

# Student Infractions in a Faith-Based Institution Analysis of Behavioral Trends and Disciplinary Responses

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**Abstract**—This descriptive quantitative study identified the common rule violations among students at a faith-based higher education institution in the Philippines during the 2024-2025 academic year. Analyses were done on 891 behavior records to identify the most frequent infractions and their links to demographic factors like sex, type of residence, and year level. The study also investigated the reasons behind these violations and the disciplinary measures taken. The findings showed that most infractions were minor. Curfew violations made up 29.5% of the cases, late food pick-up accounted for 21.9%, and improper grooming was 17.2%. Major offenses, like physical intimacy and sneaking out, were less frequent. Statistical tests indicated significant links between infractions and sex ( $\chi^2 = 61.3, p < .001$ ), type of residence (Likelihood Ratio = 380,  $p < .001$ ), and year level ( $\chi^2 = 149, p = .003$ ). Late food pick-up happened almost equally among males and females. Improper grooming was predominant among females, while vaping was more rampant among males. Students living in dormitories had the highest number of violations related to curfew and grooming. First-year students showed the highest rates of infractions, which suggests they face adjustment challenges. Reasons for committing violations included poor time management, forgetfulness, and not being familiar with the rules. The institution mainly responded with redemptive and character-building approaches, providing counseling and spiritual guidance. These findings highlight the need for proactive, values-based programs focused on student growth in faithbased academic environments.

*Keywords: student infractions, faith-based institution, behavior management*

## I. INTRODUCTION

One of the most important role of education is to improve a person's behavior and character. Beyond just academic knowledge, education should help develop interpersonal skills. These skills allow individuals to interact effectively and respectfully with others. In this way, education shapes not only the mind but also the quality of human interactions. This contributes to creating more capable and socially responsible individuals (Effendi et al., 2023).

To support this goal, schools create rules to guide student behavior and maintain a good learning environment. These rules are not just about punishment; they aim to reinforce values like respect, discipline, and accountability. However, when students show aggressive behavior, it often comes from complex factors. These include family background, societal expectations, and the influence of school policies (Atenya et al., 2020). Understanding these factors is crucial for building educational environments that foster both academic success and positive character development.

According to Widiанти and Oktaviani (2024), many students feel that school rules and regulations restrict their freedom and this may lead to committing violations. However, it is important to understand that reckless freedom can harm oneself, one's family, and society or others. By abiding with the rules and regulations, students can learn to love and respect others, be committed with their faith, to be on time and to groom properly. Furthermore, it maintains a conducive and safe environment

Although a significant number of discipline issues in schools are confirmed by numerous surveys, few of them are designed to identify them (national Center for Education Statistics). This study sought to identify the common rule violations by students in a faithbased institution and explore their connections to different demographic profiles, including sex, type of residence, and year level. It also considered the reasons for these violations and the actions taken in response. The result of the study is important for prudent planning on prevention of violations and providing appropriate interventions.

## II. LITERATURE REVIEW

### *Common School Rules Violation*

A comprehensive review on academic misconduct was conducted by Parnther (2020). The results of her study showed that academic misconduct, usually called cheating, is common in higher education. Accordingly, students cheat for a variety of reasons, including competitiveness, pressure for high grades, and social influence.

According to Dogbe et al. (2022), students manifest various forms of indiscipline, including truancy, indecent dressing, examination malpractices, theft, avoidance of college gatherings, and even absconding without permission. Such behaviors reflect recurring challenges in maintaining discipline within educational institutions.

Atenya et al. (2020) also conducted a study on school rules that are commonly violated and identified aspects that influence their violation among public sectarian schools. They found out that theft, fighting, quarrelling, and destruction of school property are amongst the most common violations committed by the students. In the same study of Atenya et al. (2020), it was found out that age is a determinant in committing a violation. Adolescents tend to commit more violations.

### *Reasons for Committing School Violations and Actions of the School*

Students have varying reasons for committing a school rule. For some, school rules may be unclear or too strict, making them easy to break. Additionally, in most cases students are not involved in creating these rules, thus, they are less likely to follow them. In some cases, punishment often controls behavior temporarily but does not help shape students' character, as many continue to repeat the same mistakes (Atenya, et al., 2020).

Amelia et al. (2023) conducted a study on analyzing causal factors and sanctions for disciplinary violation of school rules. They found out the reasons for committing violations of classrooms or school rules include monotonous learning atmosphere, the far distance from home to school, a habit, keeping updated with fashion, being forgetful, being forced, due to pleasure, and committed accidentally. Additionally, giving warning letters is usually part of school actions. Moreover, different sanctions are given depending on the level of the violation.

Dogbe et al. (2022) emphasized that misbehavior, disruption, and even violence are often linked to ineffective or authoritarian school leadership. They further observed that excessively punitive or overly bureaucratic institutional structures may inadvertently encourage, rather than prevent, student misconduct.

In another study of Markhamah et al. (2022) students at a boarding school, it was found out that some causes of students' violations are: being constraint on too many regulations, the want of freedom, past experiences. Additionally, there is a sense of compulsion because they are forced to go to a boarding school. As a result, self-control is needed to be able to help the students follow the school rules and regulations. Moreover, they cited that the school recognizes the need for a structured process to encourage student obedience and rule-following. It employs both preventive and repressive (punitive) strategies. Preventive efforts include orientation sessions on school rules for new students, spiritual lectures during daily prayers, and quarterly anti-bullying programs. The school also rewards academic and non-academic excellence and encourages staff to serve as role models.

### III. MATERIALS AND METHODS

1. **Research Design:** This study on profile and student's infraction is descriptive-correlational in nature. It describes the common infractions committed by the students in a faith-based institution and its association on demographic profile which include sex, type of residence, and year level. The reasons behind these infractions and the actions taken by the institution were also described.
2. **Participants/Data Sources:** Data were taken from the records of the behavior management office. A total of 891 records of student's infractions were considered in the study. These are the infractions committed during the academic year of 2024-2025 in a faith-based institution in the Philippines.
3. **Tools and Instruments:** Records of the students' infraction were encoded and tabulated in Microsoft Excel. Information taken includes sex, year level, college affiliation, type of

residence, the type of infraction committed and the reason behind it, and the action taken by the behavior management office.

4. **Procedures:** The records of student infractions were collected and tabulated after the examination week of the second semester of the academic year. The names of the students were not included in the tabulation to maintain confidentiality and anonymity.
5. **Analysis Techniques:** Descriptive statistics specifically frequency and percentages were used to identify the distribution of the students' infractions to determine the common violations. Chi-square test was used to determine the association between the type of infraction to sex and year level. On the other hand, likelihood ratio test was used to determine the association between type of residence and the infraction committed to address the issue of small sample size in certain groups. Content analysis was used to describe the common reasons for committing infractions and the actions taken by the behavior management office of the institution.

#### IV. RESULTS AND DISCUSSION

This section presents and discusses the key findings of the study. It includes the frequency and nature of both major and minor violations committed by the students in a faith-based institution. It also discusses how these infractions are associated on demographic variables such as sex, place of residence, and year level.

##### *Common Student Infractions*

Table 1 shows the infractions committed by the students. The most common infractions were minor, with the top three being: failure to observe curfew (262 or 29.5%), late pick-up of food (194 or 21.9%), and improper grooming (153 or 17.2%). These three categories made up over two-thirds of all recorded violations, showing that sticking to routine policies, rather than severe misconduct, is the main issue. Additionally, not wearing school ID was also common, making up 133 or 15% of infractions. This suggests a need for more focus on identity and security rules. In contrast, major infractions were less common.

The most frequently recorded major violation was physical intimacy, which represented 37 or 4.2% of all cases. Attempted sneaking out (21 or 2.4%) and sneaking out (15 or 1.7%) followed. Other major violations, including sexual harassment, cyberbullying, stealing, lying, engaging in worldly amusement, drinking alcohol, possession and use of ecigarettes, and belligerence occurred very rarely, each accounting for less than 1% of the total infractions.

**Table 1**

*Type of Committed Infractions*

Type of Infraction	VIOLATION	Frequency	Percentage
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Type of Infraction	VIOLATION	Frequency	Percentage
Major	Sexual Harassment	1	0.1 %
	Cyberbullying	2	0.2 %
Minor	Stealing	1	0.1 %
	Lying	1	0.1 %
	Physical intimacy	37	4.2 %
	Sneaking out	15	1.7 %
	Attempted sneaking out	21	2.4 %
	Worldly amusement and drinking alcohol	8	0.9 %
	Use of E-cigarettes	5	0.6 %
	Disrespect to authority	5	0.6 %
	Possession of e-cigarette	1	0.1 %
	Multiple infractions	3	0.3 %
	Belligerence	1	0.1 %
	Late pick-up of food	194	21.9 %
	Not Wearing of School ID	133	15.0 %
	Failure to observe curfew	262	29.5 %
Parking in unauthorized areas	10	1.1 %	
Improper grooming	153	17.2 %	
Loitering in unauthorized areas	25	2.8 %	
Biking in prohibited area	9	1.0 %	

These findings indicate that most infractions are minor but recurrent, which can affect both academic performance and the overall learning environment. These results highlight that compliance with routine policies is a greater challenge than serious misconduct. A U.S. GAO (2022) report similarly found that seemingly small infractions, like dress code and grooming violations, account for a substantial proportion of student discipline cases. With this, the occurrence of minor yet persistent infractions highlights the need for preventive and supportive approaches rather than punitive, especially in institutions committed to holistic character development.

### *Association Between Sex and Type of Infraction Committed*

The chi-square results in Table 2 showed a strong link between sex and the type of infraction ( $\chi^2 = 61.3$ ,  $df = 21$ ,  $p < .001$ ). This was particularly true for the infraction of late pick-up of food, which occurred almost equally among males (93) and females (100). Notably, some infractions, like improper grooming and e-cigarette use, is more prominent among males. Improper grooming was mostly reported by females, while vaping was more common among males. Physical intimacy and curfew violations were evenly distributed between sexes, indicating that these behaviors are not specific to either group.

**Table 2**

*Chi-Square Results for the Association Between Sex and Type of Infraction Committed*

VIOLATION	Sex			$\chi^2$ tests of (chisquare)		
	Female	Male	Total	$\chi^2$	df	p
Late pick-up of food	100	93	193	61.3	21	<.001
Sexual Harassment	0	1	1			
Cyberbullying	2	0	2			
Stealing	1	0	1			
Lying	1	0	1			
Not Wearing of School ID	60	73	133			
Failure to observe curfew	132	130	262			
Parking in unauthorized areas	8	2	10			
Improper grooming	118	35	153			
Loitering in unauthorized areas	9	16	25			
Biking in prohibited area	6	3	9			
Physical intimacy	17	20	37			
Sneaking out	8	7	15			
Attempted sneaking out	10	11	21			
Worldly amusement and drinking alcohol	7	1	8			
Use of E-cigarettes	1	4	5			
Disrespect to authority	3	1	4			

Possession of e-cigarette	1	0	1
Multiple infractions	1	2	3
Belligerence	0	1	1
Total	485	400	885

Significant differences were observed by sex. Improper grooming was more common among females, while e-cigarette use was more frequent among males. These findings align with research showing that vaping behaviors differ by gender, with males generally reporting higher rates of e-cigarette use (Al-Hamdani et al., 2022; AlSayyad et al., 2024). By contrast, rule compliance tied to grooming and appearance reflects stronger pressure on female students, echoing broader discussions on gender and school dress codes (GAO, 2022). These results suggest that disciplinary policies and interventions should be gender-sensitive, addressing the specific ways male and female students display behavioral misconduct. For faith-based institutions, this approach also provides opportunities to align discipline with values of equity, fairness, and pastoral care.

### *Association Between Type of Residence and Infraction Committed*

The results of the likelihood ratio test in Table 3 show that the students' residence type had a significant relationship with the type of infraction committed (Likelihood Ratio = 380, df = 84,  $p < .001$ ). Students living in dormitories, especially the girls' and boys' dorms, had the highest number of infractions, particularly for curfew violations, late food pick-up, and improper grooming. In contrast, students living off-campus were more likely to commit violations for not wearing ID and unauthorized parking. These findings imply that living arrangements and the level of institutional control affect certain infractions.

**Table 3**

*Likelihood Test Results for the Association Between Type of Residence and Infraction Committed*

VIOLATION	Residence					Total	Likelihood Ratio Test		
	Student Apartment	Boys' dormitory	Girls' dormitory	In-campus, nondormitory	Offcampus		Value	df	p
Late pick-up of food	24	63	84	3	18	192	380	84	<.001
Sexual Harassment	0	1	0	0	0	1			
Cyberbullying	0	0	1	0	1	2			
Stealing	0	0	1	0	0	1			
Lying	0	0	0	0	0	0			
Not Wearing of School ID	9	16	11	7	90	133			

Failure to observe curfew	55	97	89	9	12	262
Parking in unauthorized areas	0	0	4	1	5	10
Improper grooming	13	9	59	3	69	153
Loitering in unauthorized areas	1	9	7	1	6	24
Biking in prohibited area	2	2	5	0	0	9
Physical intimacy	1	11	11	0	8	31
Sneaking out	1	4	5	1	2	13
Attempted sneaking out	2	4	6	0	7	19
Worldly amusement and drinking alcohol	0	0	1	0	4	5
Use of E-cigarettes	0	4	1	0	0	5
Disrespect to authority	0	0	3	0	1	4
Possession of e-cigarette	0	0	1	0	0	1
Multiple infractions	1	1	0	0	1	3
Belligerence	0	0	0	0	1	1
<b>Total</b>	<b>109</b>	<b>221</b>	<b>289</b>	<b>25</b>	<b>225</b>	<b>869</b>

Dormitory students had the highest frequency of violations, especially curfew, late food pick-up, and grooming-related issues, while off-campus students were more likely to be cited for ID and parking violations. These findings underscore how residential contexts shape students, with closer supervision in dormitories influencing certain behaviors and commuting challenges influencing others. Appleton et al. (2024) emphasize that the quality of supervision and climate in residential settings strongly predicts misconduct patterns.

#### *Association Between Year Level and Type of Infraction Committed*

As shown in Table 4, year level significantly affected the distribution of infractions ( $\chi^2 = 149$ ,  $df = 105$ ,  $p = .003$ ). First-year students committed the most violations, particularly curfew breaches, late food pick-up, and improper grooming. As students move through their academic years, the number of these infractions usually decreases. This suggests a trend toward better discipline and adjustment to school expectations. However, some serious violations, like physical intimacy, were still noted across different year levels. This highlights the ongoing need for behavioral education throughout college experience.

**Table 4**

#### *Chi-Square Results for the Association Between Year Level and Type of Infraction Committed*

VIOLATION	Year Level						Total	$\chi^2$ tests of (chisquare)		
	1st year	2nd year	3rd year	4th year	5th year	6th year		$\chi^2$	df	P
Late pick-up of food	87	45	21	35	1	4	193	149	105	.003

Sexual Harassment	1	0	0	0	0	0	1
Cyberbullying	1	1	0	0	0	0	2
Stealing	1	0	0	0	0	0	1
Lying	0	0	0	0	0	1	1
Not Wearing of School ID	39	33	17	37	0	7	133
Failure to observe curfew	76	60	53	62	2	9	262
Parking in unauthorized areas	1	5	1	3	0	0	10
Improper grooming	61	42	19	27	1	2	152
Loitering in unauthorized areas	11	4	0	7	1	0	23
Biking in prohibited area	4	3	1	1	0	0	9
Physical intimacy	19	8	6	3	0	1	37
Sneaking out	7	1	3	4	0	0	15
Attempted sneaking out	10	3	2	5	0	0	20
Worldly amusement and drinking alcohol	4	0	0	4	0	0	8
Use of E-cigarettes	1	3	0	1	0	0	5
Disrespect to authority	0	2	0	1	0	2	5
Possession of e-cigarette	1	0	0	0	0	0	1
Multiple infractions	0	1	1	1	0	0	3
Belligerence	0	0	0	1	0	0	1
Total	324	211	124	192	5	26	882

Infractions differ significantly implying that first-year students commit the highest number, particularly curfew violations, late food pick-up, and grooming issues. This pattern supports prior findings that new students often struggle with adjustment and require more structured support (Lüftenegger et al., 2024). This calls for a targeted intervention, mentoring and continuous values education, especially for first-year students who are transitioning to college life.

### ***Reasons for Committing the Infraction and Actions Taken by the Behavior Management Office***

The analysis of student infractions revealed that the most common violations were related to curfew, improper grooming, and failure to wear the school ID. Accordingly, these were often caused by factors such as traffic delays, poor time management, forgetfulness, and lack of awareness about school policies. Many students cited being stranded, celebrating with friends, or simply forgetting to wear their IDs or grooming standards. On the other hand, academic demands and misunderstandings about rules also contributed to some violations. In a few cases, personal choices like hair coloring or varying were noted, along with more serious offense like alcohol use or cyberbullying.

In response, the behavior management office (BMO) of the institution primarily used pastoral and redemptive measures, including verbal orientation, prayer, and counselling. These were aimed at educating students and helping them reflect on their actions. For repeated or more serious offenses, disciplinary actions such as community service, suspension, or expulsion were enforced. It should be noted that even these disciplinary actions were often accompanied by restorative practices. Overall, these findings suggest that most infractions are caused by preventable issues rather than intentional misconduct, and that a consistent, supportive, and faith—based approach was central to the school's disciplinary strategy.

Common causes of minor violations included forgetfulness, time pressures, commuting delays, and lack of rule awareness, whereas more serious misconduct (e.g., alcohol use, cyberbullying) reflected personal choice or peer influence. The Behavior Management Office (BMO) responded with pastoral and restorative measures, such as counseling, prayer, and orientation, while applying community service, suspension, or expulsion for repeated or major offenses. These practices reflect a restorative framework consistent with recent evidence that such approaches improve school climate and reduce exclusionary discipline (Gregory et al., 2022; Huang et al., 2023; Lodi et al., 2022; MasExpósito et al., 2022; CDC, 2025).

## **V. CONCLUSION**

This study aimed to identify the common rule violations by students and explore their connections to different demographic profiles, including sex, type of residence, and year level. It also considered the reasons for these violations and the actions taken in response.

The statistical and content analyses show that most infractions were minor and unintentional. Some were influenced by personal, environmental, or academic factors. Significant relationships were found between specific infractions and demographic variables like sex, residence type, and year level. These connections suggest that student behavior may be shaped by these factors.

The institutions adopted a balanced approach that combines discipline with guidance and pastoral care. They focus on correction, reflection, and spiritual growth. This underscores

the commitment of the institution to maintain discipline while creating a supportive, faithbased learning environment.

Based on the study's results, it is recommended to strengthen preventive programs, improve enforcement methods, and provide targeted support systems for commonly committed infractions like not wearing ID, improper grooming, loitering, and vaping. The associations found with sex, year level, and type of residence indicate a need for more focused interventions. Future studies may investigate the root causes of infractions in a broader context. Additionally, examining the influence of institutional culture, expanding the range of variables and sample size, and conducting longitudinal studies could help develop a deeper understanding and lead to more effective policies and programs.

#### AUTHORS' CONTRIBUTIONS

Cresencia L. Carpizo, the quality assurance officer at the Student Services Office of the authors' institution, led this study with her colleagues from the Behavior Management Office: Jun L. Tayaben, Emelito R. Rumarate, Mina C. Fernando and Dr. Julio C. Amurao. Together, they manage student infraction records and help with counseling. Rowena Imelda A. Ramos, a research consultant for the institution, supported the study's development. She guided the team in organizing student records, examining the data, and interpreting the results.

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