



ISSN : 2350-0743

www.ijramr.com



International Journal of Recent Advances in Multidisciplinary Research

Vol. 10, Issue 10, pp.9033-9040, October, 2023

RESEARCH ARTICLE

REVIEW ON STUDENTS' OFFENSES: BASIS FOR STUDENTS' EFFECTIVE DISCIPLINARY PROCEDURES AND POLICY

*Bediña, Socrates D., Ardina, Genaro T., Baguio, Apple Joy P., Ochong, Lotlot D. and
*Sabornido, Elna B.

University of Cebu-Lapulapu and Mandaue, A.C. Cortes Ave. Looc, Mandaue City, Philippines

ARTICLE INFO

Article History:

Received 20th July, 2023

Received in revised form

18th August, 2023

Accepted 19th September, 2023

Published online 30th October, 2023

Key Words:

Light Offense, Serious Offense

ABSTRACT

Every single work is performed successfully through observance of discipline. Disciplined individual succeeds and reaches greater heights. Discipline is not learned overnight. It is a process that is learned and mastered from home to school. Schools established a set of rules for students to abide by and to create a safe and healthy environment. This descriptive quantitative research design reviews and assesses the common offenses committed by university students from SY 2016-2020. The results of the study showed a decreasing trend in both light and serious offenses committed by students over the years though it showed a little increase a year before the pandemic. None of the departments are spared of offenders. The number of excluded students from the university for the past four years is only .26% of the entire university population. Given the findings, school policies on students' discipline stipulated are widely disseminated and known to Basic Education and university students.

INTRODUCTION

Success is created through the performance of a few small daily disciplines that stack up over time to produce achievements far beyond anything you could have ever planned for. Failure, on the other hand, is just as easy to slip into. Failure is nothing more than the inevitable outcome of a few small acts of daily neglect performed consistently over time so that they take you past the point of no return (Sharma, 2015). The majority of procedures for dealing with student disturbances include the use of a variety of sanctions, including expulsions, fines, restitution sports, in-school and out-of-college suspensions, and removals from the classroom. While some of those measures may also make schools safer by removing the disruptive individuals, they have little impact on motivating pupils to engage in socially acceptable behavior. There are several reasons why educators believe that harsh punishment is a more effective way to deal with pupils' challenging behaviours than extensive reinforcement. The Student Affairs Office (SAO) of the University of Cebu Lapu-Lapu and Mandaue (UCLM) supports the university to meet its vision, mission, and goals. This office strives to act in a manner that reinforces the core values promoted by the university. In addition, the SAO intends to respond positively to the needs and demands of students to promote a more active and vibrant campus life for students. This office trains and develops students who can positively contribute to the political ferment of society.

Moreover, the office sets activities that will instill in the students the essence of knowing and understanding their rights, duties, and responsibilities toward themselves, others, and the nation with the aspiration of the university. One of the primary responsibilities of students is to conduct themselves ethically, honestly, and with integrity as members of the university's academic community. This requires a demonstration of respect and civility to the rights and privileges of other students that will foster an environment conducive to learning. This means that students accept the obligation to abide by the School Code of Conduct formulated by the university which serves as the guiding principle of SAO in dealing with behaviours of students. SAO classifies behaviors of students that obstruct opportunities for others to learn the functions of the university as light and serious offenses. Light offenses include causing disturbance to classes, discourtesy, lending of identification cards, littering, misconduct, and improper wearing of ID and uniform. Moreover, this includes improper haircuts, jaywalking, wearing earrings or chokers, wearing of not prescribed caps, and spitting. On the other hand, serious offenses include vandalism, tampering, intoxication, indecency, immorality, hazing, gambling, plagiarism, forgery possession of drugs, carrying of deadly weapons, and gross misconduct. This study presented departmental statistics for offenses committed by the University of Cebu Lapu-Lapu and Mandaue students for school years 2016-2017 and 2017-2018. Specifically, this study determined the common offenses, both light and serious, and to which specific college or department the following students committed such acts. This study is based on Sutherland's Differential Association Theory, which emphasizes how people learn to commit crimes without

*Corresponding author: Bediña, Socrates D.,

University of Cebu-Lapulapu and Mandaue, A.C. Cortes Ave. Looc, Mandaue City, Philippines.

addressing the reasons behind it. The theory expressed as a series of nine fundamental principles: (1) criminal behavior is learned, which means that criminal before is not inherited, as such, also, the person who is not already trained in crime does not invent criminal behavior, just as a person does not make mechanical inventions unless he or she has had training in mechanics; (2) criminal behavior is learned in interaction with other persons in a process of communication- this communication is verbal in many respects but also includes the communication of gestures; (3) the principal part of the learning of criminal behavior occurs within intimate personal groups, negatively this means that the impersonal agencies of communication, such as movies and newspapers, play a relatively unimportant part in the genesis of criminal behavior; (4) learning criminal behavior includes learning the techniques of committing crime, which are sometimes very complicated, and learning the specific direction of motives, drives, rationalization and attitudes; (5) the specific direction of motives and drives is learned from definitions of the legal codes as favorable or unfavorable.

In some societies, an individual is surrounded by persons who invariably define the legal codes as rules to be observed, while in others he or she is surrounded by persons whose definitions are favorable to the violation of the legal codes favorable or unfavorable; (6) a person becomes delinquent because of an excess of definitions favorable to violations of law over definitions favorable of the law; (7) differential associations may vary in frequency, duration, priority, and intensity; (8) the process of learning criminal behavior by association with criminal and anti-criminal pattern involves all of the mechanisms that are involved in any other learning; and (9) while criminal behavior is an expression of general needs and values, it is not explained by those needs and values, since non-criminal behavior is an expression of the same needs and values. It speaks of opposing forces and both criminal and anti-criminal organizations. People who are isolated from anti-criminal behaviors and touch with criminal patterns are more likely to turn to crime (Holmes, Maahs & Vito, 2006). Various studies have been conducted on discipline and offenses. In the study of Yahaya (2009), findings showed that the causes of truants are at the medium level and types of truants are at the low level. Activities done during truancy such as helping the family, joining the negative groups, crime is at the low level, and working part-time together with loafing are at the medium level. Attendance, grades, and teacher reports showed that students behaved more defiantly and less cooperatively with teachers perceived as having untrustworthy authority. Teachers' compassion and strong demands were predictors of African American students' faith in their authority, with implications for closing the discipline gap (Gregory & Weinstein, 2008).

OBJECTIVES

The study aimed to determine the following: (a) common offenses committed by university students from SY 2016-2018 regarding Student Manual classification, (b) the department with the most recorded students' offenses from SY 2016-2018, (c) number of students excluded from the university from SY 2016-2018, (d) percentage of students' offenses against the total population, and (e) existing student disciplinary procedures and policy that can be strengthened and modified.

METHODOLOGY

Research Design: This study employed a descriptive quantitative research design to describe and assess the common offenses committed by university students. Accessible documents on the students' offenses from S.Y. 2016 - 2020 were used to review and investigate the students' offenses as bases for effective disciplinary procedures and policy. The student's records with their offenses for 2016-2020 were secured by Student Affairs Office.

Research Environment: The study was carried out at the University of Cebu Lapu-Lapu and Mandaue campuses. The school is near the old Mactan Bridge, which connects Cebu and Lapu-Lapu. The university is committed to leading the way in democratizing quality education, giving hope, and transforming lives with its core values – Innovation, Camaraderie, Alignment, Respect, and Excellent.

Research Respondents: Respondents in the study were from all of the university's college departments, including the College of Teacher Education, the College of Maritime Education, the College of Criminology, the College of Computer Studies, the College of Hotel Management, the College of Engineering, the College of Business and Accountancy, and the College of Custom Administration who were included in the records of students' offenders in the university. The respondents were the entire population of student offenders in the colleges mentioned from the 2016-2017 school year to the 2017-2018 school year.

Research Instrument: The official records of the students' offenders in the university were used in the study as provided by Student Affairs Office (SAO). As a result, no survey instrument was required in this study.

Data Collection Procedure: The researchers took the following steps before and during data collection. Before beginning the study, the researchers asked the approval from the Academic Director's Office and the University Research Office. Second, the researchers requested the official records of the student offenders in the university from the Student Affairs Office. After gathering the data, the researchers assessed and evaluated the findings.

Data Analysis Plan/Statistical Treatment of Data: The data were quantitatively analyzed. The following statistical tools were used to assess and analyze the data. In the first to third sub-problems, the frequency count was used to determine the common offenses committed by the university students, the department that has the most students' offenses, and the number of students that are expelled from the university from SY 2016 – 2018. Finally, the frequency count and percentage are used to determine the students' offenses against the total population.

Ethical Considerations: The study adhered to ethical considerations without any conflict of interest. Data collected from the Students Affairs Office under the guidance of one of the researchers ensured privacy and confidentiality, as no personally identifiable information was disclosed. Informed consent was unnecessary since the data came from student offense records, part of the university's disciplinary actions. There were no risks for participants, and selection was based on established criteria from SAO records.

The study's findings could benefit respondents, incoming students, and the university administration, possibly influencing policy changes. No incentives were offered to participants, and the study was a collaborative effort funded by the University of Cebu Lapu-Lapu and Mandaue, with contributions from various university offices and departments.

RESULTS AND DISCUSSION

Table 1 revealed the ranking of common light offenses committed by students over four consecutive school years. Throughout these years, the non-wearing of the prescribed uniform consistently ranked first. However, in S.Y. 2016-2017 and S.Y. 2017-2018, the non-wearing of ID occupied the second rank in the list. Subsequently, in S.Y. 2018-2019 and S.Y. 2019-2020, improper haircuts and sleeping during classes held the second rank, respectively. Notably, while the non-wearing of ID and prescribed uniform had the highest number of offenses in S.Y. 2016-2017, the data showed a significant decrease in these offenses from 2017 to 2020. The results suggested that the disciplinary actions implemented by the Student Affairs Office regarding these offenses had a considerable effect on student's behavior within the school. The trend indicated a positive impact of the disciplinary measures in curbing the occurrence of these offenses and fostering a more compliant and disciplined student body. Good management of students' discipline in the classroom by teachers will ensure a smooth and effective flow of teaching and learning (Charles, 2005; Morrison, 2009). On the other hand, ineffective management of students' discipline in a classroom may disrupt the lesson planned by teachers. Thus, teachers' skills and knowledge in dealing with disciplinary problems in a classroom should be constantly enhanced.

Table 2 revealed the common serious offenses committed by university students over several academic years. In both S.Y. 2016-2017 and S.Y. 2017-2018, dishonesty and lending of school ID ranked first and second, respectively. In S.Y. 2018-2019, the use of prohibited drugs and theft took the first and second positions on the list. Lastly, in S.Y. 2019-2020, dishonesty and falsification of documents had the highest number of offenders. The consistent appearance of dishonesty as one of the top offenses across the years suggests that it is a prevalent issue among university students. This observation highlighted the importance of addressing this specific misconduct and implementing appropriate measures to promote academic integrity and ethical behavior on campus. It is worth noting that the shifts in rankings for other offenses, such as the use of prohibited drugs and theft, indicated the dynamic nature of disciplinary challenges universities face. This implied the need for continuous efforts to address emerging issues and adapt disciplinary strategies accordingly. Thus, the data emphasized the significance of tackling dishonesty as a key concern in the student community. By understanding the patterns of serious offenses, universities can develop targeted interventions to curb misconduct effectively and foster a positive academic environment that upholds integrity and personal responsibility. Negative reinforcement is a strategy that uses warnings and other forms of punishment to create unpleasant experiences for students who engage in disruptive behaviour in an effort to stop them from repeating it (Ee Ah Ming, 2001; Leung & Lam, 2003; Miller, 2006). Table 3 presented the common light offenses committed by university students, revealing the ranking of offenses from highest to lowest occurrence.

The data indicated that the most frequent offenses were the non-wearing of prescribed uniform, non-wearing of ID, and improper haircut, which held the first, second, and third positions, respectively. These results highlighted the significance of enforcing dress code policies and the importance of students carrying their identification cards to promote a sense of belonging and security within the campus. Moreover, addressing issues related to improper haircuts can be seen as part of maintaining a disciplined and professional appearance among students. On the other hand, the offenses with the lowest occurrence were sleeping during classes, borrowing someone else's ID, and mutilation or destruction of library materials, ranking 7th, 8th, and 9th, respectively. While these offenses are less common, it is essential to address them as well, as they may still disrupt the learning environment and impact the overall campus atmosphere. The data offered valuable insights for university authorities in prioritizing disciplinary actions and interventions. By focusing on the top-ranking offenses, administrators can implement targeted measures to reduce their frequency and promote adherence to rules and regulations. Simultaneously, addressing the lower-ranking offenses can help prevent them from escalating into more significant issues and maintain a well-disciplined academic community.

Overall, the data underscored the importance of maintaining a balanced approach to discipline in addressing both high-frequency and lower-frequency offenses. By doing so, universities can foster a conducive learning environment that supports academic excellence and personal development among students. A conducive classroom milieu is very crucial in the teaching and learning process. Good management of students' discipline in the classroom by teachers will ensure a smooth and effective flow of teaching and learning (Charles, 2005; Morrison, 2009). On the other side, poor classroom management of student behavior can interfere with the lesson that the teachers had intended. As a result, teachers' abilities and understanding in handling behavioral issues in the classroom should be continually improved. Table 4 provided insights into the common serious offenses committed by university students, as classified in the Student Manual, over four years from SY 2016-2017 to SY 2019-2020. Among the listed offenses, "Dishonesty" emerges as the most prevalent serious offense, reaching its peak frequency during School Year 2019-2020. This observation highlights the significant concern about academic dishonesty within the student community and suggests the need for robust measures to promote academic integrity and ethical conduct. Following closely, "Falsification of Documents" ranked second among the most frequent serious offenses committed by students, with the highest number of incidents occurring during the School Year 2019-2020. This offense warrants attention as it may undermine the credibility and authenticity of academic records and other official documents. In contrast, "Lending of School ID" ranked third in the list of offenses with the highest number of occurrences during SY 2016-2017. While it may not be as prevalent in subsequent years, it is essential to address this issue early on to prevent potential misuse of identification cards and uphold campus security protocols. The data offered valuable information for university administrators and policymakers in understanding the patterns of serious offenses committed by students over the years. By identifying the offenses with the highest occurrence rates, the university can develop targeted interventions and implement disciplinary measures to address these specific challenges effectively.

Table 1: The Common Light Offenses Committed by University Students from SY 2016-2017 to S.Y. 2019-2020 regarding Student Manual Classification

Infractions/Offenses	2016-2017	Rank	2017-2018	Rank	2018-2019	Rank	2019-2020	Rank
1.Non-wearing of ID	55	2	32	2	0	7	0	7.5
2.Non-wearing of Prescribed Uniform	154	1	100	1	8	1	15	1
3.Improper Haircut	24	3	21	3	4	2	1	4
4.Mutilation or Destruction of Any Book, Magazine, and other Library Materials	0	8.5	0	7	0	7	0	7.5
5.Using of Cellphone During Class or Quiz/headset	9	6	0	7	1	4	1	4
6.Wearing of Earrings	16	4	2	4	3	3	0	7.5
7.Sleeping	2	7	0	7	0	7	8	2
8.Borrowing ID	0	8.5	0	7	0	7	1	4
9.Wearing of sandal	15	5	0	7	0	7	0	7.5

Table 2: The Common Serious Offenses Committed by University Students from SY 2016-2017 to S.Y. 2019-2020 regarding Student Manual Classification

Infractions/Offenses	2016-2017	Rank	2017-2018	Rank	2018-2019	Rank	2019-2020	Rank
1 Smoking	0	18	0	14	0	17	0	19
2 Carrying Deadly Weapon	0	18	0	14	0	17	0	19
3 Forgery	0	18	0	14	0	17	5	3
4 Cheating	2	9	0	14	0	17	1	11.5
5 Lending of School ID	9	1.5	6	2	0	17	0	19
6 Theft	4	5	0	14	4	2	2	8.5
7 Bomb Joke	0	18	0	14	1	6.5	0	19
8 Gross Misconduct (Fist Fight)	2	9	0	14	1	6.5	0	19
9 Cybercrime	0	18	0	14	1	6.5	0	19
10 Sexual Misconduct	1	11	0	14	1	6.5	0	19
11 Disrespect/Disobedience	2	9	0	14	0	17	0	19
12 Use of Prohibited Drugs	0	18	0	14	6	1	3	6
13 Alleged Gross Misconduct	6	3.5	1	3	0	17	3	6
14 Falsification of Documents	3	6.5	0	14	1	6.5	12	2
15 Vandalism	0	18	0	14	3	3	0	19
16 Verbal and Physical Abuse	0	18	0	14	1	6.5	1	11.5
17 Dishonesty	9	1.5	7	1	0	17	15	1
18 Discrepancy on the Consumable ID Forms	0	18	0	14	0	17	0	19
19 Bullying	0	18	0	14	0	17	4	4
20 Cyber Libel and Grave Threats	0	18	0	14	0	17	1	11.5
21 Gross Misconduct (Entering the School Under the Influence of Alcohol)	0	18	0	14	0	17	3	6
22 Immorality	0	18	0	14	0	17	2	8.5
23 Littering	3	6.5	0	14	0	17	1	11.5
24 Disruption of Classes	6	3.5	0	14	0	17	0	19

Table 3. Summary of the Common Light Offenses Committed by University Students from SY 2016-2017 to S.Y. 2019-2020 regarding Student Manual Classification

Infractions/Offenses	2016-2017	2017-2018	2018-2019	2019-2020	Total	Rank
Non-wearing of ID	55	32	0	0	87	2
Non-wearing of Prescribed Uniform	154	100	8	15	277	1
Improper Haircut	24	21	4	1	50	3
Mutilation or Destruction of Any Book, Magazine, and other Library Materials	0	0	0	0	0	9
Using of Cellphone During Class or Quiz/headset	9	0	1	1	11	6
Wearing of Earrings	16	2	3	0	21	4
Sleeping	2	0	0	8	10	7
Borrowing ID	0	0	0	1	1	8
Wearing of sandal	15	0	0	0	15	5

Furthermore, the data's year-to-year comparison can guide the university in monitoring the effectiveness of its strategies and interventions in curbing serious offenses. Analyzing trends in offense occurrences over time can help assess the impact of disciplinary actions and adapt approaches as needed to maintain a safe, disciplined, and conducive learning environment for all students. Thus, the results underscored the significance of tackling dishonesty and falsification of documents as key concerns within the student body. By proactively addressing these issues and continuously

monitoring and adapting disciplinary efforts, the university can foster a culture of integrity, responsibility, and respect among its students. The results of this study are helpful to school administrators and instructors as guidance for how to deal with disruptive behaviors in a way that will increase the efficiency of teaching and learning in the classroom. Table 5 provided an overview of the common light offenses committed by university students, categorized per department. The data indicated that the departments with the highest number of light offenses were BSCA (Bachelor of Science in Customs

Table 4. Summary of the Common Serious Offenses Committed by University Students from SY 2016-2017 to S.Y. 2019-2020 about Student Manual Classification

Infractions/Offenses	2016-2017	2017-2018	2018-2019	2019-2020	Total	Rank
1 Smoking	0	0	0	0	0	23
2 Carrying Deadly Weapon	0	0	0	0	0	23
3 Forgery	0	0	0	5	5	8
4 Cheating	2	0	0	1	3	12.5
5 Lending of School ID	9	6	0	0	15	3
6 Theft	4	0	4	2	10	4.5
7 Bomb Joke	0	0	1	0	1	20
8 Gross Misconduct (Fist Fight)	2	0	1	0	3	12.5
9 Cybercrime	0	0	1	0	1	20
10 Sexual Misconduct	1	0	1	0	2	16.5
11 Disrespect/Disobedience	2	0	0	0	2	16.5
12 Use of Prohibited Drugs	0	0	6	3	9	6
13 Alleged Gross Misconduct	6	1	0	3	10	4.5
14 Falsification of Documents	3	0	1	12	16	2
15 Vandalism	0	0	3	0	3	12.5
16 Verbal and Physical Abuse	0	0	1	1	2	16.5
17 Dishonesty	9	7	0	15	31	1
18 Discrepancy on the Consumable ID Forms	0	0	0	0	0	23
19 Bullying	0	0	0	4	4	9.5
20 Cyber Libel and Grave Threats	0	0	0	1	1	20
21 Gross Misconduct (Entering the School Under the Influence of Alcohol)	0	0	0	3	3	12.5
22 Immorality	0	0	0	2	2	16.5
23 Littering	3	0	0	1	4	9.5
24 Disruption of Classes	6	0	0	0	6	7

Table 5. The Common Light Offenses Committed by University Students Per Department from SY 2016-2017 to S.Y. 2019-2020

Department	2016-2017	2017-2018	2018-2019	2019-2020	Total	Rank
MAR-E	12	6	1	0	19	9
SHS	35	26	4	1	66	2
BSC	19	9	0	0	28	7
BSCA	79	40	7	24	150	1
BSMT	14	11	2	0	27	8
CTE	10	2	1	0	13	10
BSN	1	0	1	0	2	11
CBA	28	10	0	0	38	5
CCS	30	23	0	0	53	3
BSE	27	14	0	0	41	4
HRM	20	14	0	0	34	6
JHS	0	0	0	0	0	12

Table 6. The Common Serious Offenses Committed by University Students Per Department from SY 2016-2017 to S.Y. 2019-2020

Department	2016-2017	2017-2018	2018-2019	2019-2020	Total	Rank
MAR-E	2	0	1	1	4	9.5
SHS	16	5	5	5	31	2
CRIMINOLOGY	1	0	0	3	4	9.5
CUSTOMS	3	2	1	4	10	5
BSMT	4	1	1	11	17	3
CTE	8	4	1	20	33	1
BSN	0	0	0	0	0	12
CBA	7	0	2	5	14	4
CCS	2	0	2	1	5	7.5
ENGINEERING	1	0	0	2	3	11
HRM	1	0	3	1	5	7.5
JHS	2	2	3	0	7	6

Administration), SHS (Senior High School), and CCS (College of Computer Studies). Moreover, the most consistent light offense across the departments was the "Non-wearing of prescribed uniform," with the highest number of occurrences in the BSCA, SHS, and CCS departments. This pattern suggests that there might be specific factors or challenges in these departments that contribute to non-compliance with uniform policies. Conversely, the departments with the least number of cases of common light offenses were JHS (Junior High School), BSN (Bachelor of Science in Nursing), and CTE

(College of Teacher Education). The lower frequency of offenses in these departments may indicate effective discipline measures, stronger adherence to rules, or a different set of policies that foster compliance among students. The results can help university administrators and department heads identify areas that require targeted attention to improve discipline and ensure uniform policy compliance. By focusing on the departments with higher instances of offenses, they can implement measures to address the underlying issues contributing to non-compliance.

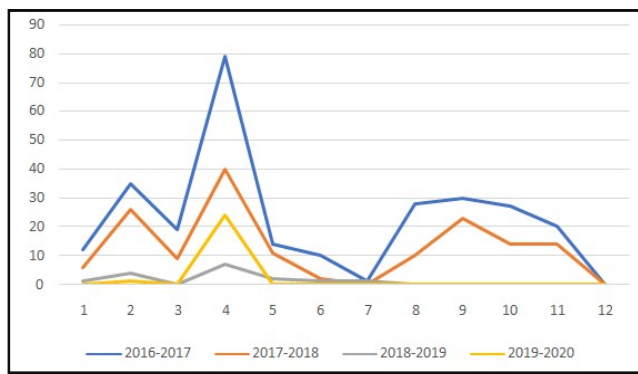


Figure 1. The Light Offenses Committed by the Students from the University from SY 2016-2017 to S.Y. 2019-2020

Similarly, analyzing the departments with lower occurrences of offenses can provide valuable insights into best practices that other departments can adopt to maintain a disciplined and respectful learning environment. Thus, the results underscored the importance of department-specific approaches to promote discipline and adherence to policies among university students. By understanding the variations in offense frequencies across departments, the university can tailor disciplinary strategies and interventions to create a positive and conducive atmosphere for learning and personal development. Results suggest that school policies can aid in preventing crime in unanticipated ways, for example, by reducing the crime-inducing effects of having delinquent peers. Prior research may therefore be unintentionally discounting the general deterrence effects of school disciplinary policies by neglecting the moderating mechanisms through which these policies operate, (Zimmerman, G. M., & Rees, C., 2014). Table 6 provided insights into the common serious offenses committed by university students, categorized per department. The data revealed that the departments with the greatest number of serious offenses were CTE (College of Teacher Education) and SHS (Senior High School) and BSMT (Bachelor of Science in Marine Transportation). Furthermore, the most consistent serious offense across the departments was "Dishonesty," with the highest number of occurrences in the CTE, SHS, and BSMT departments. This observation highlighted a concerning trend in these departments and indicated a need for proactive measures to address issues related to academic integrity and ethical behavior among students.

Conversely, the departments with the least number of cases of common serious offenses were BSN (Bachelor of Science in Nursing) and Engineering. The lower frequency of offenses in these departments may suggest effective disciplinary practices, stronger ethical values, or well-established systems to deter serious offenses. The results presented an opportunity for university administrators and department heads to target interventions and implement disciplinary measures to address the specific challenges in departments with higher instances of serious offenses. By understanding the underlying factors contributing to dishonesty and other serious offenses in CTE, SHS, and BSMT, the university can design tailored strategies to foster a culture of integrity and accountability.

Similarly, studying the departments with lower occurrences of serious offenses, such as BSN and Engineering, can provide valuable insights into best practices that other departments can adopt to maintain a disciplined and responsible student community. Thus, the data emphasized the importance of

addressing dishonesty and other serious offenses in specific departments where they were more prevalent. By developing targeted interventions and learning from departments with better records, the university can work towards cultivating an environment that upholds academic integrity, promotes ethical conduct, and supports the personal growth of its students. The specific situations and people for whom school discipline rules are largely effective may be hidden by prior studies. A recognition that strict school penalty policies may indirectly dissuade student deviant behaviour by mitigating the effects of prominent individual risk variables on delinquency is what is lacking from the research base on harsh school sanctions. In other words, the general deterrence benefits of strong school sanctions may somewhat counteract the deviance amplification effects of criminogenic risk variables, (e.g., Maimon et al., 2012, Matjasko, 2011, Novak and Clayton, 2001).

Figure 1 illustrated the trend of light offenses committed by students over four academic years, from S.Y. 2016-2017 to S.Y. 2019-2020. The data revealed a noticeable decreasing trend in light offenses from the initial year to S.Y. 2018-2019. During this period, there was a consistent decline in the number of offenders, indicating an improvement in students' adherence to rules and regulations. However, in S.Y. 2019-2020, there was a slight increase in the number of offenders compared to the previous year. Despite this increase, the data indicated that the number of offenders in S.Y. 2019-2020 did not reach the peak level observed in S.Y. 2016-2017. This suggested that while there was a minor setback in the last academic year, the overall trend remains positive as it did not return to the highest level recorded in the past. Several factors could contribute to the decreasing trend in light offenses until S.Y. 2018-2019. These may include effective disciplinary measures, awareness campaigns, enhanced communication between students and authorities, and a growing sense of responsibility among the student body. The slight increase in S.Y. 2019-2020 could be attributed to various factors, such as changes in campus dynamics, external influences, or a specific incident that affected certain student behaviors.

Nevertheless, the data implies that the university's efforts to promote discipline and uphold standards have had a generally positive impact over the years. To sustain the decreasing trend and address the minor increase in light offenses in S.Y. 2019-2020, the university can conduct further analysis to identify any specific reasons behind the fluctuation. Implementing targeted interventions and maintaining effective disciplinary practices can help ensure a continued positive trend in light offenses over the coming academic years. Thus, the results highlighted an overall decreasing trend in light offenses committed by students from S.Y. 2016-2017 to S.Y. 2018-2019, indicating an improvement in student conduct. While there was a slight increase in S.Y. 2019-2020, it did not reach the highest level observed in the past, suggesting that the university's efforts in promoting discipline have been effective. By continuously monitoring and addressing any fluctuations, the university can foster a responsible and disciplined student community, contributing to a positive learning environment. Self-discipline is seen in socially and morally responsible behavior that is motivated primarily by intrinsic factors, not solely by the anticipation of external rewards or fear of punishment. Research shows that self-discipline promotes positive relations with others and a positive school climate, fosters academic achievement, and promotes self-worth and emotional well-being (Bear, 2010).

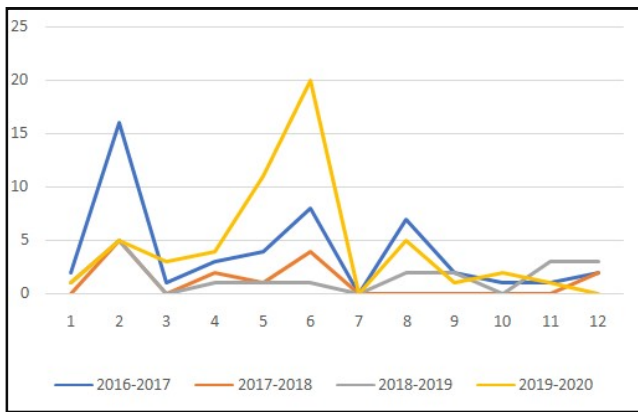


Figure 2. The Serious Offenses Committed by the Students from the University from SY 2016-2017 to S.Y. 2019-2020

Figure 2 illustrated the trend of serious offenses committed by students over four academic years, from S.Y. 2016-2017 to S.Y. 2019-2020. The data presented a clear decreasing trend in serious offenses from the initial year to S.Y. 2018-2019. This decline indicated an improvement in student behavior and adherence to rules and regulations, suggesting that the disciplinary measures and interventions implemented during this period were effective in deterring serious misconduct. However, the sudden and significant increase in the number of offenders in S.Y. 2019-2020 is cause for concern. The sharp rising in serious offenses during this year has drawn attention from department heads and the Office of Student Affairs. Identifying the underlying factors contributing to this spike becomes crucial to implement targeted measures and addressing the root causes effectively. The university needs to conduct a thorough analysis of the data, review its disciplinary policies, and collaborate with relevant stakeholders to develop timely and appropriate interventions to curb the escalation of serious offenses in the future. Thus, the results indicated a decreasing trend in serious offenses committed by students from S.Y. 2016-2017 to S.Y. 2018-2019, reflecting the effectiveness of disciplinary efforts. However, the significant increase in S.Y. 2019-2020 demands immediate attention and action. By addressing the sudden rise in serious offenses and implementing targeted interventions, the university can work towards maintaining a safe, disciplined, and conducive learning environment for all students, ensuring that such anomalies do not disrupt the overall positive trend in the long term. Research generally demonstrates that an authoritative approach to discipline (as opposed to an authoritarian or lenient one) is more effective at preventing behavioral issues (Bear, 2010).

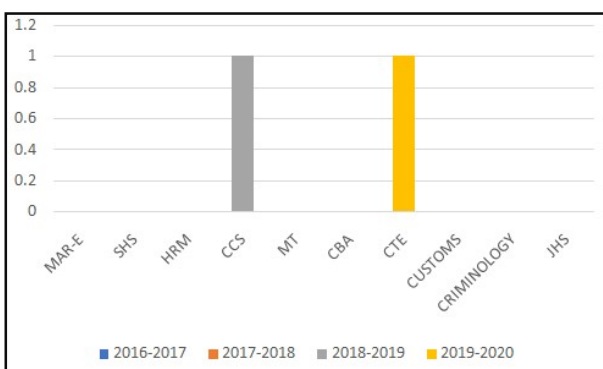


Figure 3. The Number of Excluded Students from the University from SY 2016-2017 to S.Y. 2019-2020

Figure 3 revealed the number of excluded students from the university over four years, from 2016 to 2020. The data highlighted that there were only two students excluded during this timeframe. One student was from the CCS department, and the other student was from the CTE department. The low number of excluded students indicates that the university's disciplinary measures and interventions may have been effective in preventing severe misconduct that could lead to exclusion. However, further examination of the reasons behind these exclusions and the effectiveness of the university's support systems could provide valuable insights to maintain a supportive and disciplined academic environment while minimizing exclusion cases in the future. The interaction between the teacher and students must be of the highest calibre. Support, acceptance, and warmth are given unconditionally and are not dependent on a student's behaviour. Aiming to foster healthy relationships and a feeling of community among the students themselves, effective instructors work to build positive relationships with each and every student in their classrooms.

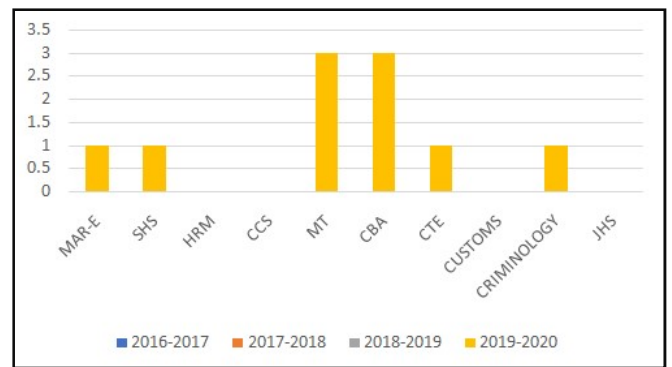


Figure 4. The Number of Working Scholars Excluded from the Scholarship Program from SY 2016-2017 to S.Y. 2019-2020

Figure 4 presented data on the exclusion of working scholars from the scholarship program over four years, from S.Y. 2016-2017 to S.Y. 2019-2020. The data indicated that a total of 10 working scholars were excluded during this time frame. Among the excluded working scholars, the CBA (College of Business and Accountancy) and BSMT (Bachelor of Science in Marine Transportation) departments had the highest number, with three exclusions each. This observation suggests that there may be specific challenges or factors within these departments that contributed to the exclusion of working scholars from the scholarship program. To ensure the success and retention of working scholars, the university should closely examine the reasons behind these exclusions and implement tailored support mechanisms or interventions to address the identified issues, promoting a conducive and supportive environment for all scholarship recipients. High expectations are set by authoritative teachers, who also enforce rules and regulations in a forceful, equitable, and consistent manner. They also support student autonomy by allowing them to actively participate in choosing their own behaviour. When necessary, authoritative teachers employ punitive and reactive measures, but they place a greater emphasis on the employment of proactive, positive strategies that increase the possibility that children would behave appropriately voluntarily rather than reluctantly.

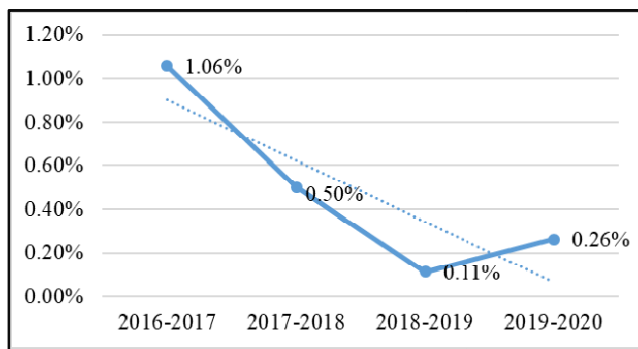


Figure 5. The Percentage of Students' Offenses against the Total Population from S.Y. 2016-2017 to S.Y. 2019-2020

Figure 5 illustrated the percentage of students' offenses against the total population from S.Y. 2016-2017 to S.Y. 2019-2020. The data indicated that over the last four years, there has been a consistently low occurrence of offenders in the total number of enrolled students. Specifically, the percentages of offenders were 1.06%, 0.50%, 0.11%, and 0.26% in S.Y. 2016-2017, S.Y. 2017-2018, S.Y. 2018-2019, and S.Y. 2019-2020, respectively. The consistent trend of low percentages suggested that the majority of students have maintained discipline and adherence to university policies and regulations. This indicated a positive and responsible student culture that values academic integrity and ethical behavior. The university's disciplinary measures and interventions may have contributed to fostering such a conducive environment, ensuring a safe and respectful learning community for all students. By maintaining a low percentage of offenders, the university demonstrated its commitment to upholding standards of conduct and providing an environment that promotes personal growth and academic excellence. However, it remains important for the university to continue monitoring and addressing any deviations in the percentage of offenders to sustain this positive trend in the future. Regular evaluation of disciplinary strategies and proactive measures can help maintain the overall low occurrence of student offenses, contributing to the university's reputation as a responsible and disciplined educational institution. In conclusion, strict teachers foster an environment in the classroom and throughout the school where students behave appropriately out of respect for the instructor and one another. According to research, authoritative discipline is effective in both preventing and addressing behavioural issues (Bear, 2010).

Summary of Findings

In light of the results and discussions of the study, the following findings are presented;

First, students violate more or less similar light and serious offenses in the past years. Second, Students who committed infractions represent the different colleges of the university, though there are two to three departments that consistently belong to rank 5 in terms of the number of student offenders each year. Third, the percentage of excluded students from the university is less than one percent of the entire population of the university.

CONCLUSION

The following conclusions can be formed in light of the results. Firstly, it appears that students have a good understanding of the rules, guidelines, and protocols to be observed within the campus premises. Secondly, the office responsible for students' discipline has effectively implemented the provisions stated in the student manual. These conclusions highlight the positive aspects of students' awareness and the successful execution of disciplinary measures, contributing to a well-regulated and conducive learning environment on campus.

Recommendations

Based on the findings, below are the following recommendations:

Given the drawn conclusions, the following recommendations are presented. Strengthen the implementation of the students' discipline as stipulated in the Student Manual. Conduct thorough orientation on students' discipline based on the approved, updated, and contextualized Student Manual.

REFERENCES

- Bear, G. (2010). Discipline: Effective school practices. *National Association of School Psychologists*, 1(3), 1-5.
- Charles, C. (2005). *Building classroom discipline* (6th ed.). Boston: Pearson Education.
- Gregory, A., & Weinstein, R. S. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. *Journal of School Psychology*, 46(4), 455-475.
- Holmes, R. M., Maahs, J. R., & Vito, G. F. (2006). *Criminology: Theory, Research, and Policy*.
- Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67(2), 173-186.
- Miller, A. (2006). *Teachers, parents, and classroom Behaviour. A psychosocial approach*. Glasgow: Open University Press.
- Morrison, M. (2009). *Leadership and Learning*. New York: Information Age Publishing.
- Wahab, J. A., Mansor, A. N., Awang, M. M., & Ayob, N. M. (2013). Managing learners' behaviors in classroom through negative reinforcement approaches. *Asian Social Science*, 9(16), 61.
- Yahaya, A., Ramli, J., Hashim, S., Ibrahim, M. A., Rahman, R. R., & Yahaya, N. (2009). Discipline problems among secondary school students in Johor Bahru, Malaysia. *European Journal of Social Sciences*, 11(4), 659-675
- Zimmerman, G. M., & Rees, C. (2014). Do school disciplinary policies have positive social impacts? Examining the attenuating effects of school policies on the relationship between personal and peer delinquency. *Journal of Criminal Justice*, 42(1), 54-65.
