



School Indiscipline Post-Pandemic Covid-19 in Ceará Education

Gabriela Pereira Souza ⁱ 

Instituto Federal de Educação do Ceará, Fortaleza, Ce, Brasil

Sandro César Silveira Jucá ⁱⁱ 

Instituto Federal de Educação do Ceará, Fortaleza, Ce, Brasil

Solonildo Almeida da Silva ⁱⁱⁱ 

Instituto Federal de Educação do Ceará, Fortaleza, Ce, Brasil

Abstract

The purpose of this paper is to present, from the perspective of teachers, the factors that contribute to classroom indiscipline in the return of classroom activities after the post-Covid-19 pandemic social isolation. It is pertinent that classroom indiscipline is a complicating factor for teaching and learning to occur, and that remote teaching has deprived the learning context of the idea of the formal classroom, group participation, and other school practice activities. The research was carried out by means of electronic questionnaires, with teachers from the state public network of Ceará. The main challenge for teachers, in the current context of education, is to develop students' socioemotional competencies, motivating themselves and redoing their pedagogical work.

Keywords: School Indiscipline. Attendance Returning. Ceará Education.

Indisciplina Escolar Pós-Pandemia Covid-19 na Educação do Ceará

Resumo

Este trabalho tem como propósito apresentar, sob a ótica do docente, os fatores que contribuem para a indisciplina escolar no retorno das atividades escolares presenciais depois do isolamento social pós-pandemia Covid-19. É pertinente que a indisciplina em sala de aula seja fator complicador para que ocorra o ensino e a aprendizagem, e que o ensino remoto descaracterizou no contexto de aprendizagem a ideia da sala de aula formal, da participação em grupo, e outras atividades da práxis escolar. A pesquisa foi realizada por meio de questionários eletrônicos, com professores da rede pública estadual do Ceará. O desafio principal para os professores, no contexto atual da educação, é desenvolver competências socioemocionais dos alunos, motivando-se e refazendo seu fazer pedagógico.

Palavras-chave: Indisciplina escolar. Retorno Presencial. Educação cearense.

1 Introduction



The discussion about school indiscipline these days has been very relevant to education because of the social isolation required due to the Covid-19 Pandemic. In the first months of 2020, the world was surprised with a pandemic caused by a Coronavirus, which led people suddenly to isolate themselves in their homes, given the degree of rapid proliferation, severity, and deaths caused by the viral disease.

Two years with remote school activities, and the pandemic more under control, Decree No. 34,254, of September 18, 2021, is published, regulating the resumption of school activities, in which the State Government also publishes a Sector Protocol No. 18 for the reopening of schools. Based on the full resumption of school life in 2022, this study aims to understand the main factors that contributed to indiscipline in the schools of the Ceará state network. The research was carried out in two schools of the network with different teaching modality: one regular and one comprehensive, located in the regional II of the city of Fortaleza.

With the pandemic, the schools kept their gates closed, which motivated teachers and students to reinvent themselves so that the classes could be held through remote activities or digital tools, synchronously or asynchronously. The remote classroom model is defined by Behar (2020, P. 347) as:

[...] a teaching method that presupposes the geographical distance of teachers and students and has been temporarily adopted at different levels of education by educational institutions around the world so that school activities are not interrupted. Thus, physical face-to-face teaching had to be transposed to digital media. In remote teaching, the class takes place in synchronous time (following the principles of face-to-face teaching), with video classes, lectures through a webconference system, and the activities follow during the week in the space of a virtual learning environment (VLE) in an asynchronous way. The physical presence of the teacher and the student in the face-to-face classroom space is "replaced" by a digital presence in an online class, which is called 'social presence'. This is how presence is projected through technology. (BEHAR, 2020).

Remote teaching was the solution for maintaining education, which significantly impacted the school context by reflecting directly on the social context of parents and students. With the return of in-person school activities, after two years of social isolation, once again, the school community had to adapt to the routine of in-person school



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activities. For the authors Quadros da Silva, Fossatti, and Jung (2018, p. 3), "[...] the school needs to rethink its role, since it is no longer the only source of knowledge, since digital media present a large volume of information." This readjustment of the school routine, both remotely and now in person, has caused several physical and emotional changes in students, which implied school indiscipline.

It is pertinent that indiscipline does not collaborate with the teaching-learning process. There are many factors that contribute to the absence of discipline at school. According to Antunes (2002, p. 19), the factors that contribute to indiscipline in the classroom are originated in the school structure, its systems of sanctions, the lack of integration and union among the participants of the school community, especially between school and family.

The way the school faces school indiscipline implies in the pedagogical practice, since the school climate interferes in the conduct that will be given in the classroom, the interactions between teachers and students, and the necessary stimuli for learning, which determine the contexts for the consolidation of knowledge throughout life. According to Sacristán and Gómez (1998, p. 18), "what the student learns and assimilates more or less consciously, and what conditions his/her thinking and behavior in the medium and long term, is found beyond and beyond the explicit contents of the curriculum".

In methodological terms, the research was conducted through the application of online questionnaires, seeking to understand indiscipline under the focus of the return to face-to-face classes after the context of the Covid-19 pandemic. In this sense, a discussion about the socioemotional factors of students and teachers is presented, from the teachers' point of view; and a study about the teachers' answers regarding the indiscipline they are facing inside the classrooms.

This work was based on the sources of PIAGET (1994), through his studies on human development, and by the contributions on bibliographic concepts permeated by GIL (1999) BABBIE (2001), VERGARA (1997), LIMA E SILVA (2022), QUADROS DA SILVA, FOSSATI E JUNG (2018), and others.



2 Methodology

The research included the participation of 35 teachers from state schools in Ceará. The questionnaires were prepared by the digital platform and made available by instant messaging application. Characterized by a sample survey, the population universe is composed of approximate characteristics that will be studied, and the sample survey is a part of this whole chosen from a criterion of representativeness (VERGARA, 1997). According to Lima and Silva (2022), listening to the teaching-learning actors is very valuable for making decisions in order to define how to be a good educator in this educational context.

Through the qualitative approach, for Gil (1999, p. 32), this type of approach enables the deepening of issues related to the study. It has an exploratory nature, since it seeks the formulation of problems or hypotheses of situations for further studies (GIL, 1999).

In order to reach the objectives of this research, an electronic questionnaire was used, made available to the teachers of two public state schools, obtaining as a result 35 responding teachers, which characterizes a sample survey research. For the author Babbie (2001, p. 519), it is sought to understand the larger population from an analysis of a part of it, in order to develop general propositions of human behavior.

The content analysis of the responses obtained was based on the studies of Laurence Bardin (2011, p.15), in which, according to the author, the content analysis is a set of tools in constant improvement, which are applied to diverse speeches, enabling permanent review and constant studies.

3 Results and Discussions

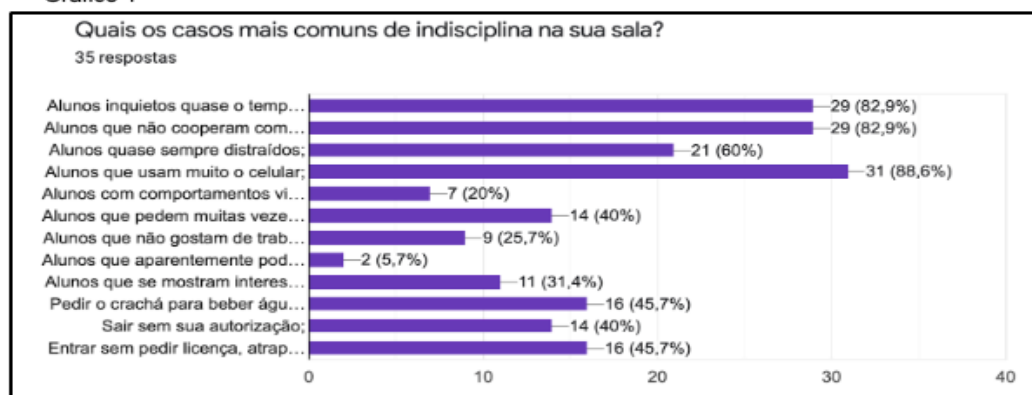
Discipline is a demotivating element in and for the teaching and learning process (AQUINO, 2003). In this context, the lack of favorable conditions for the proper conduct of

classes undermines the methodological paths necessary for the consolidation and development of knowledge.

In order to understand the questions that motivated this research, it was initially sought to know the profile of the teacher. The first question was about the gender of the teacher, with 40% of the respondents being female and 60% being male. Subsequently, the age bracket of the surveyed teachers and the time they have been teaching in the classroom was asked. The age range of the teachers who answered the survey is between 26 and 60 years old, and the time of experience in the classroom, more than 60% of the teachers have between 6 and 20 years of school regency.

The teachers were asked about the central theme of school indiscipline in the post-pandemic period. The most common types of indiscipline perceived lately in the classroom were: students who use cell phones too much; students who do not cooperate with the teacher, talking all the time, disturbing the class; students who are restless almost the entire time of the class, as shown in the graph below.

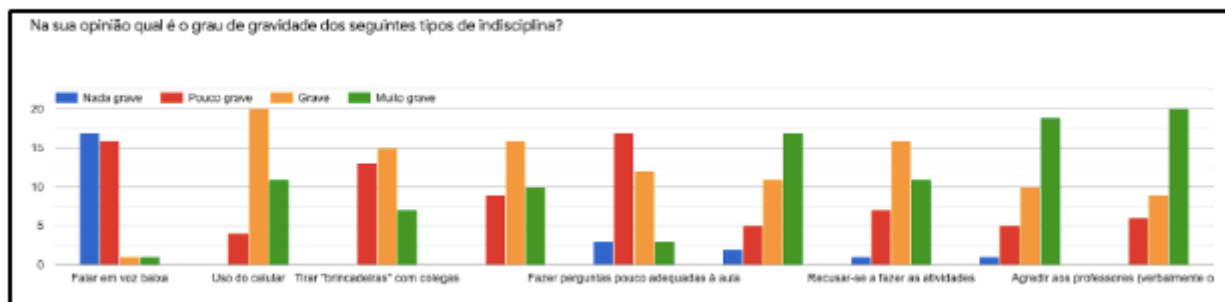
Gráfico 1



Fonte: Acervo próprio.

Teachers report that despite the use of cell phones in the classroom, among the other indisciplinary contexts, what they consider most serious is the aggressive way students talk to teachers (Graph 2). This is an intriguing fact in this research, since it fuels the questioning about the reasons why students became more aggressive with teachers and classmates after the social isolation during the pandemic..

Gráfico 2

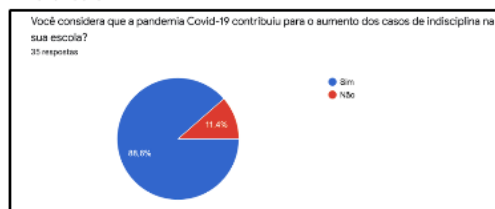


Fonte: Acervo próprio.

Those surveyed point out that the schools do disciplinary work to combat indiscipline in the classroom, such as: lectures, awareness campaigns, social and emotional training with students and teachers, conversations with parents and school management, among others. And in the most serious cases, they take stronger actions contained in the school regulations, such as: verbal warning, written warning, suspension, and, in some cases, referral to specialized services within the schools. In all cases, parents are notified and summoned to the school.

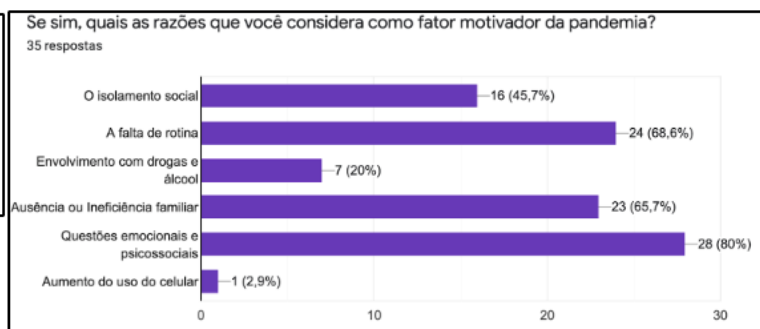
When asked whether the Covid-19 pandemic was relevant to school indiscipline, 88.6% of the teachers answered that yes, the pandemic contributed to the increase in school indiscipline cases (Graph 3). However, they point out that there are other reasons that strengthen aggressive attitudes at school, among them: the students' psycho-emotional issues, lack of routine and family absence (Graphic 4).

Gráfico 3



Fonte: Acervo próprio.

Gráfico 4



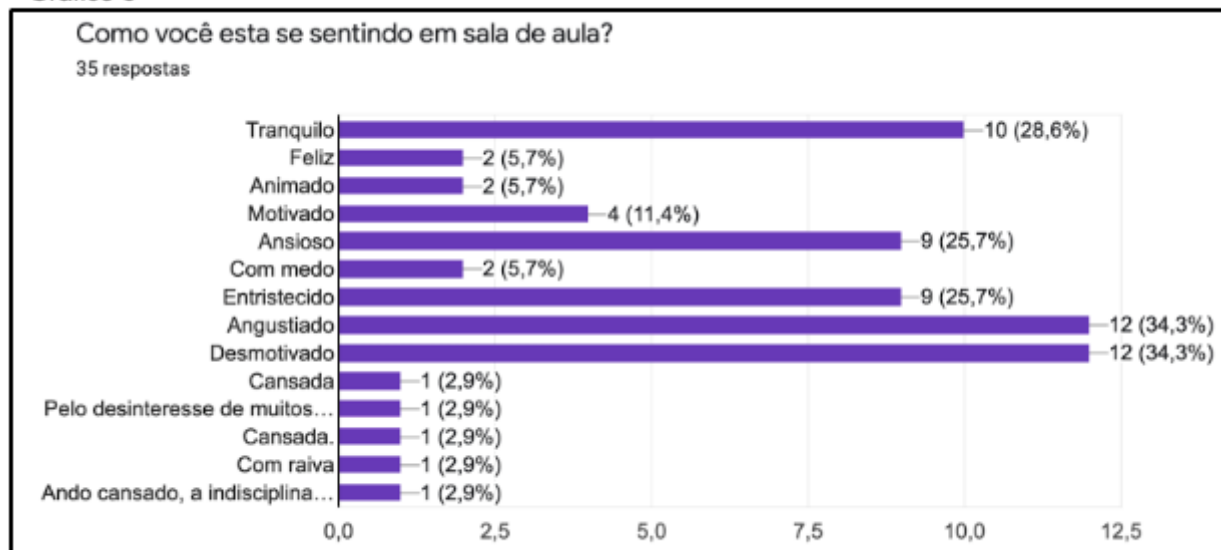
Fonte: Acervo próprio.

Finally, we tried to find out how the teachers were feeling at this moment, when the classes are face-to-face, and the school context presents difficulties with indiscipline



and students' apparent lack of interest in the classroom. According to graph 5, of the 35 teachers, 12 replied that they are anxious and unmotivated, and 10 that they are calm about the situation. Several other feelings were mentioned, such as anxiety, fear, and tiredness, but others said they felt happy and motivated.

Gráfico 5



Fonte: Acervo próprio.

Thus, according to Silva and Souza (2022, p.10), the school is a space for relationships, in which the teacher, through his or her experiences, is able to promote interactions regarding the conduct of the class and the minimization of problems that interfere with learning, in a movement of learning with the other through existing relationships and in/with the everyday life.

4 Concluding remarks

From a Piagetian perspective, school indiscipline reflects the conception of the development of morality. In this sense, the establishment of school rules conflicts with the period in which the students were studying at home, motivating elements of behaviors that escape the school rules considered as disciplinary, thus, it was possible to understand that teachers and students are trying to position themselves in this school



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space of face-to-face classes, in which teachers are noticing behaviors that hinder teaching, arising from behaviors of social isolation due to the pandemic, which persist in the classroom.

The home studies provided a routine of activities that involved school activities and home routine. In this sense, the students, when they return to the classroom activities, are presenting difficulties to adapt to the rules that define the school routine: problems of socialization, belonging to the school environment, feeling of moral dignity necessary for the exercise of citizenship, instability of behavior, absence or unstructured family, rules of the educational establishments, resistance to methodologies, or inappropriate methodologies for current students, the position of the teacher regarding the authority imposed in front of the discipline, antisocial and violent behavior, all this, structuring what is conceptualized as school indiscipline. (MARTINS; BOTLER, 2016; AQUINO, 2003; CORRÊA, 2017).

From the analysis of the research, it is understood that the teacher needs to understand this new student, redesign their pedagogical praxis, and especially, is able to know them, so that they can develop dialogue towards solving interactive difficulties in the classroom, seeking to add the knowledge acquired by remote learning to the contexts of classroom lessons.

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i **Gabriela Pereira Souza**, ORCID: <https://orcid.org/0000-0003-1999-1257>

Instituto Federal de Educação; Departamento de Pós-graduação; Programa de Pós-graduação em Educação Profissional e Tecnológica

Pedagoga, servidora do município de Maracanaú, cedida para o Governo do Estado do Ceará, exercendo a função de Coordenadora Escolar, especialista em Gestão Escolar, mestranda em Educação Profissional e Tecnológica no Instituto Federal de Educação do Estado do Ceará.

Este autor realizou a pesquisa e a escrita do artigo.

Lattes: <https://lattes.cnpq.br/7478761777499881>

E-mail: profgaby@hotmail.com

ii **Sandro César Silveira Jucá**, ORCID: <https://orcid.org/0000-0002-8085-7543>

Instituto Federal de Educação; Departamento de Pós-graduação; Programa de Pós-graduação em Educação Profissional e Tecnológica

Professor titular e pesquisador do IFCE, atuando como docente nos Mestrados ProfEPT (Educação Profissional e Tecnológica em rede nacional), PPGER (Mestrado Acadêmico em Energias Renováveis) e no Doutorado Acadêmico da Rede Nordeste de Ensino (RENOEN) no IFCE.

Este coautor orientou a pesquisa e a correção textual deste artigo.

Lattes: <http://lattes.cnpq.br/0543232182796499>

E-mail: sandrojuca@ifce.edu.br

iii **Solonildo Almeida da Silva**, ORCID: <https://orcid.org/0000-0001-5932-1106>

Instituto Federal de Educação; Departamento de Pós-graduação; Programa de Pós-graduação em Educação Profissional e Tecnológica

Professor do Instituto Federal do Ceará - Reitoria, Professor titular e pesquisador do IFCE, atuante como docente no Mestrado ProfEPT (Educação Profissional e Tecnológica em rede nacional).

Membro do corpo editorial do Educação Profissional e Tecnológica em Revista.

Este coautor orientou a pesquisa e a correção textual deste artigo. Contribuição de autoria: em que esse autor colaborou com o texto.

Lattes: <http://lattes.cnpq.br/3023202592354673>

E-mail: solonildo@ifce.edu.br

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