence of these situations of indiscipline, according to the PCE and DT, causes the teacher to become exhausted, restless, negative feelings, frustration, anxiety and stress, but it also constitutes a pedagogical challenge for their practice in knowing how to deal with these behaviors by finding appropriate strategies for overcome. Interviewees suggested continued training for teachers aimed at acquiring classroom management skills, and other tools to be able to solve these indiscipline problems.

Based on the Student Disciplinary Statute, we asked interviewees about the changes they considered pertinent to make to increase discipline at school. The PCE insisted that teachers and families should realize the importance of complying with the Internal Regulations included in the comprehensive education of students; DT requires clarification and strengthening of the rules, more continued training in the area of coexistence and projects to promote socio-emotional skills; The APEE president considers greater involvement of the entire educational community and socio-educational partners in projects related to conflict mediation and inclusion at school. When asked about the behavior of students in the 9th year of schooling, it depended on the classes and the existence of some defaulters, disobedient people who influence and disrupt the class. DT refers to a set of measures to deal with indiscipline, which include reporting these cases with the family of the targeted students and, in more serious cases, reporting to the executive board to apply measures.

At Cat. 4 'School-Family Relationship' (12 subcategories) the PCE mentions the following: having a relationship where there is mutual respect and making the family understand that the school aims to train the student as a whole; Families often confuse their involvement with the possibility of being in charge of the school. In other words, the school management does what it can to reduce indiscipline at the school with the help of the APEE president. The DT considers there to be a normal relationship, as they only go to school when called upon, but admits that there should be more involvement of families with new dynamics of rapprochement – programs; mentions that the role of DT is included in the School's Internal Regulations with multiple competencies constituting a link between different actors in the school, especially in monitoring the students' training process, transmitting to them values and socialization norms. In cases of disciplinary incidents, DT remembers that the Internal Regulations must assess them in their nature and proceed with their screening and forwarding them in accordance with the legislation and then apply educational measures resulting from the assessment of these situations.

In fact, those interviewed confirmed the existence of measures taken by parents/guardians when their children experience indiscipline, so that some apply measures (punishment, scolding and shouting at them) to change their behavior and others devalue these acts. All interviewees recognized that the work of raising students' awareness of the rules must be followed in families. However, DT states that there are students who behave correctly at home and not at school and the PCE considers that respect and limits can and should also be imposed by teachers. DT has some meetings with parents/guardians, maintaining more regular contact with them by phone, email and using the SIGE platform.

The president APEE represents an association that is a non-profit entity, governed by its own statutes and applicable laws, made up of parents and guardians. recognizing the low adherence of parents in the 'School-Family Relationship', as they only worry about classifications, school problems, conflicts or undisciplined behavior of their children. The association carries out some activities to attract parents to the school on certain dates of the year and has created some strategies with different communication channels to publicize initiatives, lectures or meetings in the field of education. We questioned the President of the EC and D.T. about their opinion about the contribution that APEE made in relation to indiscipline, so both interviewees mentioned that they consider that the association helps, and collaborates, depending largely on parental support.

5. RESULTS AND SOME CONCLUSIVE IDEAS

The indiscipline that spreads in schools is associated with changes in relationships within the family, with the emergence of single-parent families. Veiga (1999) and Amado & Freire (2009) state that a certain case of indiscipline is due to the socialization that students experience in disadvantaged families and that they have a weakness in mastering the codes that govern the school space, revealing the difficulties of integration, learning difficulties and non-compliance with rules in class. As a rule, the family itself does not value school, nor does it encourage its apprentices to learn and follow rules (Gomes, 2020; Gonçalves, 2009). We can say that students do not consider many of the situations formulated to be acts of indiscipline (getting distracted, talking and making classmates laugh, doing other activities in class, the way they sit on the chair and on the table top, etc.). Even though it is an exploratory study, we deduce from the results that teachers try to reduce acts of indiscipline in the classroom, taking measures to

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impose discipline, control students' emotions and guide them towards an education for coexistence and formation of citizenship (Silva, 2023; Vaz, 2017).

Effectively, the triangulation of the data obtained allowed us to confirm that students who do not fulfill their duties and/or systematically disregard the rules of conduct in the classroom, according to the seriousness of the situation and the Internal Regulations, are subject to disciplinary action. , with some parents/guardians resigning from this responsibility in situations of indiscipline. We verified the need for teachers to develop strategies to improve classes (methods, activities) and the classroom environment, regarding disciplinary issues (Correia, 2014). The pedagogical practice of teachers and the way the teacher works with students can contribute to the prevention of indiscipline behaviors (Amado, 2000; Valente, 2014). The participation and involvement of families in their children's school lives still arises only when requested by the class director, or to participate in evaluation meetings, with APEE collaborating in solving school problems (Siqueira, 2017; Teixeira, 2007).

Regarding the factors that contribute to indiscipline, we agree with the literature (Amado & Freire, 2009) that the way the teacher carries out pedagogical practice (better management and diversification of methods) and establishes the relationship with students (proximity) is makes it essential to make them aware of compliance with rules/norms and promote measures to prevent behaviors of indiscipline, disobedience, disrespect. Likewise, we found that there are teachers who, in their practical action in the classroom, adopt an attitude of firmness and rigor when exercising their power and leadership and there are others who are more permissive, benevolent and less firm in the way they manage their classes. Therefore, there is some disagreement regarding the different attitudes of teachers and the way they manage indiscipline.

It is also worth noting, based on the data from the interviewees, that breaking rules, sometimes, is not true indiscipline for teachers, hence the difficulty in defining the concept of indiscipline and its mistakes. The difficulties highlighted by the interviewees include talking to colleagues next door, without permission and without thinking they are getting in the way; o bring recess problems into the classroom; use cell phones; arriving late, disorderly oral participation, making fun of each other, are conflicting. On the other hand, students consider the existence of undisciplined classmates in class, resulting in a classroom environment that is little conducive to learning, that is, disorganized. Regarding the behaviors "Not respecting the teacher", "Attacking colleagues" and "making fun of colleagues" are perceived by students as very serious. Understanding on this issue is verified when parents report that they are aware of the existence of indiscipline situations in which their students were involved, as well as knowledge of the school's rules and regulations and classroom rules (Soares, 2017).

It is true that students seek teachers to be reference figures within the scope of their pedagogical actions, especially in the development of strategies to improve the classroom environment and interpersonal relationships. According to information from the interviewees, gender factors and the students' socioeconomic environment influence the way they behave, bringing aspects and ways of being into the school and, thus, manifesting situations of indiscipline, being more evident in classes where there are problematic students and repeaters (Correia, 2014; Silva & Santos, 2023). This evidence is confirmed in field notes (participant observation in class context) in students with learning difficulties, unmotivated with teaching/school, corroborating their socioeconomic, family and cultural origin, so that many of them are covered by 'Social Action School', benefiting from a school subsidy (school subsidy awarded depending on the household's income) (Silva, 2023). It seems that, from the interviewees' perspective, the causes of indiscipline are due to family problems (economic, emotional -emotional, lack of parental support), lack of ethical-moral values and lack of interest in school, making socialization and the construction and permeabilization of relationships difficult (Queiróz, 2019; Sampaio, 2011).

It is a fact that situations of indiscipline are prevented with strategies and measures adopted by teachers in the Class Council at the beginning of the school year, based on the Student Disciplinary Statute and Internal Regulations of the school. Students who do not fulfill their duties and who break the rules of conduct systematically and according to the seriousness of the situation will be subject to disciplinary action, with a tendency towards a punitive approach in situations of indiscipline, with preventive measures being desirable. There are some inconsistencies in the way parents/guardians (interviewees) act regarding the measures taken in situations of indiscipline, as they resort to 'scolding'/angry with children', punishment and explanation/dialogue. Family participation in school life: the majority only goes to school when requested by the class director, or to participate in evaluation meetings, the class director shares the same opinion, allowing us to verify agreement between these facts (Tavares, 2018).

Therefore, indiscipline constitutes a challenge for schools and to resolve it the major focus is on defining feasible prevention strategies, in addition to correcting and punishing disrespectful and undisciplined behavior (Silva, 2023). Students prefer correction, and only then prevention and punishment, considering that there must be good management/application of these types of measures. It is a fact that the measures taken by teachers in the face of undisciplined acts by students essentially involve recorded reprimand (in case of serious transgression), oral warning and reminder of the rules of behavior in class. In fact, all measures are important, and must contribute to reflection and recognition, on the part of the student, of the error made (Amado, 2000; Aires, 2010; Carita; Fernandes, 2012; Sampaio, 2011)

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