

Actuaciones disruptivas en educación secundaria: un análisis para mejorar la convivencia escolar

Disruptive actions in secondary education: an analysis to improve school coexistence

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Resumen

El objetivo del estudio fue describir las configuraciones del *habitus* construido por la comunidad de estudiantes que provoca conductas disruptivas y antisociales en una escuela secundaria pública durante el turno vespertino. Las preguntas planteadas inicialmente fueron las siguientes: ¿qué ocurre realmente en los espacios de libre tránsito en la escuela secundaria durante la jornada vespertina? y ¿cuál es el *habitus* de la comunidad estudiantil que provoca las conductas disruptivas y antisociales en los estudiantes? El presente estudio responde a un diseño no experimental de alcance descriptivo y longitudinal, empleando un enfoque cualitativo. La investigación se llevó a cabo durante el ciclo escolar 2012-2013, comprendido entre los meses de agosto a julio, en una escuela secundaria federal con turno vespertino en Hermosillo, Sonora, México. Se confirma que la forma en que interactúan los estudiantes en la escuela ofrece información para pronosticar conflictos o problemas que podrían evitarse, al establecer claramente los límites de las acciones que comienzan a identificarse como disruptivas y antisociales. El conflicto entre estudiantes y docentes podrá disminuir cuando a través de la autorregulación personal y la comunicación asertiva se facilite la negociación de intereses.

Palabras clave: conducta, *habitus*, autorregulación.

Abstract

The objective of the study was to describe the configurations of the habitus built by the community of students caused by disruptive and anti-social behavior in a public school during the evening shift. The questions initially raised were the following: what really happens in free transit spaces in high school during the evening? and what the habitus of the student community causing disruptive and antisocial behaviors in students? The present study responds to a non-experimental design of descriptive and longitudinal scope, using a qualitative approach. The research was conducted during the school year 2012-2013, comprised between the months of August to July in a federal secondary school in evening shift in Hermosillo, Sonora, Mexico. Confirms that the way they interact in school students provides information to predict conflicts or problems that could be avoided, to clearly establish the limits of actions that begin to identify themselves as disruptive and antisocial. The conflict between students and teachers can decrease when selfregulation through assertive communication and the staff facilitate the negotiation of interests.

Keywords: conduct, habitus, self-regulation.

Fecha Recepción: Agosto 2014

Fecha Aceptación: Octubre 2014

Introduction

The school as a social institution is responsible for educating new generations, having as purpose the transmission of cultural content to make them work properly according to social standards and the needs of their time (Hernandez, 2011). You might think that "the educational community is comprised of individuals who have an impact on the educational fact and pursue the objective of the integral formation of the human being for its full development and its conviviality in society" (Flores, 2001), however, the comprehensive training in most of the educational subsystems in Mexico tends to be a utopia and conviviality in society is an intersubjective interpretation, because what we consider as real and objective only is a representation of the subject who, according to Schopenhauer (2001), it becomes a true knowledge only through reason (Gutierrez, 2001). In words of Emmanuel Kant, time, space and

causality, do not belong to the thing itself or fact by itself, but the phenomenon, so no subject can penetrate down to the last essence, or can go beyond representation we have of reality (Gavotto, 2012); by such arguments, within an educational community, it is very likely that by the uses and customs, the actors do not identify abnormalities in their social environment either, are so accustomed to the exchange of giving and receiving various symbolic representations that occur in social interactions that are lost on a daily basis; a "habitus" which has been legitimized by the different community groups who do not realize the social models that accept or reject as cultural ideals of a society that negotiates for the survival of the domination and control of other subgroups of the same community. This study analyzes mainly the disruptive and antisocial behaviors that students have, setting up situations that cause or trigger these behaviors that come into contradiction with the educational project and that either voluntary or involuntary is caused by the same actors.

The school is given generally disclosed by the educational authorities respond to the challenges of our time looking to present happy children in their school environment reaching educational goals; These images are usually only a fraction of all situations that arise within and outside the classroom. The school has blind spots, or shortly observed spaces not want to reveal, especially high school with evening shifts usually a space of constant struggle for domination of the institutional territory.

One of the factors affecting the quality of education in Mexico is the limited application of educational standards to regulate the participation of stakeholders. Although noted with great emphasis the responsibility of teachers of low educational achievement in basic education, behavior with parents and students themselves are sidesteps. Education authorities indicate that they are teachers who must work hard to improve the conditions for education and *educatividad* within the education system. Little has been reflected on the faltering implementation of school rules by principals and school supervisors, where sanctions for all actors in general are negotiable to avoid consequences that transcend or affect the permanence or stay the same. The authorities also maintain a permissible and paternalistic educational policy, protecting students, asserting their rights to receive a "quality education", not leave it to many who repeat the school year, so the implicit message perceived by parents is that their children will adopt the school year in

compliance with minimum requirements. In this way, students have no clear boundaries and constantly try to challenge authority, trying to reach ever further, thereby initiating a constant struggle and generational conflict by not respecting or institutional rules or their teachers.

Importantly, the prospect addressed in the research reflects only the elements and situations that arise from disruptive behaviors and antisocial practices of students in the afternoon shift of a federal high school, is not a comprehensive analysis of context because parallel or multidimensionally manifestations of friendship, fellowship, harmony and solidarity among a group of young people not alter the order presented, but in many cases is harmed by aggressive and abusive practices of other colleagues. For this reason it is considered a problem for the development of the education system.

Since disruptive is a term that comes from the English disruptive, used to name that which produces a sharp break, this study refers to the sudden breakdown of peaceful coexistence and respect the school rules.

In the last three years, high school students have frequently been involved in various vandalism outside school, where revenge and vengeance among students of various schools have caused collective fights, a situation that worries educational and municipal authorities, Parents, teachers and students themselves. We also have a history of fights in school, threatening both the physical safety of students and all staff working in the institution. Given the high risk exists that students get hurt with sudden seriousness operations are conducted reviewing student backpacks, finding sometimes white and firearms. In many schools the afternoon shift about three fights are recorded weekly causing moderate injury, resulting in an increased incidence of school bullying (mental abuse, verbal and physical) that affects the psychosocial health of students. These are kept in a constant state of alert and to exceed the limits of respect and healthy living including stress. Unfortunate cases of school violence have occurred in Hermosillo, Sonora; one of the best known was exposed in YouTube during the month of June this year, where physical aggression between a boy and a girl in sixth grade shown. Everyday there are cases of abuse are not investigated because they are considered part of the daily life of a public school. Students consistently higher age rob and extort, with or without violence, younger or vulnerable.

Insecurity in the school reflects the criminal structures that arise out of it, with the difference that in school impunity and lack of sanctions favor the reproduction of undesirable behaviors.

Moreover, it is essential to note the existence of a network of students who traffic narcomenudistas different drugs within the school and its perimeters, which in recent years has increased the consumption of cannabis (marijuana) in young secondary.

To guide the study was necessary to formulate the following questions:

What actually happens in the spaces of free transit in high school during the afternoon session?

What is the habitus of the student community which causes disruptive and antisocial behaviors in students?

General Purpose

Describe habitus configurations built by the community of students, causing disruptive and antisocial behavior in a public high school for the afternoon shift.

Theoretical Framework

People need to live in community to survive. According to Flores (2001), a community is a social organization in which interests, values, emotional, and personal relationships are shared. In a social organization we live according to the habitus that has been collectively set (Bourdieu, 2007). Bertalanffy (1968, p. 33) states that to identify the characteristics of an organization in a society requires from its "totality, growth, differentiation, hierarchy, dominance, control, jurisdiction" to reach an understanding of each one of its components.

According to Bertalanffy, when speaking of education not only must refer to the scientific, ie, it requires first identifying the communication and integration of facts presented in the everyday.

According to the above, it is essential to note the five basic principles of human behavior suggested by Bugental (Hamalhec, 1977, cited in Hernández, 2011): a) the human being is more than the sum of its parts; b) the human being maintains its existence in a human context; c) the human being is consciousness; d) human beings have choice; and e) the human being is intentional.

Therefore, the human being as being in the world, has to determine its essence through its existence, which is exercising its freedom "being condemned to be free" and be responsible for their conduct, as clearly expressed Sartre (2006).

Since humans appeared there have been conflicts. And he had the freedom to avoid or generate varying degrees, from a simple disagreement between two people or groups to a worldwide war. People participate in various conflicts throughout his life and probably will be involved in situations where the interests of one to oppose other, triggering disruptive and antisocial situations, regardless of the reasons underlying the conflict. Depending where the person having the group will assess your reasons and legitimacy or cause to address the negotiations to solve the problem, being necessary to recognize that each party will receive his reasons from a particular perspective that differs from the interests of their counterparty.

Some conflicts can be avoided to maintain social harmony, but evade or ignore can cause a chaotic scene that accelerate entropy between elements of the system or community. Still, the nature of conflict favors adjustments to the system and the opportunity to strengthen relationships and interdependencies among members of a community.

According to the Ministry of Education (2009), when conflicts become habitus must identify the root causes. In the first instance it is recommended to identify the existence of stereotypes that cause conflict situation, preventing a peaceful and egalitarian coexistence; all inequality and discrimination is an expression of violence that can trigger serious conflicts if not resolved in a timely manner to identify their causes.

In the French school of sociology there is a solid foundation by Pierre Bourdieu whose contributions on modern sociocultural phenomena have helped develop an analytical model in which society is seen as a set of "fields" interrelated and yet relatively autonomous . According to this interpretation each field is as an area of conflict between actors faced by the goods offered by that field. In the classroom, for example, you can see a permanent struggle of teachers to achieve control group. In the school space domination of the various areas of free movement and play spaces for the students of junior year is observed.

"The use of spatial categories, such as field involves the use of a relational mode of thought in which the dichotomies such as subject / structure conceived dissolve and result continuum of relationships between various elements" (Chihu, 1998 , p. 180).

Bourdieu placed their contributions in a sociological paradigm itself "structuralist constructivism" noting that constructivism is the claim that there is a social genesis of schemes of perception, thought and action that are made in the "habitus"; is considered the "habitus as a system of rules in view of the practice, in order to conduct regular basis and, therefore, the regularity of conduct. This makes it possible to foresee practical because ... the habitus is what makes it gifted actors behave in certain ways in certain circumstances "(Bourdieu, 1987, cited in Giménez, 1997, p. 4). The habitus is an open system of durable dispositions that are constantly confronted with new experiences, and it's also permanently affected by them, is durable but not immutable. So, that disruptive and antisocial behaviors of students can be modified. The term arrangement, said Bourdieu is particularly suitable to express the content of the concept of habitus as indeed expressed primarily the result of an organized action, so it has a structure near term sense; also designates a way of being, a normal state (particularly the body) and a predisposition, a tendency, a propensity or inclination. The habitus acts as a mediator between the structures and practices, allowing interaction between objectivity and subjectivity. This mediating concept enables the understanding of teaching practice.

"The habitus is conceived as a process of socialization from childhood is generated simultaneously by objective while generating patterns of behavior and social practices structures" (Chihu, 1998, p. 181); and on the other hand, arises from social structures, particularly what Bourdieu called fields or groups, as well as what is ordinarily often called classes. Bourdieu, through structuralism, founded that "in the social world exist independent objective structures of consciousness and there are only symbolic systems such as language, myth and the will of the agents, which are able to guide or restrict their practices and representations "(Bourdieu, 1987, cited in Giménez, 1997, p. 3). "Bourdieu is to capture the social realities as historical and everyday constructions of individual and collective actors, structures that tend to evade the clear will and control of these same actors" (Giménez, 1997, p. 2).

. ... Social realities are both objectified and internalized. That is, on the one hand controlled refer to rules and norms established worlds, which represent subjects outside, while functioning as limiting conditions and as supports for action situations; and otherwise fall within internalized subjective worlds, mainly consisting of forms of sensibility, perception, representation and knowledge (Giménez, 1997, p.2).

Jean Paul Sartre (2008) explains this as "internalization of externality" and "externalization of interiority". The concept of habitus refers to the willingness to practice possessing subjects and resulting from a "internalize the externality"; ie it is the result of exposure to certain material conditions of existence that shape the subjectivity and the "externalization of interiority" organizing practices and contributing to reproduction (Giménez, 1997).

Bourdieu ran as generating principle of practical intentionality unintentionally regularity without conscious submission to a rule, a rationality without calculation and a non-mechanistic causality. That is, it is ruled not only the mechanistic explanation for the determination of unconscious or objective structures but also the consensual model of submission to rules, norms and values that would be imposed from outside, or, conversely, the principle of aggregation of individual and rational decisions postulated by methodological individualism (Giménez, 1997, p. 4).

From a psychological perspective, the behavior is the result of the individual's adaptation to its environment. For Skinner (1980), behavior refers to the action of the organism to the conditions of the outside world. The environment determines the behavior, and depend on a number of boosters to continue, decrease or eliminate such behavior. Who performs the action is the person, but the thoughts and motivators that lead to certain behavioral patterns are influenced by the outside. That is why from home should handle situations that favor different behaviors, and from the session PE reinforce for best results.

Rotter and Murly (1965) established two references for the allocation of goal achievement in life or achievements: internal locus of control and external locus of control, according to the following definitions:

The internal locus of control attributes the consequences of various situations to individual actions, which recognizes that events are the effect or consequence of their own actions. Individuals with internal locus of control value the effort and personal skill.

The external locus of control is when associates the result of what happened to the circumstances, ie random, fate, luck or the power and the decisions of others. The person perceives that events

are unrelated to performance, ie, they can not control events, and these are a result of environment.

Teleology is the treaty end, according to Aristotle, the ultimate end of man is happiness, which is why education is a means to achieve the ultimate goal: happiness.

We have been culturally inherited that happiness is to live ideals of others replicate the lives of others. Happiness is always limited by the customs, the possibilities and circumstances, it is not possible to conceive another way of being happy than that established by the dominant group. Those who have been before us determine what is meant by happiness, as well as all socially accepted concepts and values. The leading society does not allow for the contemplative happiness or the study of the humanities, we have been taught to think and act as their minority needs; has taught us to meet the expectations of those who will give money to live, has taught us to rent us for money, has taught us a new monotheistic religion, we worship the god of money, who lives among us and is omnipotent, we It has instilled that technocrats are the only survivors of the human race and that there are only two lines: employees and employers, the latter being the new priests. We have been taught that all must form the same since we should all think alike, act alike and consume the same. We have been taught that happiness is to spend, buy and hold (Gavotto, 2013a, p. 30).

The habitus is systematic, which would explain the relative agreement between our different practices, and can also be transferred from one scope of practice to another, from one field to another, allowing us sense, in a way, how you will act out a agent in a given situation, after seeing him perform in previous situations (Giménez, 1997).

We are facing a theory of "common sense" that does not necessarily involve awareness and discourse, whereby the theories that reduce the action to the intellectual point of view of the outside observer, to the detriment of the practical standpoint of the agent is questioning that acts. Although, on the other hand, the possibility that the habitus is consciously explicit in a "methodical scheme" effect of formal education and the systematic inculcation, in other words excluding: can not ignore the work of codification

and of entities operating on and from habitus habitus (Bourdieu, quoted by Giménez, 1997, p.7).

Currently in high school, behavior problems and demotivation of students have become one of the main obstacles to educational quality, it is therefore necessary to establish strategies to prevent future conflicts and resolve effectively those who already have presented, considering each problem situation as an opportunity to learn how to manage an appropriate interaction between actors and as a practical exercise in which students learn to build a climate of respect and friendly coexistence academic work (Vaello, 2003).

According to Gavotto (2013b), the hierarchical status of teachers has been undervalued by society and by the students; in recent years the student-centered models have placed the teacher as an employee of the education system; is not given the recognition of pedagogical leader. Ironically, in the educational reform of basic education teachers have been identified as the main responsible for the low student achievement. Students often complain to the authorities or the media the actions of teachers, since its considered judgment affecting their interests, a situation which discredits and subtraction respect for the figure of the teacher.

We must avoid conditions that promote conflict and indiscipline during a class, to create favorable conditions for academic work in a friendly context of coexistence are generated, considering it is better to generate an adequate living through assertive limits, to look to rebuild coexistence reactively to disruptive situations.

According to Schmelkes (2004), for an individual to achieve optimal values development, training "involves the development of autonomous agents capable of forming their own value structures and their own criteria to judge their actions and those of others" (p. 28). However, poor parenting and lack of interest of many parents to educate their children are the main factor by which individuals form their structures wrong values and, therefore, their poor judgment to acts that perform.

Method

This study responds to a non-experimental descriptive longitudinal design scope, using a qualitative approach.

The research was conducted during the 2012-2013 school year, between the months of August to July, a federal high school with evening shift in Hermosillo, Sonora, Mexico. The name of the school and participating subjects have been omitted, being underage students and research carried out without parental consent; thus not possible to identify, careful anonymity, integrity and rights of individual actors.

One of the main techniques for gathering information was non-participant observation, where researchers remained in school settings outside the classroom, spaces of free movement within the school and around the school grounds, registering a total of 320 hours of field recording. In addition 25 informal interviews in school ten directed interviews with 15 teachers and student interviews with variable duration between 5 and 30 minutes were performed. The interviews sought inductively structure information to partially answer the research questions that contrasted with field observations made it possible to reach conclusions. In the interviews it was possible to perform what Schütz (1972) identifies in his phenomenological method: second-degree constructions, ie constructions of buildings produced by the actors on the social scene.

The qualitative data analysis was structured from the General Systems Theory established by Bertalanffy (1968) Holistic Theory of Teaching given by Gavotto (2008), Theory Holistic configurational given by Fuentes (2005) and Theory habitus of Bourdieu (2007).

In the first stage of the investigation an analysis of the school as a community composed of diverse actors who daily build new interactions and interdependencies, trading conditions to operate a system whose aim is to educate young people starting in adolescence, presenting an exchange was performed securities which in turn conflict with a number of leaders at different levels of domination.

In the second stage of the investigation recurring situations in the various areas of the school where students act freely without the presence of teachers, as well as those recurring behaviors under the supervision of teachers inside and outside the classroom were configured.

The study of certain practices Students are allowed, describing the objective structures and underlying regularities such practices, identifying operations become possible "objective truth" and building under critical interpretive paradigm.

In a third stage of the research the various configurations were related to perform a higher order reflections, from a broader to identify relationships between different configurations perspective, appealing to a holistic interpretation to observe the dialectical transformations that occurred during the study . Thus a general interpretation of disruptive and antisocial actions of the students managed to return to the subjects that could provide more information to explain the emerging irregularities and unexpected regularities. It passes the whole to the parts and the parts to the whole, presenting a dynamic configuration of student performances.

The criteria used for configuring categories was comparing or contrasting between observed behaviors (being) with the expected behavior (must be) within an educational context; those behaviors were different to what should be, the subject of registration for subsequent synthesis, identifying himself as an unexpected irregularity and not considering disruptive or antisocial behavior as a usual and customary within the educational community to the configuration of a habitus without prejudice or bias .

Results

The records of the observations made it possible to identify recurring behavior by various students, found that several of their behaviors were placed in categories resulting from the study, so a definition that resulted from the inductive reflection of behaviors performed taking into account their actions before, during and after altering the order or disobey school rules. They were classified as: predisruptivas, and posdisruptivas disruptive behaviors. These categories have been considered as germ categories, because they evoke or derive other.

For predisruptivas behaviors were considered all actions where students is encouraged to express disruptive or antisocial behaviors, as in the following cases: the desire to play and not having a ball, have free one hour class not receive the aggression during a labor or sports game late, leave early, not having the materials requested by the teacher, being dissatisfied with the teaching of the teacher and the teacher's personality.

For the category of disruptive behaviors were considered any actions violated school rules, and actions that caused a disorder in social relationships and interpersonal harmony and which directly or indirectly affect the physical, environmental or psychological space of the school community.

The posdisruptivas behaviors were derived from a chain of predisruptivas and disruptive behaviors, where each link established relations of interdependence observed repeatedly that after a disruptive behavior stemmed other disruptive behavior often riskier and impact on the school community. Sometimes disruptive behaviors chained with socially accepted behaviors, promoting reintegration into harmony within the school system, which was identified as a rebalancing phase.

The categories that transited the previous three phases (predisruptivas, disruptive and posdisruptivas) resulting from the synthesis of recorded performances are presented:

Categories found as disruptive and antisocial behavior: a) Disruption of classes by students from other groups outside the classroom; b) Destruction of infrastructure and materials; c) Dating and early pregnancy; d) Insubordination to authority; e) Deceit and falsification of information; f) Bullying; g) Theft; h) Physical aggression; i) Weapons; and j) Distribution of drugs.

There were categories derived from disruptive behavior resulting from the first synthesis of the information collected, presenting two levels depending on the degree of damage to school balance is level two the most disruption or impairment.

a) Disruption of classes by students from other groups outside the classroom.

Level One: Students another group enter the classroom without asking the teacher to talk to a friend. Students are placed outside the classroom to request one or several friends leave the room to talk.

Level Two: Students passing through the halls and classrooms around looking for his friends to exchange information, greet them or disturb them. Students peer through the windows or door of the classroom to scream and hide with the intention of anonymity. Students hit the windows or doors to provoke the teacher and running to escape anonymity.

Interpretation of habitus: Disruption of classes by students from other groups outside the classroom is a recurring practice in high school that is accepted by other students, considered a challenging and fun practice. It is considered as a performance that does not transcend the school environment and does not violate school rules.

a) Destruction of infrastructure and materials

Level One: The bathrooms have access to which students have virtually been destroyed by them; walls and doors have written several posts with obscene words. Students scratch, write and marked with spray paint, markers or pens, various messages or names in the gaps when the school staff not observed. Perimeter walls are graffiteadas spray.

Level Two: Students mistreat trash cans, doors and mesabancos, kicking or throwing them individually or in groups. Students break the glass windows of the classroom.

Interpretation of habitus: The destruction of infrastructure and materials has become a form of bullying their peers, where physical force, particularly men, appears as a conquest in a new stage of physical growth. The graffiti is a territorial conquest that marks the domain of physical spaces.

a) Dating and early pregnancy

Level One: Some students who are identified as boyfriends, chatting for long time, hold hands, hug and kiss on school grounds, even in the presence of teachers.

Level Two: Several girls become pregnant before completing their secondary education and usually drop out.

Interpretation of habitus: The courtship between young people from different sex, is a relationship accepted by the students, which often identify couples who experience an intimate bond of love, finding mutual support to address the unique challenges of aging. However, pregnancy at this age is not considered an option in the draft student life.

a) Insubordination to authority

Level One: Obedience of students to teachers is low inside and outside the classroom. Teachers and prefects clash constantly in the school grounds for students to meet their instructions. Some students do not follow the instructions in flag ceremonies.

Level Two: Students escape from school jumping fences. Students face the school staff when they are not in accordance with the decisions or instructions. Students threaten teachers to accuse the authorities when they consider a violation of their rights is committed.

Interpretation of habitus: The insubordination to authority is a recurring practice, students behave defiantly disobedient to authority and instructions, trying to explore its scope and limitations, to find the limits that often are not standardized or not correspond school rules.

a) Deceit and falsification of information

Level One: Students often lie to their parents, teachers, prefects and general staff of the school if it can be at risk their interests or those of their friends. Students distort information to their parents or teachers to avoid being punished.

Level Two: Students deliberately lie to gain advantage or some benefit to cover a need, or to avoid a penalty as a result of improper behavior.

Interpretation of habitus: Deceit and falsification of information coupled with the omission of information are common practices, contrasting the lie level with the benefits. Students reinforce these behaviors by failing to identify the consequences that transcend and jeopardize his stay in school.

a) *Bullying*

Level One: Some students often make fun of other colleagues, addressing them with nicknames or profanity. Several students for various reasons do not want to live openly manifest or participate in activities with some colleagues.

Level Two: Some students offend, shout and psychologically abusive to multiple partners. Some students imitate their peers mocking her physical appearance. Some students threatened to beat his fellow, if they do what they ask.

Interpretation of habitus:-bullying is rife. Students tend to be moderate when compared to a teacher, but when they are alone their behaviors are very aggressive, the weather becomes hostile and dangerous for some, especially for those who reflect helplessness or vulnerability.

a) Theft

Level One: Students take unauthorized jugs of water intended for school staff. Some students school supplies and balls that are somewhere in the school are taken.

Level Two: Some students working in groups to steal money and cellular backpacks other students who are participating in physical education class or have left them somewhere in the schoolyard. Theft is also presented in the classroom. Sometimes, teachers report being stolen when his desk, suitcase or bag, a student takes their money.

Interpretation of habitus: Students often take objects that do not belong to them. Such actions are not sanctioned as outside of school, so take foreign objects is a common practice; addition, there are few staff to monitor their behavior.

a) Assault

Level One: The men mainly performed very violent game, where you get knocked down, kicked or hit, also play a hit with balls or balloons. Men are very aggressive in their sports competitions.

Level Two: The students, both male and female, fight to death, looking to do the most damage or harm your opponent. Men mainly used various objects to hurt, like stones, backpacks, balls, scarves used as a whip, among other things. There are several subgroups that provide protection to avoid being attacked by other students.

Interpretation of habitus: It is an instinctive human reaction that by surrendering his instincts conservation causes fights or flaunts her strength to dominate or control others in its group, preparing for the next stages of life.

a) Weapons

Level One: Frequently found in the courtyard of the school sharps weapons made with the help of pieces of blade with handle tape. We have collected tacks, needles and nails to students who harass others picándoles fellow different body parts.

Level Two: Masters have withdrawn firearms to students who carry weapons to defend themselves say outside of school.

Interpretation of habitus: In our society it is becoming easier to acquire a weapon, definitely not considered a resource for the student to defend. The danger to carry a weapon is what causes many students some reluctance and fear to use them or interact with people who carry them clandestinely.

b) Distribution of drugs

Level One: The students smoke cigarettes snuff within the restrooms. Students reported a strong smell of snuff in bathrooms that can be associated with marijuana. Lighters often found in bathrooms and on school grounds.

Level Two: Found cigars and hidden in different parts of the body of students lighters. Have been identified juniors selling marijuana within the school. Sometimes young people come appearance of gang seeking students.

Interpretation of habitus: The purchase and consumption of snuff or marijuana cigarettes is increasingly common among young people. They believe that smoking is harmful to health, but still gives them social status, so they often practice to construct an image of autonomy and independence to the group, control and authority.

Conclusions

This middle school afternoon shift represents a system of interpersonal interactions that constantly presents situations of chaos or imbalance. It was confirmed that students show disruptive and antisocial behaviors that are part of a collective habitus that strengthens and plays by imitating the roles of those who act in breach of school rules and the lack of punishment for disruptive behavior. Students from entering high school, in imitation of roles, fighting for space to legitimize their dominion and control over the rest of the student community. The school as society is viewed as a set of "fields" interrelated and yet relatively autonomous. According to this interpretation, each field is as an area of conflict between students and teachers face for control and leadership within the school community.

This study achieved its goal and answer the questions: what actually happens in the spaces of free transit in high school during the afternoon session? and what is the habitus of the student community which causes disruptive and antisocial behaviors in students?

The way in which students interact in the spaces of free transit provides information to predict conflicts or problems that could be avoided, clearly establishing the boundaries of actions beginning to identify as disruptive and antisocial. The conflict between students and teachers will be productive when to improve or transform the school environment, atmosphere and climate of coexistence, and everyday practices, generating very positive results, for example, through assertive communication interests are negotiated.

It is essential to maintain dialogue at all times with students. Communication between school officials and teachers is essential to keep open the channels of communication. However, it is necessary to set limits in the first weeks and keep them throughout the school year. According to Vaello (2003), the limit is set when an imaginary line between acceptable non-acceptable behavior is marked. They are a more or less explicit agreement between teachers and students. The limits must be clear, especially with regard to significant behaviors, ie those that affect decisively to the development of school work by frequency, intensity or impact on the student community. "The sharpness of the boundaries means avoiding ambiguities and inconsistencies that occur when a teacher allows a certain behavior on some occasions and prohibits other" (Vaello, 2003).

"Formal education is no longer a preparation for life, but life itself".
(Christian Bogt).

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