Educational Improvement in Europe and other Contexts:

from Theory to Practice

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Crisis of Cltural Values and Teachers' Attitude to Discipline.

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Introduction

The educational indiscipline is as a major concern for teachers, administrators, and the public (Hardman & Smith, 2003), and indeed a major reason for job dissatisfaction (Liu & Meyer, 2005). Moreover, as noted by Pierkarski (2000), teachers' aggression towards students is one of the most common stressful school situations for students, that causes serious consequences against them. Therefore, there are a violence' spiral; then, the school's interactional problems are growing up more and more, but it's being morest incident in the secondary education (Zanten, 2001). Serious and very serious lacks and misbehaviour are verified.

School culture refers, from an operational view, values of guiding beliefs, and norms as well, and daily behaviours and practices of all people interacting in school (Patterson & others, 1986, 97-98). These elements (economic, rule, aesthetic, moral, ethic, scientific, life, religion or moral, etc.) interact with each other. The result of that product is a globally, that is different than the sum of each part. If we add the characteristics of the subjectivity of secondary students: selfish, idealism, criticism, etc. (Eccles & Brown, 2007), and the multicultural reality of classrooms, the product is very complicate. Then, shall culture be a factor that impedes the cohesion? If we make the culture from a general way, should we be oppressive or discriminatory respect other sub-cultural or other individual ones from other cultures?

For these reasons, we ask such questions that guide this work. These are: About the social and cultural critical situation, what teacher's model is the most appropriate? Is there some kind of teacher who takes a different climate for an implementation of a peaceful coexistence? What is the best valued teaching style? What values define the style for critical situations?

1. Understanding the relationship between misbehaviour and school culture

In this process of cultural change, teachers require understanding the students culture, the ethos of the educational institution can be materialized in the learning climate. The management of school discipline is a key to understand the problem. This is linked with student achievement. The educational discipline results of a web of factors impacting on staff and students. The task consists of to detect the variables of misbehaviours and the values linked with these. Shipman (1973) states on the dimensions of the school culture: instructive (scientific components of the curriculum: in some sense are non-ethical issues such as languages, methodologies, terminologies...), pattern regulations (referring to the educational values, the rules and what is believed and considered good, beautiful and true to good living) and expressive (set of attitudes, nonverbal language, ways of teaching, etc.). The latter is usually designed, though it has a strong influence, it is as an enzyme that encourages or hampers the learning of the previous parts. For this, we also should keep in mind the reasons given by the occult in the latter (hidden curriculum), mentioned by Dufrenne (1972) as basic personality groups and institutions.

When this happens the systematic state school system between the nineteenth and twentieth centuries, the cultural reality school was similar to the exterior, there is a convergence of values, requirements, etc. This would be the reason that there is a crisis. But today we find that neither the attitudes nor the standards are converging, there is a crisis[1]. If this happens in a culture, we shall

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[1] Prairat, E. (2003) L'indiscipline scolaire aujourd'hui : éléments de déscription. The author is Professor of the Université dè Nancy 2 (France). He publiet two books about this subject :

think of the reality of today's classrooms in the presence of a plurality of subjects from a wide ethnic range [2]. Some research has found that the development of adolescent problem behaviors may be related to acculturative stress (both adaptation strain and marginality strain). Differential acculturation between parents and children may lead to a reduction in parental monitoring, thus increasing the likelihood of delinquency (i.e., early alcohol use). Gil and colleagues (2000) have noted that the acculturation process is multidimensional and may involve the acquisition of values and behaviours[3]. Certainly it would be to multiply the above, in it already complex by a factor corresponding to the number of distinct cultural identities in the classroom and learning. Multiculturalism multiplies mentioned in the previous paragraph, affecting far more in terms of the normative and, in response, emphasizing the expressive dimension curriculum.

The expressive dimension of the curriculum, resulting in a more focused approach of the legislation is expressed in the teaching-learning environment. This is not just for our cultural context, has also been found to be valid for other cultures such as Australia, Israel, and China[4]. It should clarify the errors of modernity, arguing that there is no school without discipline. This dimension allows curriculum students learn Western values such as responsibility, obedience, self-control, etc. But, unlike what has been said before, the school is not only pluralistic in relation to the culture that has generated, but that schools have become multicultural realities. This complicates the culture, pushing for each school has to create conditions for the institution to function (Prost, 1995: 34).

Questions de discipline à l'école (Erès 2002, 2e édition) & La sanction en éducation (PUF, Coll. Que sais-je? n°3684, 2003).

[2] The role of differential acculturation within families and educational performance and behavior has shown that parents who are less acculturated than their children often are less involved in the child's schooling (Loeber & Stouthamer-Loeber, 1986; Plunkett & Bamaca-Gomez, 2003; Vega, Zimmerman, Khoury, Gil, & Warheit, 1995).

[3] GIL: Acculturation Level, Family and Student School Involvement, and Educational and Behavioral Outcomes. Paper. American Society of Criminology (ASC). http://www.asc41.com http://www.allacademic.com/meta/p126668_index.html

[4] Lewis, R. & others (2007) Students' reaction to classroom discipline in Australia, Israel, and China. http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VD8-4P53RMW-1&_user=1595673&_rdoc=1&_fmt=&_orig=search&_sort=d&_docanchor=&view=c&_searchStrId=1039891765&_rerunOrigin=google&_acct=C000053936&_version=1&_urlVersion=0&_userid=1595673&md5=83d8ee89d17da8d243f86659d53a091b This study investigates the extent to which students report that their teachers' classroom disciplinary behaviour affects their attitudes towards schoolwork and the teacher.

Purkey (1986, 4ss) affirms the school discipline is most likely to be genuine improved by comprehensive approaches rather than by disciplinarian methods that treat only the symtoms of the problema (…). This rechercher proposes new forms of student's work and human relations that engage both students and staff. So, for to make more concrete those, it's important to insert the attitudes, values, etc.

2. **Discipline, values and school peaceful-coexistence: to educate to be a good civic man.**

The students' pro-social behaviours constitutes one of the objectives that should complete the educational environment (Muñoz, Carreras & Braza, 2004). For it, it is considered the discipline like one of the most important and difficult pedagogic aspects of trying (Kiridis, 1999), because without the positive climate, the teaching will be ineffective (Dreikurs and other, 1982). In this sense, according to Parker (1995), the most significant indicator in success in the teaching makes reference to the behaviour disciplined in the classroom. Today as much common people and as most of the teacher's group have a distorted vision of what is really the discipline, as well as a deceiving concept we lack her in the educational environment of why (Dreikurs and others, 1982) [5].

The good discipline spreads to promote globally the personality; this bears to do self-regulation, interpersonal relationships based on social abilities, team work, taking of decisions… Here the self-concence is basic to make mature trials. This presupposes to exercise the critical trial. The criticality promotes in the fellow attitudes and capacities of being interrogated, to question facts, to value explanations and valuations, etc. with the purpose of to accept or to reject those alternatives with relationship to its participation in the democratic process. But this depends on the values with which it has been formed and the use that he or

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[5] The "Centro de Investigaciones Sociológicas" -Center for Sociological Researches- (Spain) said that Spanish citizens think (65%) there is not enough discipline in schools and that teachers must be able to discipline their students. See LP 25 April 2002. This view has been reiterated in subsequent years before.

she knows how to make with them to be a correct citizen. This implies that we meditate about the attitudes about citizenship values.

The man behaves as what he believes, that it is and according on his referential social group (Ajzen, & Fishbein, 1980). And if one believes a mere product and nothing else, one can ignore their own dignity and that of the other ones. If he goes on this way, consequently, it could exclude the fundamental values that constitute the human nature and that they have given consistency to the communities where one is instaled. Due to the dynamics of the civilization, there is cultural waste, for that that one "forgets" certain values. To compensate that, it urges to throw a new program more responsive (UNESCO, 1999[1], highlighting the programs centred in promoting a culture of the peace. In this thought system, I already explained values are the key to dealing with the macro and micro crisis (UNESCO, 1999[2]).

To exercise the citizenship implies to participate in an active way in the matters of the city. The city is a social, cultural, economic, political space, of peaceful-coexistence that is not excluding of anybody. A citizen is who he participates in what happens and he could give bill of it. The democratic societies need citizens… reflexive regarding the big topics that in these they are raised, manufacturers of their own opinion. These mean they are conscious and active members of their society, experts of their rights and duties (Marco Stiefel, 2002, 11-13). They are social competences, but in the environmental educational system we would call pedagogic, as long as they promote growing levels of good citizenship. Such dexterities can look at themselves in a double perspective: to) Formal, that is: to be informed, to communicate, to advance, to invent, to negotiate, to decide, to imagine, to cooperate, to evaluate, to assume risks, to confront the complexity, to analyze necessities, to carry out projects, etc. b) Axiologicals: courtesy, affability, cordiality and the corresponding gratitude, indulgence: before defects of the other ones; kindliness: to judge and to try to other and their acts with fineness; respect: to look to the other ones at looking and valuing the positive thing that they would give a prosocial called tolerance that is our topic. Nevertheless, if teacher wants himself to achieve a school climate to

become optimally of the good citizenship, it would be necessary to introduce other two human habits: friendship and affection (Pieper, 1974).

But, to teach the peace is not identical to enjoy a positive peaceful climate. This last is a way to establish some positive human relationships and to practice the tolerance. Nevertheless, to get this some more human conditions they must be given. I refer to live the understanding, the generosity, the patience, etc., some people with the other ones. I understand the interdependence that there is in the real life between human virtues and democratic habits. Then, if the school, like we said, prepares for the citizenship, in the curricula it will be necessary to integrate both axiological dimensions[6].

From the perspective of the disciplinary problems, does one owe to wonder about how the axiological dimension is summed up in the school institutions. It is necessary here to mention my research of 2003[7]. In that compares the attitudes of the normal students with those who are shown conflicting, undisciplined, etc. Making similar studies in other latitudes, we have two graphics. These refer some "case study" in the state of Zacatecas (Mexico) and the city of Buenos Aires (Argentina, 2005), and in some schools of State of Carabobo (Venezuela, 2008) as wel. Of all the above-mentioned we could affirm

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[6] This model was presented by the signatory in the following events: A) I National Symposium of Education for the Tolerance. Speaker: Concepto, características y finalidades de la educación multicultural en el marco de la tolerancia. University of Granada-UNESCO, 13 a 15 de marzo de 1996; it was imprinted as: *Educación multicultural para la tolerancia y la paz.* 1996. Granada. GEU (Grupo Editorial Universitario), pp. 45-71. B) *Antropología y educación*. Paper: Tolerancia y educación en contextos multiculturales. Madrid, 10 a 14 december, 1996. Actas del III *Congreso Internacional de Filosofía de la Educación.* Pp. 409-420. C) *XVIII SITE.* Paper: Centros con multiculturalidad y sentido de algunas competencias morales básicas que concretan la tolerancia en la formación de los ciudadanos. Universidad de Extremadura, del 21 al 24 de noviembre de 1999. D) *XII Congreso Nacional y I Iberoamericano de Pedagogía*. Hacia el tercer milenio: cambio educativo y educación para el cambio. Madrid, SEP, del 26 al 30 de septiembre del 2000. Paper: Valores y educación en situaciones multiculturales. Sentido globalizante de "educar en la tolerancia", explained in section two: Educación social y cambio de valores. Educación en la tolerancia para la paz. Enfoque transdisciplinar. E) IV *Congreso Internacional de Filosofía de la Educación: Educación, ética y ciudadanía*. Organizate by UNED. Madrid, del 21 al 25 de noviembre de 2000.

[7] The questionnaires to induce data can be analyzed entering in the place following web: http://violencia.dste.ua.es; then, it is punctured on one of the lapels located in the superior part of the main web page: "Indisciplina y violencia en educación" (The study of the indiscipline & violence in education). Pressing enter on the "questionnaire" in the title "school violence", you will look for every questionnaire. The key is not operational to see each questionnaire is p_estudio, that is o.k. only to see and not to operate with the instruments.

that the relative attitudes to the integration of human and social values define the peaceful climate of the educational centres.

So, the pedagogic question consists on knowing what and how teachers should make to do for integrational values. Plus concretely, what relationship are there between the peacefully achievements and the teacher's projection like motivating of human relationships? We locate this way ourselves in the teaching's disciplinarian models. The problem is not as "what works"? But, what attitudes must implement teacher to envelop techniques, rules, values for to improve the student's selfcontrol. That is a problem of teacher's style.

3. Discipline and styles of teachers

Violence prevention is based on achieving a convivial discipline because the discipline is a factor for such ills listed (Debarbieu, 2005 & 2007). To address this problem, we have tested different models with the aim of establishing peaceful coexistence in schools. It is traditional to cite the early experiences laboratory type, testing models like: authoritarian, democratic and negligent (K. Lewin, R. Lippit, & R.K. White, 1939). Other more recent, experimental studies: strengthening (Canter & Canter, 2002; Swinson & Cording, 2002); dialogic (Vitto, 2003); confering responsibility for participation (Johnson & Johnson, 2006). But, in front of these, we can say: are these the only possible alternatives? At what aspect of the global education relate?

The teaching style creates a climate because there is vicariance on the students. As stated the ATEE, the educational system and school structure should aim to involve teachers, students, parents and other local stakeholders to create an ethos of shared responsibility. The school system should support and stimulate schools, teachers and pupils to seize opportunities and to turn ideas and ambitions into action. All stakeholders should be aware that they are role models to youth. The system within the school and the people involved all define the hidden curriculum that is presented to pupils or students[8].

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[8] The response of the Association for Teacher Education in Europe (ATEE), in front to the public consultation on schools for the 21st century. ATEE, December, 2007.

One of the causes of outlining simple solutions on the part of the teachers, and other staff members, consist on the authoritarian way of exercising their teaching responsibility. Before that, which we wonder for the causes of such practices? There are some reasons that it gives us by mere participatory observation: tendency to make what has been suffered as student (mimicry), copying their old teacher. Such ways are also used because they demand less time. Many times it happens that they act without meditating sufficiently, with reactive dispositions before that makes the student. Another reason is the lack of professional self-criticism, by way of revising the designs and systems in a periodic way (Heckhausen, 1972).

Therefore, all that composes the educational unpeaceful-coexistence is not violence and pursuit. It is not appropriate with such premises what proposes governed by the antinomic outline: old school versus modern; authoritarian v participative; etc. Understanding that, it is a fallacy that doesn't help to centre us in the optimization of the school system. The reason is that not all teachers develop uniformly an educational way in an educational institution; neither oneself in an evenly continuous way. With the purpose of promoting the critical reflection regarding the own educational practice, it would be necessary to offer a reflective conscience with the purpose of that each professor their own model structures.

Before the reflexive lack related with the own authoritarian model, we have that a growing cycle of indiscipline, this are the trend to the serious and very serious lacks is structured. It is lacking situations of social skills for both parts of the human relationship of the educational process. With the purpose of promoting the reflection on the own practice, it is convenient to use these models. Recently (Wolfgang, 2008) explains a large models concerning to disciplinarian school. These are: supportive style, communication, clarification of values, social discipline, reality model, behaviour's modification, assertiveness, punishment, interaction, eclectic decision making, social development decision making, decision making based on seriousness of development's students, and decision making focused on teachers' team. In this way, Uhl (1997) mentions thecnics and

models to educate on moral, and he presents its valuation. But, is there an accurate technology, or method?

Working with adolescents, so much of secondary as of university, we have the construct style of interaction in the class-room. This is convenient to synthesize the object of our research. This concept of style refers to: 1). The combination of methods (Hoyt & Lee, 2004);. 2). Characteristic behaviours in the promotion of the learning (Conti, 1989); 3). Persistent behaviours not relative to the contents (Kaplan & Kies, 1995); 4). Relative behaviours to the philosophy of an teacher one. It is more than behaviour or method (Zinn, 1990); 5). They are not only systems of beliefs, also behaviours and necessities that a teacher can exhibit in the classroom (Grasha, 1994). In short: philosophy with pedagogical theory into the practice.

There are researches, like Schwarz and others (1987) that only examines three contrasting teaching styles in a middle-class junior high school. But, this work is interesting for us because reflects performance expectations of the school's culture often conflict with the developmental needs of early adolescents to integrate expressive, peer-oriented behaviour into classroom activities. It shows how teachers' responses to this tension determine their teaching styles.

As for teacher's models, from this perspective, we find with Grasha (1994) the following types: expert, formalized authority, personnel influence, facilitator and delegation of functions and tasks. Such they are correlative to the proposal of Tomal (1998), who mentions the supporter, negotiator, compromising, negligent and demanding. What we should know in this respect it is the definition of such models with relationship to the unpeaceful-coexistence variables and the scholars' axiological attitudes. Other metaphorical version is: teacher as gardener, mechanic, doctor and pioneer in the cultural tradition (Peiró, 2000; Esteve, 2003).

Seeing that we have the means and instruments by hand, it is necessary to approach the study of the casuistry of the disciplinary educational styles once and for all. On this line, Matsagouras (1999) found that the behaviours of the students in class-room were related with the teaching methods used by a teacher, being the

authoritarian models the main predictors of undisciplined behaviours. On this view, Brophy and Rohrkemper (1981) developed an approach centred in the predictor of undisciplined behaviours with respect to the teacher's characteristics, indicating elements of the context to keep in mind to make the control of the behaviours: the intensity of the bad behaviour and the cause of the appearance of the disruptive behaviour attributed by the professor. Kennedy (1982) added a third dimension: react manifested immediately after the incorrect behaviour of the students, one or some. Villar (1993) stated an appropriate educational attitude diminishes the discipline problems, this axiological curricular aspect allows the control of the group and it grants to the teacher more time for the correction and feedback to the students, increasing the participation and the effectiveness of the same ones in the classroom, and consequently, the learning, being favoured all these factors for a climate linking to the task.

With the purpose of taking a short cut this indisciplinarian educational phenomenon, and their growing antisocial derivations, we have thought about diverse programs. One seeks to prevent the violence in a proactive way, based on the security of the teacher one and, then, of the students. In this model, among other gets the attention that teachers are always classified as victims[9]. These strategies and plans leave of the apriorism that the students proving the control limits on the part of the teacher one are always, they are aggressive and disagreement (Canter's, 1994, 9). But, the school discipline is a structural problem that overflows the search for a one best technic or strategy. This focus reminds us the student's experience concerns the whole school; and it should be valued by the congruence with the norms and the values guide its.

To understand this, it is a solution that doesn't deepen enough in the integral sense of the education. It is necessary to know what relationship presents the values and the styles that are more present in the school practices and its effectiveness, with relationship to the educational projects of the school

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[9] Canter's. L. (1994) *Scared or prepared. Violence prevention for educators. Preventing conflict and violenece in the classroom*. Santa Mónica, Lee Canter & Associates, p. 26. Knowing how to respond to disruptive, noncompliant behavior. The goal of this program is to present to you proactive violence-prevention strategies you can use to reduce the potential of your becoming a victim-so you can be prepared each and every day at school-not scared (p. 8).

institutions - PEC -. But, how we don't have a certain PEC, let us pass to study their relationships from the main humankind perspective.

4. Relationship among disciplinary styles, peaceful-coexistence behaviours and values.

Teacher quality is an overall concept that comprises not only knowledge and skills, but also personal qualities (respect, care, courage, empathy, etc.) and personal values, attitudes, identity, beliefs, etc. The way in which these characteristics are implicitly or explicitly included indicators of teacher's quality reflects the dominant social, cultural, economic and educational views and concerns about the quality of teachers (ATEE, 2007: 3-7). Before the situations of interactive class-room, following Tomal (1998) who mentions five style's teaching, each one generate its proper climate, by the implementation of their attitudes. We shall see:

Backer or *supporter*: It demands little and he helps to students. It looks for harmony. He has some difficulties in summing up strict strategies. But, at the same time it projects attitudes: hesitance, evasive… Although, a teacher is implied in the feelings of the students, offering high empathy, but practicing little assertiveness. As consequence, the classroom is something disruptive. Perhaps be due to that, he cares more the students in opposite of the norms, the yield and the forms.

Who follow the pattern of *compromising*, they present a moderated grade in direction. It projects as inconsistence: it is manipulated and confused, faded and not very firm in the disciplinary administration of the classroom. Their creativity is limited. The interaction with the students is characterized to make a pact. In general it treats to be peace among students. The results of this model are the following effects: The students seem confused, and they classify to the teacher one as vane. The frustrated students go to the search of a balance between their behaviours and the teacher's expectations. There are resentments and rivalry among students. Their attitude usually generates conflicts among students.

The *negligent* don't make anything before the indisciplines. It manages the classroom poorly, being their attitude the one of avoiding problems. It is projected as confined, ignoring the students and scorning the confrontation; It is also seen apathetic, displeased professionally. The teacher doesn't have interest for the students and only thinks of the hour of exit. In them the effect is noticed of teacher burnt effect: he or she thinks of going into retirement or in changing to another work. He derives the conflicts toward the director. The consequences are clear: the students show little respect toward the teaching. As for the learning, there is dismotivation student, with poor academic achievements. The discipline shows disruptions in the classrooms

The model *tolerance "0"* pays little attention to the student's personal circumstances. It is projected as *controller*, threatening… Before the made shortcomings, the teacher apologizes. In general their professional character is appreciated as dictatorial, demanding obedience to its norms. Before this, the students show a distancing, so this way there is great difficulty in arriving to educational personalization. There are generation of a banish climate and hypercontrol in the classroom.

Who *negotiates* with the students emphasizes the support with the demand. For this ones look for solutions before any type and conflict level. They demand norms and they practice the surveillance. Their style to discipline consists on win-winning for all and each one. It balances empathy and assertiveness, paying attention to the students. The teacher doesn't neglect to the families, organizing conferences for parents and relating these with the professor, or beginning discussions with parents for telephone, or developing tutorships with the relatives or with the students. The learning climate that they cause is the one of seeking the excellence. Its trial before the facts is objective. He practices values characterized by such habits as responsible, committed, collaborator. Of all the models, this is the one that presents less disciplinarian problems, acting without to reject or to intimidate the students. The *negotiator* teacher pays high support grade to the students but without lowering the demand level.

5. Empirical study by survey (province of Alicante, Spain)

We haven't't conducted sampling processes, because these issues are not welcome, either by administration or by the teachers, because taken as a possible complaint of its effectiveness. Proceed according to chance, similarly as in other research problems (Polit & Humgler, 1995: 238). The population of the teachers surveyed are divided into the following cycles of the education system, shown by figure number 1:

Figure number 1

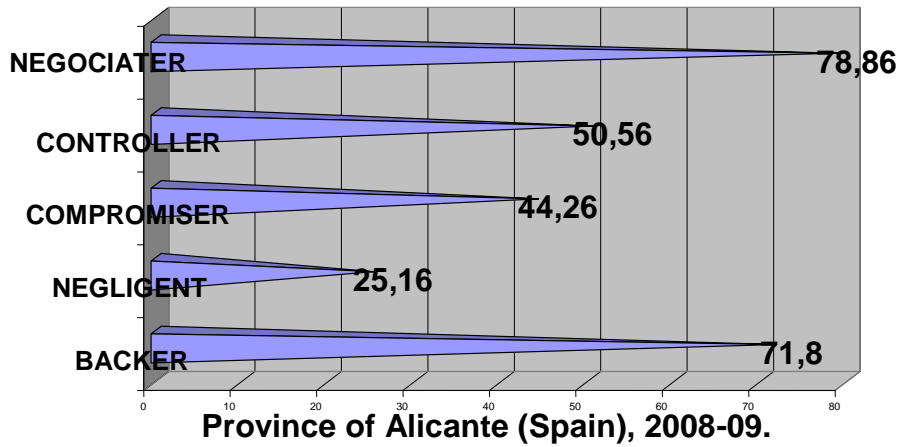|	
Higher secondary school	9
Compulsory Secondary	13
Preschool	348
Primary School	607
TOTAL:	1.017

The survey was addressed with paper questionnaires, then they were transferred to a database through computerized processes, on a website. To reflect about the reality of the randoms (see figure 2), the disciplinary styles of the staff and the attitudes concerning values that imply their chore, we must appeal to some data[10]. From the database we take out the following thing:

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[10] Of the relative data to the questionnaire Lickert climbs that can consult you in http://violence.dste.ua.es

Figure number 2

Teachers' styles % to manage the peaceful-coexistencial climate in class-room.

NEGOCIATER — 78,86
CONTROLLER — 50,56
COMPROMISER — 44,26
NEGLIGENT — 25,16
BACKER — 71,8

Province of Alicante (Spain), 2008-09.

This means: teachers are very plural. Neither overwhelmingly one stands out on the remaining ones. A) The calculation of the stocking relative apparent two predominant styles: the *backer* (78,86%) and the *negotiator* (71,8%). B) The *negligent* ones are less, but there are them in a fourth part of teachers (25,6%). C) The *controler* and the *compromising* one usually locate in half of the options, with 50,56% and a 44,26, respectively.

This you dog verify that by means of the figure 3, that represents the factorial analysis between the two highest rated styles.

Figure number 3

Observaciones (ejes F1 y F2: 29,20 %)
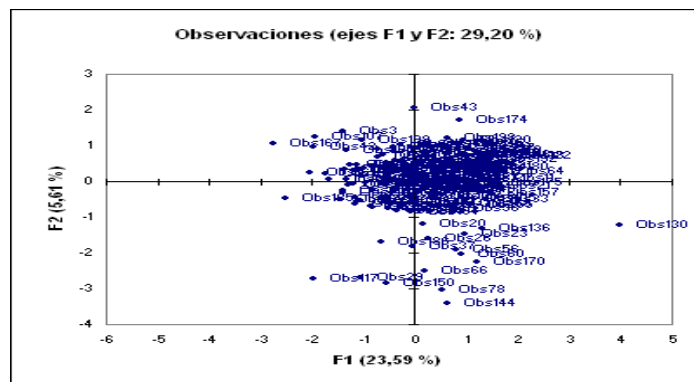
It points out, in fact, the two groups outstanding factors and how they agglutinate the relationships environment to such styles: F1 (*negociater*) and F2 (*backer*). Therefore, both are intricately interrelated.

It is important to consider the correlations (Kerlinger, 1975, 142ss) emong styles through this figure number 4:

Figure number 4

	BACKER	COMPROMISER	CONTROLLER	NEGLIGENT	NEGOCIATOR
BACKER	1,0000	0,0699	0,0246	- 0,2254	0,4318
COMPROMISER		1,0000	0,4893	0,3288	- 0,1491
CONTROLLER			1,0000	0,2753	- 0,0735
NEGLIGENT				1,0000	- 0,3867
NEGOCIATOR					1,0000

The models "compromiser" and "controller" are quite related, similarly "negotiator" and "backer". On the other hand, are somewhat conflicting, "negligent" and "suporter", and in the end "negotiator" with the following: "compromisert", "controller" and, above all, with "negligent." From this we infer that *negligence is not widely accepted* and *there is some reconciliation of styles*.

Of such data, you can conclude that there is not a pure style, because some variables of each of them are assumed by the other, there are exclusion of negative variables, as well. This is confirmed if we sum the percentages of the stocking, this couldn't be equivalent to 100%, it's much more. That which indicates, teachers refer elections in diverse models. That is to say that each professor is not only different and it doesn't act in pure state, but rather one varies as the progress of the educational process, the circumstances, etc., and this is of common sense.

For our research, one of the principals subjects consist on verify the links between misbehaviours and styles. The correlations with its effects in the misbehaviour in classrooms shows these data in figure number 5.

Figure number 5

	Indiscipline	Disruption
BACKER	- 0,1352	- 0,1015
COMPROMISER	0,0138	0,0032
CONTROLLER	0,0143	0,0367
NEGLIGENT	0,2753	0,0820
NEGOCIATOR	- 0,0735	- 0,1319

The possible explanation of the above correlations may concern the relations of each style with indiscipline and disruption. The question we ask is: what promotes more miscoexistence' style? The most highly implemented are the least links shown with disruption and indiscipline, its correlation is more negative. The most damage the teaching-learning relationship is negligence. The interrelationship emong these misbehaviours and the other three models exists, but is almost irrelevant.

6. Discussion, conclusions and proposals

a). Due to the cultural crisis is morest outstanding by values than economic, coupled with greater demand for democracy, and the impact of multiculturalism, and so on, are mixing with antisocial attitudes of people-students and teachers as well. All these cause an unbalanced normative and an expressive dimension of school culture, so the educational climate becomes problematic. Then, the normative dimensions can not be unifying like on modernism (XIX & part of XX centuries), wich laws was insufficient. Therefore, we must negotiate of certain aspects of the educational project –PEC- and its norms and values.

b). Studies have been adduced that point out marked differences among students' attitudes "normal" with regard to "problematic students". Such attitudes manifest certain immaturity of the seconds, with lack of pro-social values (EERA, 2003). One of the reasons is the criticity lack that they should exercise before making their behaviour. This is because they don't have "nested" some clear values (EERA, 2007). In this sense, the education for the citizenship is suffering.

One of the reasons of this failure is to confuse knowing notions of value with to be and to make acts according to such values (it is not the same thing to remember about tolerance that to be tolerant).

c). The interaction among students and of teachers bears the make of civic skills that are in the education curriculum for the citizenship - EpC -. This aspect has some conditions. It is not to develop the topics in abstract, it is necessary to work such capacities of EpC being implied teachers and pupils, incorporating real citizenship situations. It will also be necessary to use all the possible and available resources, contributing creative solutions. Before analytic and tight curricula, we postulate a flexible curriculum. Also, appropriately with the PEC, the skills are traverse, what implies to transcend the mere teaching of notions.

d). There are several models that address issues concerning values and norms. These embody in human relationships. Before that classification mentioned, it is necessary to avoid its politic attitudes. Enough time has already passed from the dictatorships, like to avoid the political contamination on the typologies of educational relationship. More than to outline democratic versus authoritarian, it is necessary to reflect inside the last one and to deepen in it. The school climate is intimately related with the ethos of the centre, since it generates a syntality that motivates toward a *modus faciendi*.

e). The integration of values, pedagogic skills and habits can be made in the teacher's style of disciplining. This is because each model bears consequences in the academic, social achievements and values them. The conclusions of some researches are not clearly valid for any teaching-learning situation. Let us remember that each educational centre possesses a project with values - PEC -; consequently, for each institution, the socio-cultural context has a womb that directs aprioristically the majority style of educational relationship. It's necessary to do an hermeneutic interpretation of it.

f). This empirical study has more opportunity to be in the nursery and primary cycles, which we take very provisional these results. The practice of teachers is done more with the negociator and backer models. Those both show a

estimable correlation, so we infer they are not applied separately, aspect confirmed by factorial analysis of the variables, that is quite positive. The correlation of styles and situations of indiscipline and violence brought us such styles as the best.

g). Verifying the best style to avoid the indiscipline and violence scholars is the negotiator. We have the values of teachers, reflect by that, that imply authority with tolerance, but demanding limits, effectiveness, optimism, promoting the community education and putting in action the effort. Inside this environment they must locate a wide spectrum of human habits that must refer to other so many of citizenship.

It is also certain that to improve the educational results of the pupil, it is necessary to strengthen the relationship peaceful-coexistence of the educational centres, so much the aspects relate them between students and pupil-teachers, and this last towards the families as well. That means to solution is aiming to the community education.

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