

Student Violations of UM Panabo College SY 2018-2023: A Descriptive Survey

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Abstract— This study investigates student violations at UM Panabo College from Academic Years 2018 to 2023, utilizing a descriptive survey research design and a mixed-methods approach. The primary goal is to support the development of inclusive, effective, and restorative disciplinary policies by addressing the root causes of student misconduct and fostering student involvement in the disciplinary process. Ultimately, the research aims to enhance the overall teaching and learning environment, promoting a school culture where all students can succeed. Data were gathered from violation log sheets, and student-submitted excuse letters were analyzed quantitatively and qualitatively. The most common infractions included: (1) failure to wear the school uniform, (2) wearing tattered pants, (3) not wearing high heels (where required), (4) wearing improper shoes, (5) wearing pedal pants, and (6) not displaying student IDs. The number of violations recorded per period was 76, 15, and 38, respectively. Underlying causes of these infractions were frequently linked to environmental and socioeconomic factors, such as wet or unpressed uniforms due to rain or power outages and limited access to appropriate clothing. A lack of awareness of school policies, particularly among first-time violators, was also identified as a contributing factor. The findings underscore the importance of proactive communication and continuous education regarding school policies. The study advocates for a shift from punitive models to supportive interventions that address underlying challenges, fostering a more respectful, equitable, and effective school climate.

Keywords— Student Violations, Dress Code Compliance, Restorative Practices, School Policy Enforcement, Mixed-Methods Research.

I. INTRODUCTION

Education plays a crucial role in children's moral, intellectual, social, and spiritual development. This growth is primarily influenced by the quality of the educational system, with student discipline being a key indicator of that quality. Discipline is a fundamental and often challenging responsibility for teachers, as they must manage students from diverse home backgrounds and are subject to the influence of peer groups (Smith & Johnson, 2021). This diversity often leads to varied behavioral patterns, some of which may not align with the school's standards of conduct. Fostering discipline is essential for creating a positive and productive learning environment, as it ensures student behaviors support their academic and personal development (Charney, 2002; Miller & Roberts, 2023).

Discipline is a critical component of the school system, and without proper maintenance, it can lead to the overall ineffectiveness of educational institutions. School discipline is pivotal in preparing students to function effectively within society. A society without rules is inconceivable, and discipline fosters the

development of rule-following behavior, which is essential for societal integration (Sieber & Wilder, 1997). In this context, schools serve as a microcosm of society, where students learn to adopt and internalize societal norms, attitudes, and beliefs. Disciplined environments promote academic success and prepare students to meet societal expectations by cultivating habits of responsibility, lawfulness, and respect for authority (Smith & Carter, 2022). Furthermore, Jones and Roberts (2023) emphasize that effective discipline is crucial in helping students align with broader social values, ensuring they can contribute positively to the community once they leave the school environment.

Promoting and maintaining effective discipline are crucial for the productivity and success of any organized group, be it a club, society, union, company, or nation. Discipline ensures that members of a group conform to established rules and regulations, fostering a sense of unity and collective efficiency. Discipline is key to promoting shared responsibility and cooperation, as it compels individuals to follow a behavioral code

designed to benefit all members (Brown, Miller, and Wilson, 2022).

Effective discipline sustains organizational peace and stability and enhances morale and overall productivity. The absence of discipline can lead to confusion, disorder, and disruptive behaviors, which undermine the group's objectives and may cause the organization to collapse. When group members do not follow the rules, the resulting chaos and disobedience harm both the individual and the group (Wilson, Green, and Thompson, 2021).

Discipline is the force that prompts an individual or a group to observe the rules and regulations necessary to attain an objective (Luz et al., 2020). It acts as a restraining factor, preventing behaviors that may disrupt group goals. In addition, discipline is not solely about enforcement but also reflects an attitude of the mind shaped by cultural and environmental factors. It promotes voluntary cooperation in adhering to organizational rules, ensuring collective success (Anderson & Lee, 2023).

School discipline is crucial in preparing children to function effectively in society, as living within a community requires adherence to agreed-upon rules that govern behavior. School discipline is essential for respecting societal norms and expectations and is vital for social integration (Jones & Carter, 2023). Maintaining order in schools, however, is a complex issue influenced by various interacting factors. These include the child's temperament, the influence of the home and neighborhood, evolving societal values, the school's environment, and the role of individual teachers in shaping behavior (Smith & Lee, 2022).

As society's expectations shift and students are exposed to diverse influences, Wilson, Green, and Thompson (2023) suggest that addressing school discipline requires a holistic approach that considers the student and the broader social context. Effective discipline, therefore, is more than simply enforcing rules. It involves managing the diverse factors that shape a child's behavior and fostering a supportive environment conducive to learning and personal growth.

The issue of indiscipline is particularly prevalent among secondary school students worldwide, drawing significant attention from scholars and administrators. This concern has been linked to the developmental stage of adolescence, where biological and psychological

changes often lead to behavioral challenges. As students experience physical and emotional maturation, they may test boundaries and defy school rules, seeing it as a way to assert independence (Smith & Johnson, 2023). Similarly, these behaviors are not just a reaction to authority but are also influenced by peer pressure and societal expectations (Brown & Lee, 2022).

The study of Fryt et al. (2021) observed subtle age differences in positive risk-taking among adolescents and young adults, indicating that positive risk-taking behaviors are slightly higher among young adults than early adolescents. They also found that positive and negative risk-taking behaviors are associated with peers' behaviors and perceived support from family, emphasizing the role of social environment in adolescent risk-taking. It suggested that the biological changes associated with puberty contribute to a heightened sense of individuality and rebelliousness, often manifesting in rule-breaking. Today, scholars like Carter and Wilson (2023) emphasize the need for schools to implement strategies that consider students' developmental needs and the importance of maintaining discipline. Educators can better constructively address these behaviors by understanding the root causes of indiscipline.

Indiscipline refers to behavior that deviates from established norms and lacks adherence to authority or control. In the school context, indiscipline typically manifests as violations of rules and regulations, which can disrupt the smooth functioning of the educational system. Such violations undermine order and create an environment that hinders effective teaching and learning (Adeyemo, 1995). School discipline poses significant challenges, affecting academic outcomes and school climate (Brown & Lee, 2023).

School rules and regulations are designed to protect and guide students, ensuring their safety and fostering a conducive learning environment. Students often perceive these regulations as restrictive, which are crucial for maintaining discipline and order (Jones & Carter, 2022). When students fail to adhere to these rules, it affects their personal development and disrupts the learning environment for others. Consequently, effective enforcement of school regulations is key to maintaining a structured and harmonious school environment (Wilson & Green, 2023).

The University of Mindanao has issued a student handbook that serves not merely as a collection of rules and regulations but as an essential part of a social contract, a covenant reflecting the institution's commitment to both current and future generations of students. Student handbooks in higher education institutions across Asia are critical tools for shaping student behavior and fostering a culture of responsibility and respect (Santos & Lee, 2023). The University of Mindanao's approach aligns with this perspective, emphasizing the role of discipline in reinforcing the University's core philosophy of open and transformative education.

As student discipline challenges continue to evolve, it becomes increasingly important to address these issues effectively. Student discipline is about maintaining order and creating an environment conducive to learning and personal growth (Nguyen & Chua, 2022). This study, therefore, aims to address the persistent problems of student discipline to ensure that teaching and learning can be enhanced in academic settings. The University reaffirms its commitment to developing well-rounded individuals prepared to contribute meaningfully to society by tackling these issues. Articulating the University's altruistic philosophy of open and transformative education becomes critical. Universities must continually adapt their disciplinary frameworks to reflect societal changes while ensuring that the core values of education remain intact (Park & Kim, 2022). Therefore, this study seeks to address the persistent issues related to student discipline, aiming to enhance both teaching and learning outcomes. Improving discipline directly contributes to better academic performance and a more harmonious educational environment, ensuring schools can fulfill their mission to educate and transform (Chua & Lee, 2021).

This study is primarily anchored on the (UM Student Handbook of 2018) which primarily explains that teachers have corresponding obligations to support and encourage students' efforts at self-discipline while the administration guarantees support to the disciplinary initiatives of students and teachers in order to provide an educational venue with an atmosphere of justice, peace, and order and harmony.

Moreover, this study is about The University of Mindanao Student Handbook 2018, which emphasizes discipline's value as something that should not be considered punishment but rather character training. In

connection, students are taught to accept responsibility for their actions, respect for law and authority, fairness, and a sense of justice that poster peace and order.

The Operations Procedure Manual 18.01 and Operations Procedure Manual 18.02 of the University of Mindanao outline clear protocols for handling student violations, focusing on the severance process. These manuals ensure strict adherence to due process, safeguarding students' rights during disciplinary actions. They promote transparency, fairness, and consistency in addressing violations. The University upholds its commitment to justice and accountability by following these guidelines. This structured approach ensures a balanced and equitable response to student misconduct.

School rules and regulations are crucial for managing student behavior and ensuring a conducive learning environment. However, violations such as theft, fighting, quarreling, and vandalism remain prevalent. The rigidity and lack of clarity in many school rules across Asia contribute to these issues, as students often feel disconnected from the regulations that govern their behavior (Santos & Lee, 2023). This disconnect is exacerbated when students are excluded from the rule-making process, which reduces their sense of ownership and increases the likelihood of rule-breaking. Similarly, when students are not involved in formulating school policies, they are less inclined to adhere to them, perceiving the rules as external impositions rather than a collaborative social contract (Chua & Wong, 2022).

The effectiveness of traditional disciplinary measures, such as suspension or restitution, has been increasingly questioned. Punitive measures often fail to address the underlying causes of student misbehavior, resulting in repeated violations (Wilson & Brown, 2022). Such approaches may temporarily condition students to follow the rules but rarely foster genuine character development, as evidenced by the high recurrence of infractions following punishment (Nguyen et al., 2023). Consequently, there is a growing consensus that school discipline systems should shift towards more restorative practices, which promote accountability while helping students understand the consequences of their actions.

The importance of reviewing school disciplinary systems is supported by Tan and Liu (2023), who call for age-appropriate, flexible disciplinary policies that consider the developmental needs of students. Rigid

rules and harsh punishments alienate students and contribute to a more adversarial relationship between students and educators. A restorative approach that focuses on repairing harm rather than punishing offenders can lead to more sustainable behavioral improvements and foster a more positive school climate. Involving students in creating these rules can also build a sense of community and shared responsibility, reducing the incidence of aggressive behaviors and infractions (Smith & Harper, 2023).

This research is significant because it seeks to inform both policymakers and educators about the necessity of restructuring school discipline systems. By involving students in the rule-making process and implementing restorative practices, schools can better manage behavior while fostering character development and reducing the negative outcomes of traditional punitive measures. Repeatedly suspended or expelled students are at a higher risk of academic failure and involvement in the juvenile justice system, underscoring the importance of rethinking disciplinary approaches (Ramos, 2011).

Furthermore, student misbehavior has long been recognized as a serious issue that impairs classroom learning. Disruptive behaviors such as defiance, verbal hostility, and rudeness strain teacher-student relationships and negatively impact the learning experience for other students (Sun & Shek, 2012). Teachers often spend a disproportionate amount of time managing disruptive students, detracting from instructional time and the overall educational quality. Therefore, schools need effective behavioral management systems that maintain order and promote positive behavioral change and academic success (Jones & Carter, 2023).

This study aims to contribute to developing more inclusive, effective, and restorative disciplinary policies in schools. By addressing the root causes of indiscipline and involving students in the process, this research seeks to enhance teaching and learning outcomes in schools, creating environments where all students can thrive.

The research specifically aims to address the following questions: (1) to determine the violations committed by the UM Panabo College students; (2) to determine the common violations committed by the UM Panabo College students; (3) to determine the reasons for the violations committed by the UM Panabo College

students and lastly, (4) develop intervention based on the results of this study.

II. METHOD

This study seeks to explore and analyze the patterns of student violations and the factors influencing school discipline over multiple academic years. By examining primary and secondary data sources, this research aims to comprehensively understand the behaviors, experiences, and changes in student discipline over time, particularly in response to external disruptions such as the COVID-19 pandemic. The following section outlines the research design, participants, data collection methods, and analytical procedures employed in this study to achieve the research objectives.

Research Design

This study employs a descriptive survey research design, a method widely used to systematically describe a particular population or phenomenon's characteristics, behaviors, and experiences. Descriptive research is particularly suited to answering "what," "when," "where," and "how" questions, making it a valuable tool for identifying patterns, frequencies, and correlations among variables (Babbie, 2021). By focusing on the detailed depiction of a population or situation, descriptive research provides a foundation for future inquiries that may explore the "why" behind these patterns.

The descriptive survey design in this study integrates both qualitative and quantitative approaches, following the increasingly common trend of mixed-methods research. As Creswell and Creswell (2023) point out, mixed methods allow for a more comprehensive exploration of research questions by combining the strengths of both qualitative and quantitative data. This approach involves collecting and analyzing both forms of data and recognizing the philosophical assumptions underpinning these methods. Researchers are better positioned to gain a fuller understanding of complex research issues through this blending of approaches.

In terms of practical application, the survey method collects data by asking participants structured questions, facilitating the investigation of individual experiences and broader trends within a group. Survey research is particularly effective for studying the characteristics and behaviors of large populations, providing valuable insights into general patterns while enabling comparative analysis between subgroups (Bryman, 2022).

In addition to primary data collection through surveys, this study incorporates secondary data to enrich the analysis. Secondary data—such as school records, official disciplinary reports, and relevant academic studies—allows researchers to triangulate findings and better understand the phenomena under investigation (Smith, 2021). This approach enhances the reliability of the results by cross-referencing firsthand experiences with existing data sources.

This study uses primary and secondary data to explore the experiences and behaviors of different student groups, aiming to capture a wide range of perspectives regarding school discipline and its impact. The inclusion of secondary data provides additional context to the survey findings, enabling a more robust examination of trends, historical behaviors, and institutional responses related to student discipline. By combining these data sources, the study offers a fuller picture of how disciplinary measures are perceived and enforced and their broader implications for the school environment.

This research design is particularly relevant when little is known about a topic or when the goal is to identify trends, correlations, and categories that inform future studies. Survey research is often the first step in understanding a complex issue, laying the groundwork for more targeted investigations into causality or deeper qualitative analyses (Fowler, 2020). By systematically gathering data from a diverse population, this study seeks to uncover key insights that can inform policy and practice in the educational context. This study adopts a descriptive survey research design to explore and document student violations within the school premises. By employing a mixed-methods approach, the research incorporates qualitative and quantitative data, enabling a richer understanding of the issues at hand. Integrating these approaches to provide a holistic view of the phenomenon being studied, particularly when examining behaviors within a specific context, such as student discipline (Creswell & Creswell, 2023), is significant.

Materials/Instrument

The data for this study was sourced from violation log sheets and excuse letters submitted by students. These records offer a clear account of the infractions committed, giving insight into patterns of student behavior over time. The infractions reported during the study period include a range of dress code violations, such as ((1) not wearing school uniform, (2) wearing

tattered pants, (3) not wearing high heels, (4) not wearing proper shoes, (5) wearing pedal pants, (6) not wearing ID, (7) wearing miniskirts, (8) incomplete uniform, (9) backless, (10) wearing sandals, and (11) wearing crop top). These infractions represent a recurring set of behaviors that highlight the students' adherence—or lack thereof—to the school's rules and regulations.

The study focuses on violations recorded from the First Semester of S.Y. 2018-2019 through the First Semester of S.Y. 2019-2020. However, with the onset of the COVID-19 pandemic, regular classes were disrupted, halting data collection for a significant period. When in-person classes resumed, the research continued from the First Semester of S.Y. 2022-2023 to the Second Semester of S.Y. 2022-2023. This gap in data collection, caused by the pandemic, provided a unique opportunity to compare student behavior before and after a significant global disruption, offering insights into how external factors might influence disciplinary issues.

Respondents of the Study

In examining the data across these periods, the study seeks to identify the most common types of violations. It aims to understand how the pandemic may have impacted students' compliance with school regulations. By comparing violations pre- and post-pandemic, the research provides valuable information about potential shifts in student conduct, possibly influenced by prolonged periods of remote learning and the subsequent adjustment to in-person schooling. This analysis helps contextualize the challenges that schools face in maintaining discipline during significant societal change.

- 76 students for 1st Semester 2018-2019;
- 15 students for 2nd Semester, 2018-2019;
- 37 students for 1st Semester 2019-2020;
- 49 students for 1st Semester, 2022-2023; and
- 28 students for the 2nd Semester, 2022-2023

The survey responses collected are considered sufficiently representative to capture a comprehensive overview of the students' perspectives. The data is expected to provide meaningful insights into the overall trends in student behavior and rule violations. To present the statistical findings, tabular data was employed to illustrate trends and patterns, specifically by analyzing the regression of each student's violation scores over time. This method allows for a clear visualization of how student infractions have evolved, offering a robust

foundation for understanding disciplinary issues within the school context.

III. RESULTS AND DISCUSSION

This part presents the numerical data and the corresponding insights drawn from analyzing student violations at UM Panabo College. The data enumerates the types and frequency of infractions committed, providing a comprehensive overview of student behavior patterns. Reflections on these findings are also included to offer deeper insight into the underlying issues contributing to these violations.

Violations committed by the students

The primary aim of this study is to analyze the student violations at UM Panabo College across five academic periods, from the First Semester of 2018-2019 to the Second Semester of 2022-2023. This paper reports the

key findings regarding infractions committed within the school premises, sourced from violation logs and student excuse letters.

The most common violations identified during this period include (1) failure to wear the prescribed school uniform, (2) wearing tattered pants, (3) not wearing high heels as required, (4) improper footwear, (5) wearing pedal pants, (6) failure to display an ID, (7) wearing miniskirts, (8) incomplete uniform, (9) wearing backless tops, (10) wearing sandals, and (11) wearing crop tops.

Table 1 provides a summary of the student violations across five academic periods. In the first period, 76 students were recorded for violating school policies, followed by 15 students in the second period, 37 in the third, 49 in the fourth, and 28 in the fifth period.

Table 1. Student Violations of UM Panabo College (Overall Summary)

School Year / Period	Violation	First Year	Second Year	Third Year	Fourth Year	Total
SY 2018–2019 / 1st Sem (1st Period)	Not Wearing School Uniform	13	6	4	18	41
	Wearing Tattered Pants	2	0	0	2	4
	Not Wearing High Heels	4	3	3	5	15
	Not Wearing Proper Shoes	2	2	1	3	6
	Not Wearing School ID	4	1	2	6	13
	Subtotal	25	12	10	34	79
SY 2018–2019 / 2nd Sem (2nd Period)	Wearing Pedal Pants	0	2	0	0	2
	Not Wearing School Uniform	4	0	2	2	8
	Wearing Tattered Pants	5	0	0	0	5
	Subtotal	9	2	2	2	15
SY 2019–2020 / 1st Sem (3rd Period)	Wearing Pedal Pants	0	1	0	0	1
	Not Wearing School Uniform	30	1	0	1	32
	Wearing Tattered Pants	4	0	0	0	4
	Subtotal	34	2	0	1	37
SY 2022–2023 / 1st Sem (4th Period)	Wearing Mini Skirts	1	2	1	0	4
	Not Wearing School Uniform	24	5	6	1	36
	Incomplete Uniform	0	0	1	0	1
	Wearing Tattered Pants	1	0	0	0	1
	Backless	0	0	2	0	2
	Wearing Sandals	0	3	0	0	3
	Wearing Croptop	0	2	0	0	2
	Subtotal	26	12	9	1	49
SY 2022–2023 / 1st Sem (5th Period)	Wearing Croptop	1	0	0	0	1
	Not Wearing School Uniform	10	3	13	1	27
	Subtotal	11	3	13	1	28
OVERALL TOTAL		105	31	34	39	208

Five distinct types of violations were identified during the first period, with three recurring violations observed in the second and third periods. The fourth period saw a rise to seven different types of infractions, while the final period recorded three violations. In total, 208 students were involved in various violations throughout the entire study period, highlighting key trends in student behavior over time.

Common violations committed by the students

In this paper, common violations refer to repeated violations to different students or repeated violations in two or three periods. In Table 1, there are three common

violations committed by the students: (1) not wearing school uniform, (2) wearing tattered pants, and (3) wearing pedal pants.

Figure 1 illustrates the distribution of student violations during the First Semester of the 2018-2019 academic year. The most prevalent infraction was "not wearing the school uniform," accounting for 52% of violations. This was followed by "not wearing high heels" at 19%, "not wearing a school ID" at 16%, "not wearing proper shoes" at 8%, and "wearing tattered pants," which comprised the lowest at 5%.

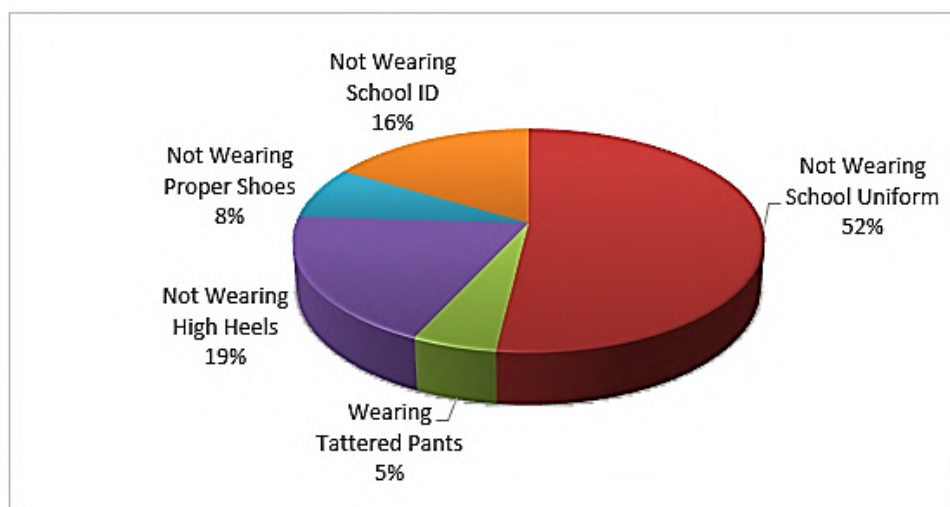


Figure 1. Student Violations for st Semester S.Y. 201-2019

School uniforms have often been criticized for restricting students' expression, leading to discomfort and a sense of forced conformity (Kouzmene, 2019). Moreover, uniform policies can discourage diversity and individuality, key elements in students' social and emotional development (Harrell & Lowry, 2022).

The financial burden of purchasing uniforms can also create additional stress for families, potentially contributing to a higher incidence of violations (Kouzmene, 2019).

The high rate of uniform-related infractions could be influenced by various factors, including personal discomfort and the socioeconomic pressures students and their families face.

Additionally, these infractions may reflect broader issues such as low student engagement and motivation, as students who feel restricted by uniform policies may

be less inclined to participate actively in school activities.

Furthermore, enforcing strict uniform regulations can foster resentment and a negative school culture, potentially leading to increased disciplinary actions and disengagement from the learning process. These findings align with Nguyen and Tran's (2023) assertion that school policies must consider students' diverse backgrounds to promote inclusivity and fairness.

During the Second Semester of 2018-2019, data revealed in Figure 2 describes that "not wearing the school uniform" accounted for 54% of student violations, making it the most common infraction.

It was followed by "wearing tattered pants" at 33%, while "wearing pedal pants" represented the lowest percentage at 13%. These findings highlight the pressing issue of dress code compliance among students.

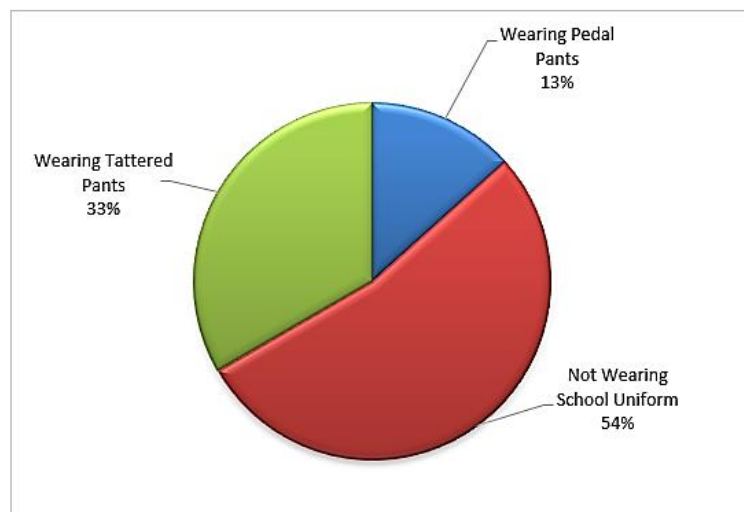


Figure 2. Student Violations for 2nd Semester S.Y. 2018-2019.

Adverse school environments significantly hinder students' learning and behavior (Ferguson, 2021). Conversely, school uniform policies aim to enhance the learning environment by fostering a sense of community and reducing fashion-related distractions (Tan & Chua, 2022).

They suggest that students who wear uniforms are more likely to focus on their studies rather than clothing trends, thereby improving academic engagement.

However, the implications of non-compliance with school policies present both advantages and disadvantages.

On the positive side, students who choose not to follow uniform guidelines may express their individuality and personal style, foster self-confidence and encourage creativity.

This form of self-expression is crucial for personal development during formative years, as noted by Cheng and Lee (2023), who emphasize the importance of personal identity in adolescence.

On the downside, non-compliance can lead to disciplinary actions that create a negative school experience and foster resentment towards authority.

Kim et al. (2023) found that students who frequently violate uniform policies are more likely to face suspensions, disrupting their academic progress and contributing to a cycle of disengagement (Kim et al.,

2023). This perspective reinforces the belief that a well-implemented uniform policy can create a positive educational environment by minimizing behavioral issues and promoting a sense of belonging among students.

In summary, while individual expression is important, the implications of not adhering to school policies can have significant consequences for the students and the overall school environment.

Balancing the need for personal expression with the structure provided by uniform policies remains a critical challenge for educators and administrators alike.

In Figure 3, student violations for the academic year 2019-2020, 1st Semester, reveal that "not wearing the school uniform" accounted for an alarming 86% of total infractions, making it the most prevalent violation.

It was followed by "wearing tattered pants" at 11% and "wearing pedal pants," representing the lowest percentage at 3%.

On the other hand, the significance of school uniforms is often underestimated, and they warrant systematic attention, particularly when evaluated through a public health lens (Cheng & Lee, 2021).

They emphasize the need to explore the impact of school uniforms on students' academic performance and health outcomes, arguing that uniforms can contribute to a more focused and healthier learning environment.

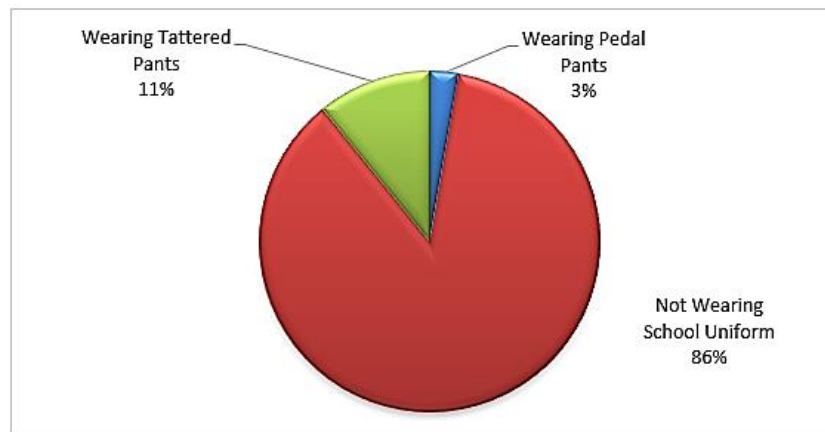


Figure 3. Student Violations for 1st Semester S.Y. 2019-2020

Furthermore, they contend that uniform policies serve as regulatory frameworks and cultural touchstones reflecting social values and expectations (Tan & Lim, 2022). Their research highlights how adherence to these policies can influence student behavior and overall school climate, suggesting that a well-implemented uniform policy can enhance school unity and discipline.

Whether uniform policies enhance or inhibit student well-being and academic success remains a significant area of inquiry. Uniforms can foster a sense of belonging and community among students, thereby reducing distractions related to clothing choices and potentially improving focus on academic tasks (Lee et al., 2023). However, they also caution that rigid enforcement of uniform policies may stifle individual expression, vital during formative adolescent years.

In summary, while the high prevalence of violations related to school uniforms is concerning, it prompts a broader discussion about the implications of uniform policies on student identity, community cohesion, and educational outcomes. The significance of uniform policies extends beyond mere compliance; they reflect institutional values and norms that shape student behavior and self-perception.

School uniforms can enhance student identity by fostering a sense of belonging and pride within the school community. They argue that students may feel more connected to their peers and the institution when they wear uniforms, leading to increased participation in school activities and improved social dynamics (Huang & Chen, 2022).

Conversely, rigid uniform policies can inadvertently stifle individual expression (Tan & Chua, 2021).

Adolescents often use clothing as a means of self-expression and identity formation; thus, overly strict regulations may create feelings of alienation among students who wish to showcase their uniqueness. It aligns with the findings of Lee et al. (2023), who highlight that a lack of personal expression can lead to disengagement and decreased motivation among students, ultimately impacting their academic performance.

Furthermore, understanding the dynamics of uniform policies is essential for developing effective and inclusive school strategies. It is important to involve students in formulating uniform guidelines to ensure these policies reflect diverse backgrounds and perspectives (Kim & Park, 2023). By doing so, schools can create an environment that respects individuality while maintaining a cohesive educational atmosphere.

In conclusion, navigating the complexities of school uniform policies requires a balanced approach that acknowledges the need for community cohesion and the importance of individual expression. Policymakers and educators must engage in ongoing dialogue with students, parents, and the broader community to develop inclusive policies that enhance the educational experience for all.

In Figure 4, data from the academic year 2022-2023, 1st Semester, reveals that "not wearing the school uniform" accounted for a significant 74% of student violations, marking it as the most prevalent infraction. Following this, "wearing miniskirts" constituted 8% of violations, while "wearing sandals" accounted for 6%. Other infractions, such as "wearing crop tops" and "backless" attire, represented 4%. The least common violations included "incomplete uniforms" and "wearing tattered

pants," at 2%. The high incidence of uniform-related violations underscores the critical role of uniforms in

reflecting the values and morals emphasized within the educational environment.

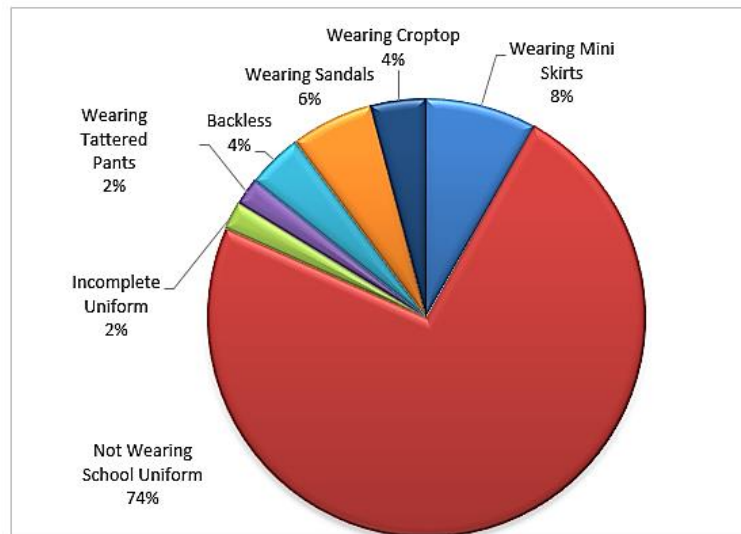


Figure 4. Student Violations for 1st Semester S.Y. 2022-2023

Uniforms serve not only as a dress code but also as a means of instilling structure and promoting a sense of student obedience. School uniforms foster a sense of belonging among students and reinforce institutional values, ultimately creating an environment conducive to learning (Lee & Chen, 2023).

Moreover, implementing a uniform dress code contributes to a sense of community among students, creating a shared identity that can enhance school spirit and cohesion. Uniforms can help mitigate social divisions by equalizing students in terms of appearance, thereby reducing distractions related to fashion and promoting a focus on academic engagement (Tan & Lim, 2022).

However, the ongoing prevalence of violations indicates a need for schools to evaluate their uniform policies critically. While uniforms are intended to unify, they can also alienate students who wish to express their individuality (Cheng and Lee (2021). Striking a balance between maintaining a cohesive educational environment and allowing personal expression is essential for fostering an inclusive school culture.

In summary, while uniforms represent institutional values and encourage obedience, their impact on student identity and community must be carefully considered. Understanding the complexities surrounding uniform policies is crucial for creating an environment that nurtures collective belonging and individual expression.

Theories of social identity and community development highlight the dual role of uniforms in educational settings. According to Tajfel and Turner's (1986) Social Identity Theory, individuals derive part of their self-concept from their membership in social groups, which can foster a sense of belonging. School uniforms can enhance this sense of community by creating a visible marker of group membership and promoting student solidarity. It is imperative in multicultural settings, where uniforms can serve as a unifying factor amid diverse backgrounds (Nguyen & Tran, 2023).

However, enforcing uniform policies can also have implications for individual identity. Rigid adherence to uniform codes can suppress personal expression, which is vital during the formative years of adolescence (Huang & Zhang, 2021). Students often use clothing to self-express, and restrictive uniform policies may lead to feelings of alienation or frustration. This perspective aligns with findings from Lee and Chen (2023), who argue that while uniforms can cultivate a sense of belonging, they can simultaneously marginalize students who wish to express their individuality through personal style.

Moreover, the cultural context in which uniforms are implemented significantly influences their effectiveness. In many Asian countries, such as Japan and South Korea, uniforms are deeply embedded in the educational tradition, symbolizing discipline and academic achievement (Kobayashi, 2022). However, as

societal values shift towards individualism and self-expression, the traditional rationale for uniforms may require reevaluation. School policies should reflect contemporary cultural values, allowing for a balance between conformity and individuality (Tan & Lim, 2022).

Educators and policymakers must engage in open dialogues with students about uniform policies to create an inclusive school environment. This participatory approach can empower students, giving them a voice in shaping rules that affect their daily lives. Involving students in policy formulation can lead to greater compliance and a sense of ownership over school culture, enhancing community cohesion and individual expression (Cheng & Lee, 2021).

In conclusion, uniforms serve important institutional functions, but their implications for student identity and community dynamics necessitate a nuanced approach. By recognizing students' diverse perspectives and adapting uniform policies to reflect contemporary values, schools can foster environments that celebrate both collective belonging and individual identity.

Student violations for the academic year 2022-2023, 2nd Semester, reveal that "not wearing the school uniform" accounted for 96% of total infractions, while "wearing crop tops" represented the lowest at 4%. This high percentage underscores the challenges that uniform policies present in educational environments.

Moreover, school uniform policies extend beyond individual preferences; they play a critical role in shaping the organization of schools and the student body (Deane, 2015). These policies aim to cultivate safer and more structured educational institutions, regulating student interactions and affiliations. The traditions that stem from a school's history, along with the collective knowledge of its members, significantly contribute to the evolution of school culture. School culture is shaped by shared experiences and interactions over time (Balci, 2011).

In the Asian context, school uniforms are not merely about conformity; they also reflect cultural values and social expectations (Chua & Tan, 2021). Their research highlights that uniforms can symbolize discipline and respect within the educational system, aligning with societal norms. Furthermore, firm adherence to uniform policies can promote community and belonging,

although it may sometimes clash with students' desires for self-expression (Lim & Lee, 2022).

Thus, while school uniforms embody institutional values and promote obedience, it is crucial to recognize their broader implications on student identity and community cohesion. Uniforms can be a double-edged sword; they instill a sense of belonging and unity among students yet may also suppress individual expression, particularly during formative adolescent years when identity development is paramount (Tan & Chua, 2023). It highlights the need for educators to navigate the dynamics of uniform policies carefully.

Understanding the complexities surrounding uniform policies can empower educators to create an environment that balances collective belonging with individual expression. When schools actively involve students in discussions about uniform policies, they can cultivate a sense of ownership and responsibility among students, leading to a more supportive educational atmosphere (Lee & Kim, 2022). Furthermore, inclusive approaches to uniform policies that consider diverse cultural backgrounds and personal styles can enhance community cohesion while respecting individual identities (Cheng & Lee, 2021).

Moreover, school culture is inherently shaped by shared experiences and values, making it essential for policies to reflect the diverse narratives within the student population (Balci, 2011). By fostering an inclusive dialogue around uniforms, educators can ensure that policies reinforce institutional values and promote a healthy school culture that supports collective identity and personal expression. In this way, schools can create an environment where all students feel valued, understood, and empowered to thrive academically and socially.

Reasons for committing violations

At UM Panabo College, the administration has established guidelines as disciplinary measures to be implemented by teachers in supervising student behavior. However, it is evident that no school is immune to student violations. The collaborative efforts of school administrators, teachers, and parents are essential in addressing these issues. Understanding the underlying reasons why students violate rules and regulations is crucial for effective discipline and support.

Data collected from student surveys indicate that common reasons for violations related to school uniforms include practical challenges such as wet uniforms during the rainy season, stains caused by rust from tricycles, and unpressed uniforms due to power outages. Additionally, some students are often unaware of specific school policies regarding dress codes, particularly first-time violators.

Environmental factors such as weather conditions and socioeconomic status can significantly influence students' compliance with uniform policies (Chen, X., Zhang, Y., & Wang, L., 2020). They emphasize that schools should consider these variables when implementing disciplinary measures, as rigid enforcement may lead to student frustration and resentment. Furthermore, effective communication about school policies and a supportive school culture can enhance students' understanding and adherence to uniform regulations (Lee & Tan, 2022).

Thus, addressing these practical concerns and fostering an inclusive environment can mitigate violations and promote a sense of belonging among students.

IV. CONCLUSION

The findings from this study underscore a significant challenge within the educational environment at UM Panabo College, particularly regarding student violations related to not wearing school uniforms. With a striking 96% of violations attributed to this issue, it is clear that uniform policies resonate deeply with students, warranting further exploration and thoughtful intervention.

Understanding the underlying reasons for these violations is essential. Factors such as discomfort, lack of awareness about policies, and logistical issues like weather conditions contribute to students' non-compliance. As supported by the theory of Positive Discipline, which emphasizes the importance of fostering a supportive and respectful school climate, it becomes imperative for the school to approach this challenge with empathy and constructive strategies.

Rather than relying solely on punitive measures, the school must consider inclusive, developmental, and restorative interventions. Emphasizing behavioral education, student support, and consistent policy enforcement allows for a more sustainable approach to discipline that addresses violations and promotes long-term behavioral growth and community building.

V. RECOMMENDATIONS

Creating a safe, respectful, and productive learning environment requires more than just enforcing rules. It calls for implementing a comprehensive and coherent system of proactive, consistent, and student-centered interventions. These recommended interventions, grounded in behavioral research and aligned with the operational policies of UM Panabo College, aim to address the root causes of student violations while reinforcing positive behavior and accountability.

Behavioral Expectations and Positive Discipline Framework

According to OPM 18.01, students are expected to exhibit decorum and proper conduct, including refined manners, discipline, courtesy, appropriate attire, honesty, and respect for authority, property, and fellow students at all times. However, it is undeniable that some students will occasionally violate these rules, intentionally or unintentionally. Each school implements various intervention and prevention programs to reduce the incidence of student violations.

Research has shown that punitive measures, particularly when applied inconsistently and without accompanying positive strategies, are largely ineffective (Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G., 2021). Instead, introducing, modeling, and reinforcing positive social behaviors is crucial to a student's educational experience. Teaching behavioral expectations and rewarding compliance is more effective than merely reacting to misbehavior after it occurs (UCLA, 2015; Tharp, R. G., Gallimore, R., & H. G., 2018). This proactive stance promotes a favorable school climate and fosters students' long-term behavioral development.

Effective discipline practices are crucial for cultivating a school climate that encourages students to take responsibility for their actions and treat each other with kindness and respect. Creating an environment where students understand the value of productive work and good citizenship is fundamental to their development (Osher, D., Moroney, D., & O'Connor, R., 2020).

Reinforcement Through Classroom-Level Strategies

First, regular classroom reminders play a significant role in reinforcing expectations regarding decorum and proper conduct. Consistent reminders from faculty can minimize disruptions and enhance learning opportunities. By providing weekly prompts about behavior expectations, educators can foster a proactive

approach to discipline (Simonsen, B., Fairbanks, S., Briesch, J., Myers, D., & Sugai, G., 2018).

Consistency and Due Process in Policy Enforcement

Moreover, the enforcement of policies must be consistent across the school. Any individual in a position of authority at UM, be it administrators, faculty, staff, security personnel, or other university representatives, should be prepared to intervene when violations occur. Clear and consistent consequences for rule-breaking help maintain a culture of Accountability (Bradshaw et al., 2018).

In cases where violations occur, confiscating student IDs by authorized personnel serves as a tangible measure of Accountability, ensuring that students understand the implications of their actions. This protocol is forwarded to the Office of Student Affairs (OSA) for appropriate sanctions, as outlined in the University's operational policy (OPM 18.02).

Transparency and Collaborative Behavioral Monitoring

Second, disseminating monthly reports on student violations is crucial for fostering Accountability and transparency within the educational environment. The Office of Student Affairs (OSA) plays a pivotal role in this process by informing faculty during the Behavioral Management Committee (BMC) meetings about the outcomes of student violations.

Regular communication of behavioral data among staff can significantly enhance awareness and understanding of student conduct, which is essential for effective intervention strategies (Dwyer, K. K., Osher, D., & Warger, C., 2018). Furthermore, sharing information on student behavior helps faculty monitor compliance with school policies and promotes a collaborative approach to addressing behavioral issues (Simonsen & Sugai, 2013).

This proactive dissemination of information allows educators to tailor their instructional strategies and support systems to meet students' needs better, ultimately contributing to a more positive school climate.

Public Awareness Through Visual Advocacy

Third, the Office of Student Affairs (OSA) is responsible for publicly displaying graphical representations of student violations on the bulletin board, reinforcing the advocacy for a zero-violation rate. This visual approach serves not only as a reminder of behavioral expectations but also as a means of fostering accountability among students.

Visual data displays can significantly enhance awareness of school policies and encourage students to take ownership of their behavior (McIntosh, K., Filter, K. J., Bennett, J., & Price, J., 2018).

Additionally, a tarpaulin outlining the proper dress code has been strategically placed near the entrance gate to facilitate information dissemination. It aligns with the findings of Emmer and Evertson (2013), who emphasize the importance of clear, accessible communication about expectations in promoting positive behavior.

By consistently reminding students of the dress code and violation statistics, the OSA aims to cultivate a culture of compliance and responsibility within the school community.

Sanction System to Uphold Accountability

By implementing these interventions (Table 2), UM Panabo College aims to create an environment that addresses violations and promotes a culture of respect and responsibility, ultimately supporting students' growth as responsible citizens.

Table 2. Sanction Matrix for Student Violations at UM Panabo College

Category	Penalty	Description
A	Warning	A verbal orientation is given to the student for committing a reported offense; recorded in the logbook.
B	Reprimand	A written warning is given that a commission of a similar or any offense in the future shall be dealt with severely.
C	Restitution	In addition to other penalties that may be imposed, the University may require the student to reimburse or pay for damages, destruction, or misappropriation of school property.
D	Community Service	A penalty whereby the erring student will be required to accomplish OSA-assigned tasks that may be rendered in any department/office but only inside UM premises/campus that must not be less than 5 hours and not more than 8 hours.

E	Suspension	A penalty shall be imposed to deprive a student of attendance in classes for a period of time not exceeding 20% of the prescribed class days for the term, semester, or school year without any consideration in any academic assessment/examination or class requirements.
F	Exclusion	A penalty whereby the erring student is excluded or dropped from the school rolls for being undesirable, and transfer credentials are immediately issued.
G	Expulsion	An extreme penalty on an erring student consisting of exclusion from admission to any public or private school in the Philippines and which requires the prior approval of the Commission on Higher Education (CHED).

Intervention Plan for Positive Discipline Addressing Uniform Violations

BY: CHICO, A.L., CHAN, L. V., and CHATTO, C.

The Office of Student Affairs (OSA) plays a crucial role in fostering a positive academic environment within educational institutions. Effective management of the organization's resources is essential; without a strategic approach, the academic personnel may face inefficiencies that drain time and effort. This intervention program is designed to enhance the OSA's ability to implement and uphold the guidelines outlined in OPM 18.01, which addresses the consequences of violations as specified in the Student Manual.

By meticulously designing and organizing this intervention, the OSA can ensure that disciplinary measures are applied consistently and fairly, considering the nature of the offense and the student's disciplinary history under a progressive disciplinary policy. Incorporating frameworks such as Positive Behavior Support (PBS) can offer best practices for promoting a culture of respect, accountability, and community within the school. This approach helps maintain discipline and fosters a supportive environment where students can learn and thrive. Through this initiative, the OSA can effectively manage student behavior, ultimately enhancing the educational experience for all stakeholders involved.

Objective: To reduce the high rate of student violations related to not wearing school uniforms by implementing a positive discipline approach that fosters student understanding, respect, and compliance.

Intervention Strategies

Educational Workshops

- **Description:** Conduct monthly workshops to educate students about the importance of the school uniform policy, its benefits, and the reasons behind it.

- **Activities:** Guest speakers (teachers, former students) share personal experiences; group discussions about the role of uniforms in fostering community and identity.
- **Outcome:** Increased awareness and understanding of uniform policies among students.

Supportive Resources

- **Description:** Establish a uniform assistance program for students facing financial challenges.
- **Activities:** Create a uniform exchange program where students can donate and receive uniforms; partner with local businesses for discounts on uniform purchases.
- **Outcome:** Improved access to uniforms, reducing violations due to financial constraints.

Positive Reinforcement System

- **Description:** Implement a reward system for students who consistently adhere to uniform guidelines.
- **Activities:** Weekly recognition in school assemblies; a points system that can be redeemed for school-related rewards (e.g., extra credit, school supplies).
- **Outcome:** Enhanced motivation to comply with uniform policies.

Peer Accountability Groups

- **Description:** Establish peer-led groups where students hold each other accountable for adhering to the uniform policy.
- **Activities:** Regular meetings to discuss challenges and solutions; creating a buddy system for new students to help them understand dress code expectations.
- **Outcome:** Increased sense of responsibility and community among students.

Parent and Guardian Engagement

- **Description:** Involve parents in the conversation about uniform policies to ensure support at home.

- **Activities:** Host informational sessions and distribute newsletters outlining the importance of uniform compliance; solicit feedback from parents on challenges they face in helping their children adhere to policies.
- **Outcome:** Greater alignment between school and home expectations, reinforcing uniform adherence.

Visual Reminders and Accessibility

- **Description:** Enhance the visibility of uniform policies through visual aids and signage throughout the school.
- **Activities:** Create posters that outline the uniform policy and display them in strategic locations; ensure easy access to policy documents on the school's website.
- **Outcome:** Continuous reinforcement of uniform expectations.

Table 3. Strategies for Addressing Student Violations

Strategy	Authors	Year
Educational Workshops	Tan, J. & Lim, L.	2022
Supportive Resources	Lee, J., Choi, K., & Kim, S.	2023
Positive Reinforcement System	Simonsen, B. et al.	2012
Peer Accountability Groups	Gregory, A. et al.	2016
Parent and Guardian Engagement	Cheng, Y. & Lee, S.	2021
Visual Reminders and Accessibility	Balci, A.	2011

CONCLUSION

This intervention plan seeks to create a supportive environment that encourages compliance with school uniform policies through education, support, positive reinforcement, and community involvement. By addressing the root causes of non-compliance, the school can foster a culture of respect and responsibility that benefits both students and the broader school community.

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