Work World of Student Affairs Office (SAO) Heads in Handling Erring Students

[1]**Cyril T. Antipuesto,**[2]**Atty. Dodelon F. Sabijon**

[1]**Faculty Member of Trinidad Municipal College**

[2]**Faculty Member of University of Cebu**

ABSTRACT

The study examines the experiences of Student Affairs Office (SAO) heads in addressing erring students in higher education institutions in the second district of Bohol. Through in-depth interviews, the study explores the experiences, challenges, and best practices employed by SAO Heads in managing student misconduct cases, fostering a positive campus culture, and promoting student well-being.

The phenomenological design was used in this study to gather a unique of the informants' experiences in handling erring students. There were nine (9) SAO heads as the informants of the study purposely selected as they were pre-determined to meet the qualifications set in this study. Four informants took part for Individual Interview (IDI) and five more participated in the Focus Group Discusion (FGD). The study was conducted in the second district of Bohol province and covered nine (9) Local Universities and Colleges. An informed consent form, a transmittal letter, and an interview guide with validation served as the instrument. This study came up with five themes which described the positive and negative experiences of the informants, namely: *Resilience through Experience, Sense of Accomplishment and Impact, Growth and Learning, Frustration and Dissatisfaction, and Pressure and Unease.* On addressing the challenges encountered in handling erring students, two themes were generated, namely: *Collaboration and Communication with Stakeholders and Navigating Complex Cases and Serious Penallties.* Lastly, the aspirations to improve the handling of erring students, two themes emerged as follows: *Strengthen the Prevention Strategies and Creating a Safer and Supportive Campus Environment.*

The study reveals the importance of strong partnerships with other campus stakeholders, the implementation of evidence-based interventions, and the creation of a supportive and inclusive campus environment. The study underscores the need for a shift to a more restorative and preventive approach that emphasizes student growth, accountability, and access to resources. The findings provide valuable information for SAO Heads, administrators, students, and other stakeholders involved in creating a safe, suppoortiv, and effective learning environment for all students.

Keywords: Work world experiences, Student Affairs Office (SAO), handling erring students, student misconduct

INTRODUCTION

Rationale

There has been a dramatic change in the education sector as the new normal system was introduced in universities and colleges. As conflicts between and among students in campuses are common issues on interdisciplinary principles, the worsening level of erring students are increasing due to the extent of limited face-to-face classes. Thus, the administrators of educational institutions established measures to continue to serve the students despite the new system of education. Most institutions made sure that basic services are available through the Student Affairs and Services Programs.

The Students Affairs and Services are the services and programs in higher education institutions that are concerned with academic support experiences of students to attain holistic student development. It was usually

administered by a Students Affairs Officer (SAO) with the primary function of addressing various issues that affects the students in the campus. In addition, SAO officers ensure a healthy connection between school programs and students' total development. Hence, the competence of a SAO officer is a reflection of institutional transformation of one's behavior in their latter years. (McCarthy, 2020).

Student Affairs Services contribute to the learning experience and academic success of the students. It offers holistic approach in the development of students and takes in charge of handling sensitive cases of erring students in the campus. Hence, officers of the Students Affairs Office (SAO) influential roles must be deeply rooted on the diverse world of their work expertise which provides a broader picture of a skilled decision-policy.

In the Philippines, the student welfare services are basic services and programs needed to ensure and promote the well-being of students. It is the most responsive and relevant delivery unit that seeks to mitigate impact, and provide students with development and support especially on erring students in the campus. Statistics shows that 6 out of 10 cases in every verified complaint were student conflicts and misbehavior comprising 60% of the total reported incidents in the campuses nationwide. The role of Students Affairs Office (SAO) officer in handling cases of erring students is crucial not only in the institutional reform but also in the promotion of the students' best interest when it comes to educational investments (Garson et al., 2023).

Across Colleges and State Universities in the Second District of Bohol, the Students Affairs Office (SAO) implements the program requirements, policies, rules, and regulations in sofas as students' activities and welfare are concerned; supervises student organizations and their activities; coordinates student use of campus facilities; conducts leadership training seminars and orientation programs for student leaders to make student activities more meaningful and productive; and handles complaints/problems of students. Despite of the efforts extended among SAO officers, the prevailing issues and problems of erring students challenges their reputation and competence towards the demand of transparent diplomacy (Valmores, 2023).

Towards this end, continuing students' conflicts receive negative reflections among SAO officers that compensate the level of their efficiency in handling erring students. It is the primary focused of this investigation to determine the implications of work world of Students' Affairs Office (SAO) Heads in handing erring students in the campus. The researcher believed that the institution of higher learning has a great impact on a possible formation of one's deviant behaviors.

As a teacher of criminology and have constant contact or socialization of students, the researcher further linked the connection of deviant behaviors originally acquired in school being transmitted into the real world of crimes and violence. Hence, finding a valuable insight to pursue this investigation with a deep understanding on the influence of SAO Heads aspirations based on their varied work experiences in handling erring students with a direct connection of one's criminal behavior in their real-world exposure to violence.

Theoretical Background

This study is anchored on Safety Culture Theory as cited by Bisbey (2021), and supported by Team Performance Theory as cited by Cook (2015), and Theory of Mattering coined by Scholssberg (2016).

Safety Culture Theory (Bisbey, 2021) posits that a strong safety culture is characterized by shared beliefs, values, and behaviors that prioritize safety and well-being. It recognizes that a strong safety culture is not simply about rules and procedures, but about a deep-seated commitment to safety that permeates all levels of roganizations. Further, it emphasizes the importance of promoting knowledge of labor protection, preventing work place accidents, and training staff to identify and report risks. The theory highlights the need for a systematic process of measurement, identifying strengths and weaknesses, deploying targeted interventions, and learning from the results to improve safety culture.

Safety culture refers to the understanding and development of organizational norms and values related to students' total development. It involves creating an environment where reporting mistakes is encouraged, errors are viewed as opportunities for improvement, leadership, communication, learning, collaboration, and mindfulness.

Safety culture is the result of countless individual employee and management actions (and inactions) that create the positive or negative atmosphere and foundation for future individual attitudes and behavior. Over the years, where there is considerable movement in personnel at all level of documentation there can be erosion of focus. For a positive outcome, it is critical for an organization to record valuable guidance documents for its own institutional memory as Organizations do not have memories – only people do. Hence, one's life experience is a sustainable process of culture safety that does not allow learning to evaporate or retire (Sanders, 2019).

Several subcultures contribute to the overall safety of an organization and are related to the cornerstones of resilience such as flexible culture, reporting culture, informed culture, learning culture, and just culture. Individual working experiences often resulted to a just culture on decision-making. People working in the system trust will be treated fairly in the event of unsafe acts occurring. The key to a successful just culture is the acceptance of the new view of error. This is such an important contributor to understanding students' differences and handling their conflicted interest before the fundamental principles of the educational learning (Moriarty, 2020).

Team Performance Theory as cited by Cook (2015) explains that as the team develops maturity and ability, relationships establish, and leadership style changes to more collaborative or shared leadership. These stages are commonly known as forming, storming, norming, performing, and adjourning.

The performance is viewed as behaviors or actions that are relevant to for the organization's goals and that can be measured in terms of the level of contribution to those goals. These behaviors can be distinguished from effectiveness which is the impact that behaviors have on outcomes. Thus, helps groups progress through the five stages of group development by allowing for a smooth transition from one stage to the next by actively guiding the process with guidelines that provide structures, boundaries, and milestones.

Teamwork skills are gaining close attention being considered essential competencies in an increasingly more globalized, dynamic, and complex world. New employees can resolve specific work issues or have the required skills to handle the new challenges posed by today's society. Universities are not oblivious to society's needs, especially to the demand of companies for students and future workers to be trained in soft skills. Over the past years, universities have manifested their concern with students' mastery of soft skills, specifically those related to learning to work in teams, given their correlation with employability. Recruiters are looking for employees with soft skills, as they are aware of the link between the former and the successful maintenance and execution of a job (Baneres and Conesa, 2019).

The Theory of Mattering coined by Schlossberg (2016) explains how students conceptualized feeling valued or marginalized with their college environment. Once confident in their life, an individual in a new environment will often be unsure of where he/she fits in and may not feel needed or valued. If unable to develop connections and relationships within the new environment, this feeling of marginality can also be a long-term sentiment. When developing a program, fraternity professionals should remember that different students have different strengths and talents. It is important to create space for students to explore and develop skills. Providing an emerging leaders program coordinating an alternative spring break experience can provide such a forum for the students.

The mattering construct has three (3) core elements: (a) the sense that other people depends one another; (b) the perception that other people regards other; and (c) the realization that other people are actively paying attention to others. The analysis of mattering as having the value to others (being significant to others) and also giving value to others (providing significance to others) was the notion that other people come to depend one another. These components were incorporated into a self-report measure of perceived mattering to others called the Mattering Index. These measures had three subscales: (a) awareness (others paying attention to oneself); (b) importance (others investing in and valuing a person); and (c) reliance (becoming a valued resource relied upon by others). Therefore, mattering involves the feeling of being appreciated (Prilleltensky, 2020).

Similarly, Flett et al. (2019) argued that mattering involves a feeling of being important and recognized as an individual in a way that is keeping with people's need for uniqueness and a distinct identity. Taken together, these various elements are key aspects of the construct definition theoretically, and they have also been found in extant qualitative research that has explored the mattering construct.

In order to achieve the veracity of purpose in making this research work, some legal points are considered and incorporated in this study. The Higher Education Act of 1994, officially designated as Republic Act No. 7722, is a Philippine law that creates the Commission on Higher Education, fostering protection and promotion of the right of all citizens to affordable quality education at all levels and takes appropriate steps to ensure that education shall be accessible to all. It has also the policy of the State to ensure and protect academic freedom and shall promote its exercise and observance for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high-level and middle-level professionals, and the enrichment of country's heritage.

Under this act, State-supported institutions of higher learning shall gear their programs to national, regional or local development plans. Further, all institutions of higher learning shall exemplify through their physical and natural surroundings the dignity and beauty of, as well as their pride in, the intellectual and scholarly life. Furthermore, the Commission shall be independent and separate from the Department of Education and attached to the Office of the President for administrative purposes only. Its coverage shall be both public and private institutions of higher education as well as degree-granting programs in all post-secondary educational institutions, public and private.

In addition, Batas Pambansa (BP) Bilang 232 also known as the Education Act of 1982 establishing an integrated system of education in the Philippines. The integrated system of education covers both formal and non-formal education all levels. It aims to promote equal access to education for all individual and emphasizes community participation.

Under this law, equal access to quality education for all was protected. It outlines rights such as freedom of expression and association for all groups involved in the education system. It also defines the duties of students, parents, teachers, and administrators to support educational objectives and national development goals.

Similarly, CHED Memorandum Order (CMO) No. 09 Series of 2013 provides the Enhanced Policies and Guidelines on Student Affairs and Services defining the scope, procedures, the extent of regulations as well as the mechanics of evaluating student welfare and activities for students in Higher Education Institutions (HEIs) Therefore, HEIs shall ensure full implementation of these policies and guidelines and provide mechanism for its monitoring and evaluation.

The CHED is mandated to promote quality education; take appropriate steps to ensure that education shall be accessible to all; and ensure the protection of academic freedom for the continuing intellectual growth, the advancement of learning and research, the development of responsible and effective leadership, the education of high level professionals, and the enrichment of historical and cultural heritage. Further, an educational institution seeks to form individuals who can later become productive citizens of the country. Its responsibility is not only confined to the teaching and development of job skills, but also to the acquisition of life skills and values. Therefore, SAS must systematically and deliberately address the end objective of producing citizens suited to the aims of the country and of humanity. Furthermore, students' enjoyment of their rights shall be balanced by the exercise of accountability and social responsibility, that is, for every right enjoyed, there is a corresponding duty and accountability. Finally, the right of students to "self-management" with the exercise of right to self-organize on matters that will advance their welfare and maximize their potentials shall be invaluable.

College education is a formidable chapter on one's life. It is simply not about school, but it is about difficulties one faces and opportunities that open. In the end, an incoming freshman ultimately desires the "college experience," also known as fun. There are countless of entertainment in college. It can be through parties,

friends, or becoming involved with the school. Most of the time, incoming college students want to be a part of their college as much as possible.

Apparently, Garcia & Yazon (2020) argued that work experience had a significant implication in determining the success rate of work employment. Most universities and colleges consider hiring selection process not only on adequate education and training-based standard but also to the extent of lengthy employment records with relevant areas related to the offered description.

However, Robles (2021) highlighted the importance of social skills to a significant important attribute for job seekers. It demands that soft skills are as well as consolidated into the hard skills, given that current job positions require additional qualities that were previously not demanded. Thus, both employers and academic institutions are slowly becoming aware of the need to equip individuals with the competencies, skills and knowledge that will not only facilitate their incorporation into the job market after their studies but also support their professional development throughout their career.

Augmenting and improving the students' experience from first contact until they become alumni is critical to the success of both student and the higher educational institution. The Students Affairs Office (SAO) is expected to be proactive in ensuring that no student is left at a disadvantage as a result of the programs and services in the campus (Sahin et al., 2019).

According to Eisma (2017), comprehensive and coordinated student support services are critically important for the social, emotional, and character development of students and for the development of learning environments that are conducive to students' achievement of high academic standards.

Understanding students' satisfaction with the units of programs and services can be useful for institutions of higher education to help identify their strengths and pinpoint areas that could be improved. One must look into students' experiences and other factors that contribute to their satisfaction. It is important to know the different units are developed including the models of student affairs in colleges and universities use, and how the needs of the students can be addressed by those programs and services (Allen et al., 2020).

Interestingly, Razali et al. (2019) mentioned that time management is critical, and it can have an impact on an individual's overall performance and achievements. Students nowadays frequently complain about not having enough time to accomplish all of the work assigned to them. Likewise, the flexibility and independence of a college or university setting can distract students who have not acquired time management skills. Another factor that affects poor time management of students is their negative attitude towards time management and the use of gadgets and social media.

Further, Alipio (2022) stated that around 60% of students who are unable to acclimate to college drop out before the end of their first year. Students who are unable to form positive relationships with their peers, teachers, and school administration, and who dislike their school and topics, are more likely to be absent and drop out. In addition, one of the specific causes of school drop outs is the difficulty of adjusting to the school curriculum.

In a study conducted by Galvez (2018) on the satisfaction rating of the student affairs and services in most colleges and universities revealed the overall rating of "very satisfied" with the quality of programs and services provided, especially in the admission services which earned an "excellent" rating. However, Sports Services was rated a "Satisfactory" rating obtaining the lowest rating. All areas under evaluation – Personnel, Facilities and Quality of Services were found to be "very satisfactory."

Casinillo et al. (2021) argued that a worker with positive experiences is more possible to acquire new ideas that improve self-ability and efficacy. Hence, work experiences vary depending on the demographic profile such as ethnicity, class, culture, and gender relations. Likewise, worker's experiences and well-being deviate as a function of commitment to work and conflict of interest in the workplace.

Furthermore, Cadag (2021) in her study found out that effective student services are highly related to students' development in terms of intellectual, social, cultural, and political aspects. Generally, student services offered

were satisfactorily implemented. However, there have only been a few studies on policies to formulate effective student services across colleges and universities currently operating in the country.

Relatedly, the study conducted by Bernardo (2019) revealed that financial pressures are one of the sources of stress for students that have been noticed in higher education systems around the world. Unsurprisingly, financial stress and uncertainty have a negative impact on student well-being. Financial stress among students is linked to increased self-reported mental health needs, difficulty in college adjustment, and a variety of negative behaviors, social relationships, and academic outcomes. Furthermore, financial stress is not uncommon among Filipino students, and government figures indicated that a sizable proportion of the school-age population faces financial challenges.

Meanwhile, a study conducted by Fan and Wolter (2022) found out that respondents also claimed that students who are not disciplined, corruption concerns, plagiarism issues, language barriers, bullying, a lack of friends, and peer pressure were some of the social issues they encountered during their college experience.

On the other hand, Senreich et al. (2020) stated that the negative impact of workplace and work experiences can be a source of dissatisfaction and stress. Several factors impact the compassion satisfaction of workers. The factors influence their work experience which might cause unproductive and inefficient in their respective job assignments.

According to Johari & Jha (2020), school officials must be motivated and given incentives to become contented and productive in their work assignments. Awards and incentives for meritorious work performance must be provided by the institution to increase the desire of an employee in accomplishing their given task.

Additionally, work experiences can also be affected by heavy workloads caused negative outcome and result. Heavy workloads have a negative impact on the productivity of school officials and other employees. Thus, institutional management policies must be considered to adjust based on their employee's productivity and effectiveness (Griffith & Altinay, 2020).

Further, Setiadi et al. (2020) found out that educational attainment, age composition, and work experience of employees have a momentous influence on their productivity. The level of education increases the knowledge of workers and influences their attitudes, which makes them more competitive in their work. School officials in designing and carrying intervention programs on fraternity involvement among students should possess high level of understanding on fraternal life with wide array of analytical skills to resolve issues on hazing and other initiation activities.

Furthermore, part of picture of one's desirable work experience is the leisure activities. Leisure at work can provide intrinsic satisfaction or enjoyment, relaxation, and intimacy to colleagues and co-workers in an organization or institution. It is more precisely presented in most arguments on leadership capabilities among school governing officials the consensus on leisure at work. Many school programs pressured school's officials as these would cause serious implications on the general order concerns of the institution. Thus, affecting the level of program implementation and reflecting one's incapacity to manage and implement policies (Fekete et al., 2020).

Moreover, Bustillo et al. (2020) stated in their study that health feature is very important to be assessed especially for those older employees. Health is a strong determinant of satisfaction and well-being which comprised the total work experience of an employee. Hence, considering the health framework that elucidates the work experiences of school officials in implementing intervention programs and other school policies conform their different socio-economic data that influence labor productivity.

In a study conducted in 2019, it was shown that laxity in the implementation of law and inadequate monitoring of student organizations and activities contributed to the proliferation of violence-related activities. The lack of common understanding on the issue among school administrators has made the phenomenon difficult to prevent (Gabriel & Mangahas, 2019).

Finally, a study conducted by Micek (2018) disclosed that school officials' lack of working experience and poor understanding on fraternal organizations resulted to poor administration of school policies governing to fraternal engagement and intervention programs on anti-hazing policies. The study pointed out that work experiences define the pure intention, clarity and innovative change towards program implementation. Hence, the study recommended to conider work experiences in the hiring and selection process.

The Problem

Statement of the Problem

This study aimed to delve into the work experiences of Student Affairs Office (SAO) Heads in handling erring students in schools, Second District of Bohol.

Specifically, the study sought answers to the following sub problems:

1. What are the experiences of the informants in handling erring students in schools?

2. How do the informants address the challenges encountered in handling erring students in schools?

3. What are the aspirations of the informants to improve their handling of erring students in schools?

Significance of the Study

The following entities will be benefited from the study:

Student Affairs Office (SAO). This study will strengthen the existing programs and services of Student Affairs Office (SAO) especially on cases where utmost consideration and understanding on the issues involving erring students in the campus.

Student Affairs Office (SAO) Heads. The result of this study will guide SAO Head in drafting and implementing a more refined school policies intended for erring students as part of institutional reforms, guidelines and policies. In like manner, SAO Heads will be able to integrate their previous working experiences into the changing demand of educational platform.

School Administrators. The findings of this study will provide adequate information to the School Administrators relative to current issues among erring students which will serve as the basis for the necessary remediation program that corresponds to the level of its severity.

Guidance Counselors. The outcome of this research study will be beneficial to the Guidance Counselors in deepening their understanding on various influential factors affecting students' personality. In like manner, they will be able to make refinement on the counseling techniques and programs of the institution best suited to the best interest of the concerned students.

Campus Security Officers. The findings of this study will serve as the foundation of a more comprehensive security measures to be implemented within the campus perimeter. In addition, campus security officers will gain additional inputs on the nature and prevalence of conflicting students' interest necessary in the promotion of campus security and safety.

Commission on Higher Education (CHED). The findings of this study will contribute to the development of the existing guidelines and policies of the commission on school programs and activities which promotes students' actual engagement in the real world.

Local Government Unit (LGU). This study helps the Local Officials to understand their role and possible counterpart in implementation of intervention programs especially those colleges administered and run by the local government unit.

Student Supreme Government (SSG) Officers. The findings of this research investigation will guide the SSG officers on initiating an alternative measure in minimizing the issues on erring students in the campus. As recognized representative of the students, they are expected to deliver the programs and services ensuring the optimum satisfaction of students' needs. In addition, pertinent data affecting the interests of students will be provided as part of research findings. Data findings are beneficial in the formulation of specific and strategic programs of the institution intended to the best interest of the students.

Students. The result of this investigation will provide sufficient grounds for understanding the causes and effects on the nature of an existing erring student in the campus, including the disciplinary actions imposed by the institution to students who violate the existing policies. On the other hand, students may likewise be informed on the importance of equality and judgment.

Community. This study also will provide relative information to the public on understanding individual instinct and multi-dimensional differences. Deep understanding on individual differences will provide a better support on the occurrence of the problem anchored in effective community relations.

Researcher. The result of this study will be helpful to the researcher to know and better understand the value work experiences among SAO Heads in their crucial roles on resolving issues related to students' behavioral differences and deviant behaviors. Thus, this may aid the researcher in providing the appropriate recommendations based on the output of the research study.

Future Researchers. This research work will encourage future researchers to conduct a deeper study on the implications of SAO Heads competence anchored on their own personal experiences towards the promotion of better programs and services to the concerned students in the campus.

RESEARCH METHODOLOGY

Research Design

The study utilized the qualitative method of research. This method of research examines the implications of work experiences among school officials in the implementation of intervention programs to erring students, while looking at school officials' role as a whole.

A philosophical method known as transcendental phenomenology looks for the fundamental patterns of subjective experience as it is experience by study participants. In qualitative research, the goal of transcendental phenomenology is to gain a deep and comprehensive understanding of how people perceive and interpret their surroundings.

This approach seeks to clarify the specifics of identifying phenomena by examining how their actors interpret them. In the human sphere, this frequently means gathering in-depth information and viewpoints through qualitative, inductive methods like participant observation, interviews, and discussion, then presenting it from the viewpoint of the research participants (Husserl, 1970).

According to Creswell (2017), a phenomenological study describes the meaning several individuals have of their lived experiences around a concept. The design has been chosen because it allows multiple school officials to share their experiences, which will provide applicable insights to the field as a whole. The interview structure allowed for participants to provide detailed responses to questions, and this further allowed for better findings, conclusions, and recommendations for future research.

Research Environment

The study was conducted in the Second District of Bohol. The province of Bohol is divided into three (3) congressional districts with current seats in the national legislature. The second legislative district of Bohol was created on the year 1907 and re-established in the year 1987 consisting of fourteen (14) northern municipalities, namely: Bien Unido, Buenavista, Clarin, Dagohoy, Danao, Getafe, Inabanga, President Carlos P. Garcia, Sagbayan, San Isidro, San Miguel, Talibon, Trinidad, and Ubay. It has a total land area of 1,640.57

square kilometers (or 633.43 sq. mi) with a total population of 498,734 based on the 2020 census. At present, it is represented in the 19th Congress by Hon. Vanessa Aumentado of the People's Reform Party (PRP).

This study covered nine (9) Local Universities and Colleges (LUCs) in the second district of Bohol, namely: Bohol Island State University (BISU) – Clarin Campus located at Poblacion, Clarin Bohol; Bohol Northern Star Colleges (BNSC) located in Poblacion, Ubay, Bohol; Buenavista Community College (BCC) located at Cangawa, Buenavista, Bohol; Colegio De Getafe (CDG) located at Poblacion, Getafe, Bohol; Danao Technological College (DTC) located in Poblacion, Danao, Bohol; Talibon Polytechnic College (TPC) situated at San Isidro, Talibon, Bohol; BIT-International College (BIT-IC)- Talibon Campus located at San Jose, Talibon, Bohol; Blessed Trinity College (BTC) located at Poblacion, Talibon, Bohol; and Trinidad Municipal College (TMC) located at Poblacion, Trinidad, Bohol.

Bohol Island State University (BISU) Clarin Campus has its roots as the Clarin School of Fisheries formerly Clarin Junior High school. It was founded in 1949 and located in Poblacion Norte, Clarin, Bohol, with an approximate distance of 61 kilometers from the Capital City of Tagbilaran. Bohol Island State University Clarin Campus is currently offering the seven courses, namely: Bachelor of Science in Computer Science, Bachelor of Science in Hospitality Management, Bachelor of Science in Environmental Science, Bachelor in Technology Education Major in Home Economics, Bachelor in Secondary Education Major in Mathematics, Bachelor of Elementary Education, and Techears Certificate Program.

On the other hand, Bohol Northern Star Colleges (BNC) located in Poblacion, Ubay, Bohol, Bohol is a private non-sectarian co-educational institution of higher learning in Ubay, Bohol. It offers complete elementary and complete high school education with twelve (12) TESDA WTR registered programs. Further, BNC also offers Associate Courses, namely; Diploma in Industrial Technology, major in Automotive, Electricity, and Electronics; and Diploma in Technology Education, major in Automotive, Electricity, and Electronics. Furthermore, it offers twelve (12) undergraduate courses, namely: Bachelor in Elementary Education (BEEd); Bachelor in Secondary Education (BSEd), major in English and Mathematics; Bachelor of Science in Accountancy (BSA); Bachelor of Science in Business Administration (BSBA), major in Financial Management, Marketing Management, and Management Accounting; Bachelor of Science in Criminology (BSCrim); Bachelor of Science in Entrepreneurship (BSE); Bachelor of Science in Hotel & Restaurant Management (BSHRM); Bachelor of Science in Information Technology (BSIT); Bachelor of Science in Information System (BSIS); Bachelor of Arts (AB), major in Political Science and Psychology; and Continuing Professional Education (CPE).

Meanwhile, Buenavista Community College (BCC) is a public higher educational institution in Buenavista, Bohol. It is located in Cangawa, Buenavista, Bohol, a quiet, conducive environment for learning, far from distractions like commercial and industrial areas. The college started providing its programs for free in 2018 upon the implementation of the Universal Access to Quality Tertiary Education Act. At present, BCC offers undergraduate courses in Criminology, Teacher Education, and Hospitality Management.

Further, Colegio de Getafe (CDG) is a municipal college operated by the Local Government Unit of Getafe, Bohol strategically situated close to the marketplace. It started its operation on August 2020 offering three initial courses like Bachelor of Science in Criminology, Bachelor of Science in Information Systems and Bachelor of Arts in English. The institution was granted a permit to operate from the Commission on Higher Education (CHED) on July 20, 2020. The institution also offers scholarship program under the Unified Student Financial Assistance System for Tertiary Education (UNIFAST).

Likewise, Danao Technological College (DTC) located in Poblacion, Danao, Bohol, was established through the efforts of the Local Government Unit (LGU) of Danao, Bohol. It offers the degree for Bachelor of Science in Criminology (BSCrim) and Bachelor in Technical Vocational Teacher Education (BTVEd) major in Food Service Management (FSM). Currently, Danao Technological College program offerings are already assessed by CHED RO7 and earned Institutional Recognition (IR) on the same month and year. DTC is now one of the accredited higher education institutions in Bohol that offers affordable education to its students. It is also a partner of the Provincial Government of Bohol (PGBh) in implementing various programs and projects that benefit the community.

Furthermore, Talibon Polytechnic College (TPC) situated in San Isidro, Talibon, Bohol, was established on July 17, 2017. It offers the following programs, namely: BS in Agriculture, BS in Accounting Information System, and BS in Information Systems, Bachelor of Arts in Political Science, Bachelor of Arts in English Language, and Bachelor of Science in Criminology. The institution was granted a Certificate of Eligibility to avail of the benefits of RA 10931 also known as the Universal Access to Quality Education Act. It was recognized by the Commission on Higher Education (CHED) through Commission en banc Resolution No. 564-2020.

Relatedly, BIT-International College (BIT-IC) in Talibon Campus located in San Jose, Talibon, Bohol is one of the school systems of BIT-International College System formerly established as Bohol Institute of Technology (BIT). It is a private, non-sectarian, co-educational tertiary education of higher learning established in 1981. BIT-IC aspires to provide students with better opportunities in the future and empower them to become involved members of the community. BIT-International College (BIT-IC) in Talibon Campus offers programs at the Senior High School and undergraduate levels. The college has bachelor degrees in the fields of Education, Marine Science, Business Administration, and Criminology. Its Senior High School department has the Academic and Technical-Vocational-Livelihood (TVL) tracks. BIT-IC Talibon, together with other campuses of BIT International College System, is recognized by the Commission on Higher Education (CHED).

Moreover, Blessed Trinity College (BTC) is a private higher education institution located at Poblacion, Talibon, Bohol. It started out as a high school and opened for higher education programs in 1993. At present, BTC offers undergraduate programs in Elementary Education, Secondary Education, and Business Administration. It also has a Senior High School (SHS) department with the ABM, GAS, STEM, and ICT strand made available. The school and its programs are duly acknowledged by the Department of Education (DepEd) and the Commission on Higher Education (CHED). Blessed Trinity College (BTC) is also a member of the Catholic Educational Association of the Philippines (CEAP).

Finally, Trinidad Municipal College (TMC) located in Poblacion, Trinidad, Bohol, was formerly originated as Trinidad Institute of Technology (TIT). It is one of the CHED's recognized Local Universities and Colleges (LUCs) in the second district of Bohol province. At present has a population of more than 7,000 enrollees across all programs and courses offered. Trinidad Municipal College offers seven (7) degree programs, namely: Bachelor of Science in Criminology, Bachelor of Science in Information Technology, Bachelor of Science in Office Administration, Bacheor of Arts in Political Science, Bachelor of Artss in English Communication, Bachelor in Secondary Education, and Bachelor in Elementary Education.

Research Informants

This study comprised a total of nine (9) research informants representing the nine (9) Student Affairs Office (SAO) Heads of the existing Local Universities and Colleges (LUCs) in the Second District of Bohol and who have served for atleast two (2) years. Four (4) informants were for individual interview and five (5) for focused group discussion. The four (4) informants who were individually interviewed came from Bohol Island State University (BISU) - Clarin Campus, Danao Technological College (DTC), Bohol Northern Star Colleges (BNSC), and Buenavista Community College (BCC), while five of the informants who were included in the focus group discussion came from Colegio de Getafe (CDG), Blessed Trinity College (BTC), BIT International College (BIT-IC) – Talibon Campus, Talibon Polytechnic College (TPC), and Trinidad Municipal College (TMC), respectively.

Research Instrument

An Interview Guide (IG) was used to guide the one-one-interviews and focused group discussion with the informants based on the approved schedule. Guide questions during the interview can be found on Appendix B. This was done to ensure that the participants were asked the same general questions. Follow up questions were asked as needed throughout the interview. The questions were designed to gain better understanding on the concept of work experiences, the challenges encountered in handling erring students, and aspirations of the informants to improve their handling of erring students in school. This structure provided the participant with a

way to provide open and honest answer of their own experiences and judgments and validated by the panel members.

Part I of the Interview Guide dealt with the experiences of the informants in implementing interventions programs for erring students involved in fraternities/sororities. Part II delved into how informants handle the challenges encountered in handling erring students. Part III inquired into the aspiration of the informants to improve their handling of erring students in school.

Research Procedures

The researcher in the conduct of this study, observed the following stages of preparations.

The researchers started crafting a permission letter address to the School Administrators and/or College Presidentsof the subjected nine (9) Local Universities and Colleges (LUCs) in the Second District of Bohol. The transmittal letters were duly noted by the Research Adviser and so with the Dean of the Graduate School of the University of Cebu.After securing the required approval, the researchers asked approved schedule for interview to the research participants.

The conduct of actual interview was personally administered by the researchers. Before the actual interview, the researchers provided an overview of the study. Certain time allotment was allocated for the clarification purposes of which the informants were given enough time for clarifications. All other considerations were strictly employed and observed.

Gathered data on interviews were treated based on the approved standard and methods of interpretation. All voluntary information provided by the informants was kept and treated in strict confidentiality and only used for research purposes.

Data Collection. Semi-structured interviews were used to collect data. The interviews were recorded, so that the responses could be transcribed, and therefore, analyzed more efficiently. After the responses were transcribed the data was coded to later be able to identify common themes and patterns in the responses. In the data collection process, all identifiable information was removed and labeled in a way to connect the participant to their specific data. This was one way to maintain consistency and confidentiality throughout the whole process.

Data Analysis. Interviews were transcribed and coded as part of the analysis process. Descriptive coding was used in the analysis and this was done by giving a word or phrase to each highlighted section of the transcription to summarize it (Saldaña, 2013). Coding is one way to organize comments and parts of the transcription toward analysing the information for the study. Some codes were combined to include a wider summary. Peer examination was used to make sure data was correctly analysed and themes are appropriate. It was explained by Krefting (1991) that peer examination as the process of examining findings with an impartial colleague who has qualitative experience. This was done to increase validity of the study.

Ethical Considerations. The study undergone ethics review by the Ethics Review Committee of the Graduate School of the University of Cebu. The researchers informed the informants of the study's goal after receiving request letters addressed to the concerned institution. The informants in this study did not suffer any negative effects, and their participation was completely voluntary. At every stage of this study, the informants' dignities were honored, and their privacies were protected. The data were treated with appropriate levels of confidentiality, which was ensured before each informant.

On the basis of informed consent, the informantshad the prerogative to participate in the interview. In order to comply with the principle of informed consent, the researcher provided the participants with enough information and assurances about their participation in order for them to fully understand the implications of doing so and an informed decision about whether or not to do so, free from any pressure or coercion. A consent form duly signed by the informant form part of the documentation of the study.

Trustworthiness of Research. Trustworthiness was consisted of four different aspect: credibility, the validity of the findings: transferability, the applicability of the findings to other context: dependability, the reliability of the findings at another time: and confirmability, the objective of the researcher while carrying out his research.

Credibility. Credibility of research measures the truth value of the study whether the study's findings are correct and accurate. To some degree, it relies on the credibility of the researcher as well as the norms of research methods. It includes triangulation, member checking, peer debriefing, thick description, reflexivity, saturation, and external audits.

Dependability. In this study, both producers and consumers, actively build their trust in the events as they unfold. Peer debriefing or scrutiny are solid communication habits that create trust. The researcher also anticipates review by a peer. Presumably, awareness that the work is to be inspected by a peer would cause the researcher to be careful with what is recorded about the dat. This habit of data separation into observations and interpretations is done through bracketing.

Transferability. The researcher maintains a pattern and descriptions from one context to another in a reflexive analysis and the different processes within the researcher act. Part of the bracketing processes involves researcher using bias as it exists in interpretive repertoire. Research bias and assumptions are always present in the research. Reflexive auditing, or describing the involvement of the researcher in the decisions made in the research process, is most characteristic of post positive research.

Confirmability. In order subject one's research auditing, a present of objective reality will be maintained. Rather than constructing a reality in findings, the researcher believes and pursues objectivity, rely on constructs like precision and accuracy in research. As such, the use of confirmability is a small, circumscribed intent within the research study, especially concerning emergent design positivism.

Bracketing and Reflexibility. The researcher was mindful that his background as a criminologist would influence his perception on the informants' experiences as SAO Heads when he conducted this transcendental phonological study. During the data processing and interpretation stage, he used to set aside his assumptions and previous views about the experiences of the informants as SAO Heads, their challenges encountered, and their aspirations in order to maintain neutrality. He recognized that his interpretation of the data might be influenced by his own criminological experience. He could have formed certain inadvertent biases and presumptions about the lives of SAO Heads in handling erring students because he's a criminologist. He vigorously questioned his preconceptions and critically considered how his background as a criminologist would have an influence on his comprehension of the informants' experiences throughout the study process. To ensure impartiality was made clear and to maintain transparency, he recorded his thoughts and views in a reflexive journal. He examined the data with a neutral viewpoint while continuously considering and resolving the potential impact of his own biases and positionality by combining bracketing and reflexivity.

Definition Of Terms

When used in this specific study, the following terms are hereby defined as follows:

Addressing the Challenges Encountered by the Informants in Handling Erring Students in Schools. It refers to the discretionary decisions and adjustments among Student Affairs Office (SAO) Heads in the handling identified erring students in the campus.

Aspirations of the Informants to Improve their Handling of Erring Students in Schools. It refers to the development foundation of Student Affairs Office (SAO) Heads in the effect of improving the quality of services in handling erring students in schools.

Experiences of the Informants in Handling Erring Students in Schools. It refers to the previous field of work-related employment among Student Affairs Office (SAO) Heads which influence their managing capabilities on handling erring students in the campus.

Presentation And Analysis Of Data

This part dealt with the presentation and analysis of data. The data that were presented are divided into three (3) parts, namely: the experiences of the informants in handling erring students, addressing the challenges encountered during the handling of erring students, and the aspirations of the informants to improve their handling of erring students in school. It also discussed the thematic descriptions of the data, which categorized the common responses, shared feelings, and thoughts derived form the lived experiences of the informants.

Presentation of Data

The researcher in this phenomenological study gathered all the data or information from the informants during the in-depth interviews. These processes have involved the generation of an exact amount of data. The researcher ensured that all data gathered will be keep in good record of what is said exactly during interview. The researcher used an audio recording to examine the implication of work experiences among SAO heads in handling erring students in the campus. The interview transcriptions were assigned into line numbers and coded systematically from which significant statements were extracted. The core meanings were formulated from the selected significant statements and were organized into cluster themes. The formulated meanings from the cluster themes were re-group and formed ten (9) emergent themes, as follows:

I.   Experiences of the Informants in Handling Erring Students in Schools

A. Positive Experiences

1. Resilience through Experience

2. Sense of Accomplishment and Impact

3. Growth and Learning

B. Negative Experiences

1. Frustration and Dissatisfaction

2. Pressure and Unease

II.   Addressing the Challenges Encountered in Handling Erring Students in Schools

1. Collaboration and Communication with Stakeholders

2. Navigating Complex Cases and Serious Penalties

III.   Aspirations to Improve the Handling of Erring Students in Schools

1. Strengthen the Prevention Strategies

2. Creating a Safer and Supportive Campus Environment

The above-mentioned themes were conscientiously and thoroughly created to described the experiences of the SAO Heads in handling erring students in the campus. The explanations are presented below.

I.   Experiences of Informant in Handling Erring Students in Schools

A. Positive Experience

1. Resilience through Experience. Informants shared the number of years in serving as SAO Head which served as the baseline of their robust efforts of inflecting positive change on the lives of the erring students.

Informant 2 disclosed a working experience of 5 years and 7 months of service as SAO head of the institution:

Ahmm..I've been in service for five years og pito na ka bulan ug kini naghimo kanako nga labaw nga katakus sa pagdumala sa mga panaglalis sa mga estudyante (IDI2:SS1). (I had been in service for 5 years and 7 months already and this makes me more competent in handling students' disputes).

Meanwhile, Informant 8 during the in-depth interview narrated a working experience as SAO head for a period of 6 years and 2 months.

Well, speaking of my years in service as SAO head, I already have six years and two months already. Sa akong hunahuna ang akong taas nga kasinatian sa kini nga natad nakapalambo sa akong mga potensyal sa paghusay sa mga panagbangi nga makapukaw between the school and students or even teachers and students including student to student misunderstanding (FGD4:SS1). (Speaking of my years in service, I already have 5 years and 2 months already. I guess my lengthy experience in this field had developed my potentials to mediate conflicts arousing between the school and students or even teachers and students including student to student misunderstandings).

However, Informant 6, with a seasoned air, shared sentiments echoed throughout the interview, describing how his experiences had equipped him with a unique blend of empathy, composure, and determination.

Ahmpf.., Nakita nako ang daghang mga butang sa kini nga trabaho, pipila ka medyo lisud nga mga butang apan nakakat-on ako sa pagpahiangay, pagpabilin nga kalmado, aron magpadayon. It's like building up a muscle, you know? The more I face these challenges, the stronger I become (FGD2:SS1). (I see a lot of things in this job, some pretty tough stuff but I learn to adapt, to stay calm, to keep going. It's like building up a muscle, you know? The more I face these challenges, the stronger I become).

2. Sense of Accomplishment and Impact. Informants shared their feelings of accomplishment and positive impact in handling erring students in the campus.

Informant 9 shared a fulfilling work satisfaction as SAO head being involved in conflict resolution of erring students.

As a guidance counselor and SAO head, makaingon ko nga kontento ug natagbaw ko sa akong work sa pagdumala sa nasayop nga mga estudyante, they are still young, so you can still change their decisions. And because of my position, I can advise them to go a path of the righteous (FGD5:SS2). (As a guidance counselor and SAO head, I can say that I am satisfied and fulfilled with my work in handling erring students because most of the students I had handled, they are still students, they are still young, so you can still change their decisions. And because of my position, I can advise them to go a path of the righteous).

On the other hand, Informant 1 during the in-depth interview shared the same feeling of fulfillment having provided a chance to become part of someone's lives.

Nindot kaayo nga pagbati nga e consider ang experience nga sama niini. Someone who can guide young people to be on the right track. A fulfilling reason of sighs and contentment (IDI1:SS2). (It is really a great feeling to consider experience like this. Someone who can guide young people to be on the right track. A fulfilling reason of sighs and contentment).

Meanwhile, Informant 2 during the in-depth interview with a warm smile, shared her profound satisfaction when she witnessed students taking responsibility for their actions, making amends, and demonstrating growth.

Dili kini kanunay sayon, but when you see a student turn their life around, it makes it all worthwhile. Knowing that you played a part in helping them make positive choices, mao kana ang nagpadayon kanako (IDI2:SS2). (It's not always easy, but when you see a student turn their life around, it makes it all worthwhile. Knowing that you played a part in helping them make positive choices, that's what keeps me going).

3. Growth and Learning. Informants shared their sentiments on how their positive experiences contribute to their decision-making.

Informant 4 shared an emotional response how someone's experience creates a big difference between chances and opportunities, stressing out the importance of fairness and transparency in making a decision.

You know what, ahhmmm… lisud kaayo alang kanako ang paghulagway sa paagi sa pag-apil ug pagkontak sa mga estudyante having deviant behaviors as many people would judge them the way they commit mistake and somehow neglecting the value of compassionate understanding. With this, I can say that..ahmp..it really meant a lot for me. Kini nag-umol kanako kung unsa ako karon ug kung giunsa nako giisip ang akong kaugalingon nga patas (IDI4:SS3). (You what, it's really hard for me to describe the fashion of being involved and get in-touch with the students having deviant behaviors as many people would judge them the way they commit mistake and somehow neglecting the value of compassionate understanding. With this, I can say that it really meant a lot for me. It fashioned me on how I am today and how I consider myself a fair one).

Meanwhile, Informant 6 during the in-depth interview unveiled the concept of experience is the best teacher indicating that every one of us learned from our own experiences in life.

Gibag-o gyud niini ang paagi kung giunsa nako pag value ang tanan. Lisod jud kayo but we can do nothing than to decide on what is right (FGD2:SS3). (It definitely changed the way how I value everything. It's hard but we can do nothing than to decide on what is right).

However, Informant 5 described how her experiences had expanded her understanding of student development, honed her communication and conflict resolution skills, and deepened her empathy for the challenges that students face.

Kini nga trabaho nagtudlo kanako ug daghan bahin sa mga tawo, and about the differences of human behavior. It's a constant learning curve, and I'm always striving to improve my skills and knowledge (FGD1:SS3). (This job has taught me so much about people, and about the differences of human behavior. It's a constant learning curve, and I'm always striving to improve my skills and knowledge).

B. Negative Experiences

1. Frustration and Dissatisfaction. Informants shared their experiences in handling erring students where they felt frustrated and dissatisfied.

Informant 9 specifically answered that the most frustrating experience is the time when students are getting involved in cyberbullying incidents despite of the fact that educational awareness program was already been made before the students.

You know what, wala nay mas frustrating kay sa pagkakita sa mga estudyante nga nalambigit sa cyberbullying nga mga kalihokan despite of their knowledge. It appears to me as intentional neglect (FGD5:SS4). (Nothing is more frustrating that seeing students involved in cyberbullying activities despite of their knowledge. It appears to me as intentional neglect).

Further, Informant 3 disclosed that students violating basic school policies like vandalism had always been the source of all frustrations.

Sa tinoud lang, ang pinaka frustrating nga experience I had is the moment nga naka encountered ko og students violating basic school rules and regulation, let's say… vandalism as an example. When things are basics it should always become part of our integral part as a student. That's the reason why it truly frustrates me (IDI3:SS4). (The most frustrating experience I had is the moment where I encountered students violating basic school rules and regulation, let's say, vandalism as an example. When things are basics it should always become part of our integral part as a student. That's the reason why it truly frustrates me).

Furthermore, Informant 4 with a weary sigh, expressed feelings of frustrations when he encountered obstacles in his efforts to support students, when he felt limited in his ability to provide the necessary resources, or when he experienced resistance from other stakeholders.

Honestly, usahay murag maningkamot jud mi nga maka tabang sa students, but we're also dealing with a lot of bureaucracy, ahmpp..limitado ang mga resources, and conflicting expectations. It can be frustrating when you feel like your hands are tied (IDI4:SS4). (Sometimes it feels like we're trying to help students, but we're also dealing with a lot of bureaucracy, limited resources, and conflicting expectations. It can be frustrating when you feel like your hands are tied).

2. Pressure and Unease. Informants shared their experiences in handling erring students where they felt pressured or felt like they can't do it anymore.

Informant 7 responded that allowing yourself to get attached to the situation of the erring students is the hardest thing to compel.

Ahhmp.. part of SAO head mandate mao ang pagbalanse sa panginahanglan sa mga estudyante ug sa interes sa institusyon. Ang sayop nga mga estudyante sa usa ka paagi nakalapas sa interes sa eskwelahan sa lain-laing mga rason ug komplikado nga mga sitwasyon. I think it is normal and fair also to hear other side of the story. There are really rare and occasional cases where you cannot avoid being inflected into a situation where the interest of both parties caused you trouble. For me, dili jud nah kalikayan. it is the worst yet crucial experience being a SAO head (FGD3:SS5). (Part of SAO head mandate is to balance the need of the students and the interest of the institution. Erring students somehow violated the interest of the school in a variety of reasons and complex situations. I think it is normal and fair also to hear other side of the story. There are really rare and occasional cases where you cannot avoid being inflected into a situation where the interest of both parties caused you trouble. For me, it cannot be avoided. It is the worst yet crucial experience being a SAO head).

However, Informant 8 during the in-depth interview indicated that a feeling of helplessness is just a normal reaction and still part of the routine experience of the SAO officer.

Sa tanang decision we make as a SAO officer, as much as possible we try to.. ahhh… ibutang ang tanan sa balance. However, ,ahmmpp.. in cases where reality demands the burden of our function, wala jud tay mahimo kung dili ang pag buhat sa sakto (FGD4:SS5). (In every decision we make as SAO officer, we put everything into balance as much as possible. However, in cases where reality demands the burden of function, we can do nothing but to do what is right).

Likewise, Informant 9 with furrowed brow, shared and expressed a sense of unease when she faced difficult decisions, when she felt the weight of expectations, or when she encountered situations that require her to explore, the diverse ethical frameworks.

Daghang presyur ang nahibal-an nga ang matag desisyon nga imong mahimo adunay daghang epekto sa kinabuhi sa mga estudyante. You're constantly trying to balance the needs of the student, the expectations of the school, and the legal guidelines. It can be stressful kung maka balo ka nga you're walking a tightrope (FGD5:SS5). (It's a lot of pressure knowing that every decision you make could have a major impact on students' life. You're constantly trying to balance the needs of the student, the expectations of the school, and the legal guidelines. It can be stressful knowing that you're walking a tightrope).

II. Addressing the Challenges Encountered in Handling Erring Students in Schools

1. Collaboration and Communication with Stakeholders. Informants described their strategies for collaborating and communicating erring students involved.

Informant 9 shared the importance of positive attitude by not judging everyone nor condemning someone being accused of, indicating that this primary step will establish a transparent collaboration between parties involved.

Ang una jud, I always have a positive attitude to communicate, and then, I never judge. Then, I always believe the goodness of every person and there is still room for improvement or change in behavior man gud. Because, there is always a reason why a student behave this way. Because most of the students who grow violent behavior in the school, surely tey are having problems at home (FGD5:SS6). (First is, I always have a positive attitude to communicate, and then, I never judge. Then, I always believe the goodness of every person and there is still room for improvement or change in behavior. Because, there is always a reason why a student behave this way. Because most of the students who grow violent behavior in the school, surely they are having problems at home).

Informant 1 narrated the value of open communication and understanding on issues involving erring students in school.

In handling erring students man gud, I always keep the communication line open. Sa kani nga paagi, I can weigh in facts and allegations towards a peaceful resolution of conflict. In fact, communication is always the key of understanding issues and individual differences crucial in attaining an equitable, fair and transparent judgment (IDI1:SS6). (In handling erring students, I always keep the communication line open. In this way, I can weigh in facts and allegations towards a peaceful resolution of conflict. In fact, communication is always the key of understanding issues and individual differences crucial in attaining an equitable, fair and transparent judgment).

Interestingly, Informant 5 reflecting on a particularly challenging case, shared:

Kaming tanan jud naningkamot sa pagbuhat sa sakto, pero we weren't communicating effectively. There's a lot of confusions about roles and responsibilities, and it took us longer than it should have to get everyone on the same page. Kinahanglan maka kita mi og pamaagi to improve our communication and collaboration so that we can work together more effectively to support students (FGD1:SS6). (We were all trying to do the right thing, but we weren't communicating effectively. There's a lot of confusions about roles and responsibilities, and it took us longer than it should have to get everyone on the same page. We need to find ways to improve our communication and collaboration so that we can work together more effectively to support students).

2. Navigating Complex Cases and Serious Penalties. Informants described ways in handling erring students with serious penalties.

Informant 6 echoed the importance of school policies indicated in the students' manual. All judgment for a corresponding offense will be dealt with according to the school policies, rules, and regulation without prejudices and bias treatments.

Basically, ang us aka decision dili jud absolutely personal in nature. Maminaw man mi, with both parties. However, at the end of the investigation. SAO always implements the corresponding policies appropriate for the offense (FGD2:SS7). (Basically, a decision is not absolutely personal in nature. We listen, with both parties. However, at the end of the investigation. SAO always implements the corresponding policies appropriate for the offense).

Informant 2 mentioned certain protocols applied in cases where serious penalty may be incurred including but not limited to alleviation the case to the higher policy-making body, the school board or its equivalent.

Insofar, as serious penalty warrants, ang SAO kanunay nga nagsunod sa pipila ka mga protocol aron mapahibalo ang board sa eskwelahan. Sa kani nga paagi, all cases with serious penalties be referred and alleviated to higher policy-making body of the school (IDI2:SS7). (In so far, as serious penalty warrants, SAO always adheres to some protocols to let keep the school board be informed. In this case, all cases with serious penalties be referred and alleviated to higher policy-making body of the school).

Informant 1 showed a thoughtful expression on a sense of responsibility, a commitment to fairness, and a desire to find solutions that address the needs of all stakeholders.

Lisod gyud nga sitwasyon ang paghimog mga desisyon nga makaapekto sa kaugmaon sa mga estudyante and I felt the weight of such responsibility (IDI1:SS7). (It was really a tough situation to make decisions that could affect students' future and I felt the weight of such responsibility).

Informant 5 mentioned the basic and very practical means of resolving issue on fraternity-related misconduct based on what the school policy mandated and implemented.

Fraternity-related misconduct of erring students were minimal gamay raman hinoun, pero, real problem that exist in our campus. It is in my remark that this issue be dealt accordingly on the basis provided in the school polices, rules, and regulations (FGD1:SS7). (Fraternity-related misconduct of erring students were minimal, yet, real problem that exist in our campus. It is in my remark that this issue be dealt accordingly on the basis provided in the school polices, rules, and regulations).

Meanwhile, Informant 4 believed on the merit of multi-lateral talks and disciplinary decency within the school campus as a community, students showing misconduct and violence with regards to fraternity or sorority related-cause demands a strategic consideration of facts before judgment shall be made as it carries a severe penalty of possible expulsion. Thus, ruining the life of the students involved.

Actually sir, ahmpp, this is categorized as a very serious offense in our manual. Bug-at jud ang corresponding silot ani. So, that's why.., sa akua lang pod ni nga polisiya, is to use a sound discretion of balance judgment. Kausa ra pod ko naka kuan, encounter ug ing-ani. In my part, need jud nga ipatawag sah ang parents sa studyante, and discuss it in a closed-door conference. I never attempt to alleviate the issue to the higher level. If madala ra, I have to use the discretion not only as SAO Head but also as second parent sa studyante (IDI4:SS7). (Actually sir, this is really a serious offense. It bears a highest penalty of possible expulsion. So, that's why part of my policy is to use my own discretion of balance judgment. I only encountered one incident like this. In my part, there is a need to call the attention of the parents and discuss it in a closed-door conference. I never attempt to alleviate the issue to the higher level. As long as I can manage the issue, I have to use the discretion not only as SAO Head but also as second parent of the student).

On the other hand, Informant 7 mentioned the need to address not just individual incidents of misconduct but also the underlying factors that contribute to a culture of risk-taking, hazing, and disrespect within fraternities.

Fraternity-related misconduct is primarily challenging tungod kay you are dealing with group dynamics, the loyalty issue, og usahay a resistance to change. It's about the culture of the organization at large (FGD3:SS7). (Fraternity-related misconduct is primarily challenging because you are dealing with group dynamics, the loyalty issue, and sometimes a resistance to change. It's about the culture of the organization at large).

III. Aspirations to Improve the Handling of Erring Students in Schools

1. Strengthen the Prevention Strategies. Informants described the strategies for their aspirations to improve the manner of handling erring students in the campus especially those with involvement in fraternity and/or sorority.

Informant 1, shared the importance of positive attitude by not judging everyone nor condemning someone being accused of, indicating that this primary step will establish a transparent collaboration between parties involved.

For my aspirations in improving my skills and knowledge for those involved in fraternity and sorority, I am having a close collaboration with the barangay officials, and also with the PNP, apil napod ang sa Board of Trustee ug members sa faculty in order to prevent cases where students' violence are directly linked to their erring behaviors. So sa ani nga paagi, everybody should help to maintain peace inside the school. That is my strategy or approach nako as SAO Head (IDI1:SS8). (For my aspirations in improving my skills and knowledge for those involved in fraternity and sorority, I am having a close collaboration with the barangay officials, the PNP, including the Board of Trustees and faculty members to prevent cases where students' violence are directly linked to their erring behaviors. So, in this way, everybody should help to maintain peace inside the school. That is my strategy or my approach as SAO Head).

Informant 2 narrated the importance of constant guidance on students' activities as the strategic precautionary measure in preventing students' erring behavior due to the influence of fraternity and sorority organizations in the campus and further emphasizes the crucial role of campus organizations as one way to discourage students' involvement in brotherhood and sisterhood activities.

I always believe on prevention is better than cure, sir. Akong strategy kay mag focus jud ko mainly to prevention rather than conflict-resolution. Ang usa jud ana kay strengthening the functionalities of campus organizations. If students are actively involved in campus organizations, there's no ways that they will get involved in fraternity or sorority membership (IDI2:SS8). (I always believe on prevention is better than cure, sir. My strategy focuses mainly to prevention rather than conflict-resolution. One of which is strengthening the functionalities of campus organizations. If students are actively involved in campus organizations, there's no ways that they will get involved in fraternity or sorority membership).

Informant 8 with a hopeful expression, shared a desire for a holistic approach of addressing student misconduct especially on their behavior.

We need to move beyond just punishing students. Kinahanglan maka kita tag paagi to help them understand the impact of their actions, take responsibility, and make amends. Conflict resolution that restores justice can be a powerful tool for promoting positive change (FGD4:SS8). (We need to move beyond just punishing students. We need to find ways to help them understand the impact of their actions, take responsibility, and make amends. Conflict resolution that restores justice can be a powerful tool for promoting positive change).

2. Creating a Safer and Supportive Campus Environment. Informants shares their aspirations and longings on improving their capabilities in handling erring students towards a peaceful school environment.

Informant 1 emphasized that value of oneself. Hence, a positive change for a lasting peace in school environment must begin from school leaders as a role model.

Ang una jud, I want to start with myself. Usa ko sa mga lider sa eskwelahan. So, I want peace of mind and I want to register it in the perspectives of other campuses. I want everybody to have a positive attitude to one another so that we don't have any social stigma (IDI1:SS9). (So first, I want to start with myself. I am one of the leaders in school. So, I want peace of mind and I want to register it in the perspectives of other campuses. I want everybody to have a positive attitude to one another so that we don't have any social stigma).

Informant 8 shared the aspiration of transparency and equality as means for establishing a good relationship among teachers, students and the stakeholders of the institution emphasizing that peace is not only a responsibility of the school officials but it should always be everyone's responsibility.

Sa akuang bahin, I always longed for a more transparent leadership and equal rights among students as a key factor in maintaining peace within the school premises. The unequal treatment and abuse of authority will divide the school community. Ang tanan naa sa eskwelahan has a responsibility to maintain peace, not only the school officials and security personnel but the entire community (FGD4:SS9). (In my part, I always longed for a more transparent leadership and equal rights among students as a key factor in maintaining peace within the school premises. The unequal treatment and abuse of authority will divide the school community. Everyone in school has a responsibility to maintain peace, not only the school officials and security personnel but the entire community).

Informant 3 shared her sentiments in a hopeful tone expressing desire for inclusive and supportive campus environment where students feel empowered to make positive choices and where they have access to the resources they need to thrive, exemplifying the importance of creating a campus environment that is supportive, inclusive, and responsive.

We need to create a campus environment where students feel safe to speak up, to report concerns, and to seek help when they need it. Importante jud nah kaajo man gud. We need also to foster a culture of respect, where everyone feels valued and included. In addition, sa mga challenging na kaso, there are students struggling with a lot of personal issues, and they didn't feel comfortable reaching out for help. We need to create a

culture they can feel that they are not alone (IDI3:SS9). (We need to create a campus environment where students feel safe to speak up, to report concerns, and to seek help when they need it. It is extremely important to consider. We need also to foster a culture of respect, where everyone feels valued and included. In addition, in most challenging cases, there are students struggling with a lot of personal issues, and they didn't feel comfortable reaching out for help. We need to create a culture they can feel that they are not alone).

Analysis of Data

This analysis delves into the experiences of SAO Heads in handling erring students in Local Universities and Colleges (LUCs) in the second district of Bohol province, drawing upon data collected through semi-structures interviews with purposive sample of nine (9) SAO Heads. The interviews explored the challenges encountered among SAO Heads, focusing on their experiences with student misconduct, collaboration and communication, and aspirations for improvement.

Data analysis employed a thematic analysis approach, identifying recurring themes and patterns within the interview transcripts. This analysis aims to provide a nuanced understanding of the work world of SAO Heads, highlighting the complexities of their role, the challenges they face, and their aspirations for a more effective and supportive system for addressing students' misconduct. Hence, the role of Student Affairs Office (SAO) Heads is deeply rooted on the diverse world of their work expertise which provides a broader picture of a skilled decision-policy.

The analysis of data is guided by Safety Culture Theory, which posits that a strong safety culture is characterized by shared beliefs, values, and behaviors that prioritize safety and well-being in a healthy environment. It recognizes that a strong safety culture is not simply about rules and procedures, but about a deep-seated commitment to safety that permeates all levels of an organization. This framework examines how the SAO Heads' experiences and aspirations contribute to or hinder the development of a positive and supportive campus that prioritizes student safety and well-being. This includes fostering effective communication and collaboration, promoting a sense of belonging and respect, and implementing evidence-based interventions that address student needs.

Additionally, this framework is further supported by Team Performance Theory, which emphasizes the importance of effective communication, collaboration, and shared goals for successful team performance. This theory focus on the factors that contribute to effective team performance, including communication, collaboration, shared goals, and a sense of collective responsibility. It examined how the SAO Heads' experiences with collaboration and communication, including the challenges they encountered impact their ability to work effectively as a team to address student misconduct. Interview data reveals that SAO Heads often face challenges in effectively collaborating with other staff members. One SAO Head shared, "sometimes it feels like we're all working in silos. We need better communication and more coordinated approach to addressing erring students." This sentiment underscores the need for a stronger team-based approach, where communication channels are clear, roles are defined, and shared goals are established.

Moreover, the Theory of Mattering is considered, highlighting the crucial role of feeling valued, respected, and connected in fostering a sense of belonging and motivation. This theory examines how the SAO Heads' experiences and perspectives with student support and their aspirations for a more supportive campus environment relate to the students' sense of mattering within the school community. The SAO Heads expressed concern about whether students feel like they matter within the school community. One SAO Head observed, "Some students feel invisible, like their voices aren't heard. We need to create a more inclusive and supportive environment where all students feel like they belong." This concern highlights the importance of creating a culture of respect and inclusivity, where students feel valued and their voices are heard.

To sum up, the data analysis reveals that the SAO Heads' work is deeply intertwined with these theoretical frameworks. Their experiences highlight the need for a more robust safety culture, characterized by effective teamwork, strong communication, and a genuine commitment to creating a supportive environment where students feel like they matter. By addressing these areas, the school can create an inclusive, safer and more positive environment for all students.

I. Experiences of the Informants in Handling Erring Students in Schools

The experiences of the informants delve to explore both the positive and negative aspects of their work in handling erring students. This approach provides a rich understanding of the challenges and rewards associated with this critical role.

A. Positive Experiences. There were three (3) formulated emergent themes identified as: Resilience through Experience, Sense of Accomplishment and Impact, and Growth and Learning.

1. Resilience through Experience, encompasses the implications of the number of years in work experiences towards developing a more robust competence of handling erring students in the campus and increases the capabilities of SAO Heads to administer reliefs in a well-organized manner. This sub-theme suggests that SAO Heads develop resilience through their experiences in handling erring students. They likely encounter a wide range challenging situations, requiring them to adapt and maintain composure under pressure. This resilience is a valuable asset which enable SAO Heads to navigate difficult situations effectively and provide the necessary support to students in need.

Evidently, the interviews with SAO Heads revealed a recurring theme of resilience, a testament to their ability to explore the demanding and often emotionally challenging work of handling erring students. This resilience, however, wasn't a pre-existing trait. It was forged through their experiences, shaped by the very situations that tested their limits. The evidence for this resilience was highlighted in their narratives. They encountered instances of serious misconduct, handling difficult conversations with students and parents, and managing the emotional fallout of disciplinary actions. They described the need to remain objective, to balance compassion with accountability, and to maintain a sense of hope even in the face of setbacks.

According to stress-inoculation theory developed by Meichenbaum (1985), repeated exposure to certain stressful situations can build resilience and coping mechanisms. SAO Heads likely develop skills in managing stress and maintaining composure through their repeated encounters with challenging student situations.

Based on the findings, it is indicative that work experiences have the potentials to develop and reshaped the capabilities of an individual handling one's position. These findings align with the statement made by Casinillo et al. (2021) whom argued that a worker with positive experiences is more possible to acquire new ideas that improve self-ability and efficacy. Hence, work experiences vary depending on the demographic profile such as ethnicity, class, culture, and gender relations. Likewise, worker's experiences and well-being deviate as a function of commitment to work and conflict of interest in the workplace.

2. Sense of Accomplishment and Impact, contributes to the fulfilling satisfaction among SAO Heads as they explore their individual career goal while creating the highest modesty of professional ethics. It highlights the sense of accomplishment and impact that SAO Heads derive from their work. SAO Heads likely find satisfaction in helping students navigate their challenges, make positive changes, and learn from their mistakes. Witnessing the positive impact of their efforts can be a powerful motivator and source of job satisfaction.

Despite the inherent challenges of their role, the SAO Heads interviewed constantly expressed a deep sense of accomplishment and impact derived from their work. Their narratives revealed a profound satisfaction in witnessing positive change in students' lives, a sense of purpose that transcended the varied day-to-day tasks. The evidence for this sense of accomplishment was founded in their specific anecdotes. They recounted instances of students apologizing to victims, taking steps to repair the harm they caused, and demonstrating a commitment of constructive development. They described the joy of seeing students regain a sense of purpose, re-connect with their education, and re-engage with the school community. Indeed, the sense of accomplishment and impact that SAO Heads experience is not simply a personal reward, it is a testament to the transformative power of their work.

Self-determination theory introduced by Deci & Ryan (2000) suggests that individuals are motivated by a sense of autonomy, competence, and relatedness. SAO Heads find satisfaction in their work because it allows them to exercise autonomy in making decisions, develop their skills, and connect with students in meaningful ways.

These findings were supported by Garcia & Yazon (2020) who argued that work experience had a significant implication in determining the success rate of work employment. Most universities and colleges consider hiring selection process not only on adequate education and training-based standard but also to the extent of lengthy employment records with relevant areas related to the offered description. Further, Johari & Jha (2020), stated that school officials must be motivated and given incentives to become contented and productive in their work assignments. Awards and incentives for meritorious work performance must be provided by the institution to increase the desire of an employee in accomplishing their given task.

3. Growth and Learning, manifests the concept that learning is a continuing process in which one's experience teaches the other. In the paradigm of continuing learning, SAO Heads expressed that their positive experiences serve as the road beyond the traditional learning. They experience personal and professional growth through their work and are constantly learning about different student needs; developing their communication and conflict resolution skills; and expanding their understanding of the complexities of student behavior. This on-going learning process contributes to their professional development and enhances their ability to effectively support students.

The interviews with SAO Heads revealed a compelling narrative of growth and learning, a symbol of the transformative nature of their dedication and commitment. It wasn't just the students who are evolving, the SAO Heads themselves were undergoing a continuous process of personal and professional development. These were highly indicated on instances where they encountering diverse students' needs amidst ethical frameworks and adapting their approaches to address a whole range misconduct. They described the importance of staying informed about the current research and best practices, attending professional development workshops, and seeking feedback from colleagues. The growth and learning of SAO Heads are not just a mere passive process. It is an active pursuit fueled by their commitment to their profession and their dedication to supporting students. Their stories serve as a powerful reminder that learning is a lifelong journey, a continuous process of expanding our knowledge, refining our skills, and becoming more effective in our roles.

Social learning theory of Bandura (1986) emphasizes the role of observation, modeling, and reinforcement in learning. SAO Heads likely learn from their interactions with students, colleagues, and the school community. As such, they develop their skills and knowledge through observation, feedback, and reflection.

The findings underscore the value and importance of life's working experiences serving as the foundation of continuous learning process towards growth and development. Robles (2021) highlighted the importance of social skills to a significant important attribute for job seekers. It demands that soft skills are as well as consolidated into the hard skills, given that current job positions require additional qualities that were previously not demanded. Thus, both employers and academic institutions are slowly becoming aware of the need to equip individuals with the competencies, skills and knowledge that will not only facilitate their incorporation into the job market after their studies but also support their professional development throughout their career.

B. Negative Experiences. There were two (2) formulated emergent themes identified as: Frustration and Dissatisfaction and Pressure and Unease.

1. Frustration and Dissatisfaction, describes the emotional disappointment among SAO Heads once they encountered erring students who violated the basic policies of the campus. However, this experience enables SAO Heads to navigate the complexities of diverse students' needs and able to identify key areas to improvement. This emerging sub-theme acknowledges the potential for frustration and dissatisfaction among SAO Heads. They encounter situations where they feel limited in their ability to help students, or where they experience resistance and lack of cooperation. This can lead to feelings of frustration and a sense of being overwhelmed.

While the SAO Heads interviewed expressed a profound sense of accomplishment and impact, their narratives also revealed a recurring theme of frustration and dissatisfaction. It is a manifestation of an attached and inherent challenges and limitations of their role. Their stories highlighted the emotional toll of witnessing

student struggles and feeling constrained in their ability to fully support students. They recounted instances of dealing students who were resistant to change and facing resource constraints that hindered their ability to provide adequate support. They described the emotional toll of witnessing students' struggles, knowing that they couldn't always provide the help they needed. The frustration and dissatisfaction expressed by SAO Heads are not sign of weaknesses. Indeed, it is a reflection of their deep commitment to students' well-being. The stories serve as a constant reminder that the work of supporting students is often challenging, demanding, and emotionally draining signifying a need for systemic changes to cater the needs of the students.

According to burnout theory, individuals in helping professions can experience burnout due to chronic stress, emotional exhaustion, and a sense of depersonalization. SAO Heads may experience frustration and dissatisfaction if they feel overwhelmed by the demands of their role or if they perceive a lack of support or resources (Maslach et al., 2001).

These findings align with the study conducted by Senreich et al. (2020) which stated that the negative impact of workplace and work experiences can be a source of dissatisfaction and stress. Several factors impact the compassion satisfaction of workers. The factors influence their work experience which might cause unproductive and inefficient in their respective job assignments.

2. Pressure and Unease, discusses how negative experiences contribute to emotional stress and pressure among SAO Heads as they perform their roles and functions in the campus. These experiences shaped their way of judgment and decision-making process. SAO Heads often face difficult decisions, balancing the needs of students with the expectations of the school and the legal framework. This pressure can lead to feelings of anxiety and stress.

The interviews with SAO Heads revealed the weight of their responsibility that comes from their roles usually in a form of pressure and unease. There is s need to balance a competing demand of situations and making decisions that could have significant consequences for the students and the school community. This was evidently indicated on recounted instances of having difficult time in decision-making relative to disciplinary actions, balancing the need for accountability with the desire to support students, and exploring situations where they felt caught between conflicting perspectives. They described the emotional toll of dealing with challenging cases, knowing that their decisions could have long-lasting consequences for students. Their experiences signaled the need for increased support, training, and resources to help SAO Heads navigate complex situations and to ensure that they have the tools and resources they need to make informed and compassionate decisions. These experiences exemplify the pressure and unease that SAO Heads experienced when they faced difficult decisions that have far-reaching implications not only in their profession but also on the future of the erring students subjected for disciplinary sanctions.

Role strain theory developed by Merton (1957), suggests that individuals experience stress when they face conflicting demands or expectations in their roles. SAO Heads may experience pressure and unease due to the conflicting demands of supporting students, adhering to school policies, and navigating legal requirements.

These findings underscore the importance of safety culture in the school campus. Notwithstanding with emotional stressors, SAO Heads are duty-bounded to their respective roles and functions. Sanders (2019) explained that safety culture is the result of countless individual employee and management actions (and inactions) that create the positive or negative atmosphere and foundation for future individual attitudes and behavior. Over the years, where there is considerable movement in personnel at all level of documentation there can be erosion of focus. For a positive outcome, it is critical for an organization to record valuable guidance documents for its own institutional memory as Organizations do not have memories – only people do. Hence, one's life experience is a sustainable process of culture safety that does not allow learning to evaporate or retire.

II. Addressing the Challenges Encountered in Handling Erring Students in Schools

This section identifies three (3) emergent themes on how SAO Heads address the challenges in dealing with erring students in the campus described in the context of: Establishing Collaboration and Communication, Navigating Complex Cases and Serious Penalties.

1.	Collaboration and Communication with Stakeholders, deals with the strategic methods utilized by SAO Heads in handling erring students in the campus with emphasis on the value and importance of open-line communication on understanding issues involving erring students in the campus. It further indicates the crucial role of positive and transparent judgment on various issues involving students. The importance of positive attitude by not judging everyone nor condemning someone being accused of, indicating that the primary step of establishing a transparent collaboration between parties involved. The value of open communication and understanding on issues involving erring students in school signifies the importance of shared goals.

Data revealed a compelling need for improved collaboration and communication as a cornerstone for effectively addressing students' misconduct. Effective collaboration and communication are crucial for successful intervention with erring students. SAO Heads need to work effectively with teachers, parents, administrator, and other support personnel to develop a comprehensive and coordinated approach. Challenges may arise from communication breakdowns, conflicting perspectives, or a lack of shared understanding of roles and responsibilities. Evidentiary indications were seen in conflicting perspectives between teachers and parents, struggling to access information about students' needs, and experiencing delays in communication that hindered their ability to respond effectively to situations. They described the importance of clear communication channels, defined roles and responsibilities, and a shared understanding of the school's values and disciplines.

The SAO Heads experiences underscore the importance of establishing strong communication and collaboration as a foundation in addressing students' misconduct. Through strengthened collaborations, the school can create a more cohesive and supportive environment for all students, fostering a culture of respect, understanding, and shared responsibility.

The findings underscore the importance of coordinated support to erring students in the campus. According to Eisma (2019), comprehensive and coordinated student support services are critically important for the social, emotional, and character development of students and for the development of learning environments that are conducive to students' achievement of high academic standards. Understanding students' satisfaction with the units of programs and services can be useful for institutions of higher education to help identify their strengths and pinpoint areas that could be improved. One must look into students' experiences and other factors that contribute to their satisfaction.

2.	Navigating Complex Cases and Serious Penalties, describes how decision-making pattern evolves naturally with both consideration on students' rights and the interest of the institution on the other. It further highlights the role of school policies on conflict resolution which involves serious penalties while maintaining the stand of the institution to provide equal access and opportunities to education. The importance of school policies indicated in the students' manual. All judgment for a corresponding offense will be dealt with according to the school policies, rules, and regulation without prejudices and bias treatments. Further, certain protocols applied in cases where serious penalty may be incurred including but not limited to alleviation the case to the higher policy-making body, the school board or its equivalent.

SAO Heads often face complex cases involving serious misconduct, requiring careful judgment, sensitivity, and adherence to legal and ethical guidelines. Challenges may arise from balancing the needs of the student with the safety and well-being of the school community, navigating legal procedures, and ensuring fair and equitable outcomes.

SAO Heads implements disciplinary protocols on students' misconduct associated with fraternity and sorority influences and also narrates the stand of the institution on issues with fraternity within the campus. It has been founded that the basic and very practical means of resolving issue on fraternity-related misconduct should be based on what the school policy mandated and implemented. However, the merit of multi-lateral talks and disciplinary decency within the school campus as a community, students showing misconduct and violence with regards to fraternity or sorority related-cause demands a strategic consideration of facts before judgment shall be made as it carries a severe penalty of possible expulsion. Thus, ruining the life of the students involved.

Fraternity-related misconduct presents unique challenges due to the complex dynamics within these organizations, the potential for group pressure, and the need to address systematic issues. SAO Heads need to navigate these challenges while upholding the school's values and ensuring the safety and well-being of the students. Their narratives revealed a delicate balancing act between upholding the school's values, ensuring safety and well-being of all students, and addressing the issues that contribute to misconduct within fraternities. Understanding social identity can help SAO Heads address the influence of fraternity membership on student behavior and decision-making. Further, the importance of understanding cultural values, beliefs and norms of Greek organizations contribute to the development of strategies for promoting positive change.

The findings highlight the importance of the way how school policies are being imposed to erring students including the underlying cause of their deviant behaviors resulting to violence-related activities. These findings were explained in a study conducted by Gabriel & Mangahas (2019) which showed that laxity in the implementation of law and inadequate monitoring of student organizations and activities contributed to the proliferation of violence-related activities. The lack of common understanding on the issue among school administrators has made the phenomenon difficult to prevent and underscore the crucial role among SAO Heads in addressing erring students involved in fraternity-related violence. It was accorded in a study conducted by Micek (2018) which disclosed that school officials' lack of working experience and poor understanding on fraternal organizations resulted to poor administration of school policies governing to fraternal engagement and intervention programs on anti-hazing policies. The study pointed out that work experiences define the pure intention, clarity and innovative change towards program implementation. Hence, the study recommended that work experiences must be considered in the selection process of school administering officials.

III.   Aspirations to Improve the Handling of Erring Students in Schools

This section presents two (2) emergent themes on the aspirations among SAO Heads in improving their capabilities in handling erring students in the campus, namely: Strengthen the Prevention Strategies and Creating a Safer and Supportive Campus Environment.

1.   Strengthen the Prevention Strategies, deals with the prevention program that focuses on the improvement of handling erring students in the campus especially those involved in fraternity and sorority conflict and violence ensuring the full protection of students' interest and safety. The importance of positive attitude by not judging everyone nor condemning someone being accused of, indicating that this primary step will establish a transparent collaboration between parties involved. However, the value of constant guidance on students' activities as the strategic precautionary measure in preventing students' erring behavior due to the influence of fraternity and sorority organizations in the campus can discourage students' involvement in brotherhood and sisterhood activities.

SAO Heads may advocate for the implementation of specific intervention strategies that are evidence-based, culturally sensitive, and tailored to the needs of individual students. These strategies could include restorative justice practices, anger management programs, or mental health support services. Positive behavioral interventions and supports promote positive behavior change by focusing on prevention, early prevention, and proactive strategies. Their narratives revealed a desire to move beyond traditional disciplinary measures and to implement interventions that promote accountability, support student growth, and prevent future misconduct. Further information disclosed that restorative justice was widely used practice to facilitate dialogue between students and victims, implementing conflict resolution training to help students develop healthy communication skills with advocate for mental health support services to address underlying issues that contribute to misconduct. Hence, they described the importance of tailoring interventions to the individual needs of the student, taking into account their backgrounds, experiences, and learning styles.

The findings highlight the need of understanding fraternity-related violence including its natural causes and various controversies affecting students. According to Tissenbaum (2020), the role of school officials in implementing intervention programs to control Greek practices is imminent. Work experiences among school officials are of paramount importance constitute in improving an organization or institution. Taking control of long-existed Greek practices requires empirical knowledge, skills and commitment among concerned school authorities.

2.	Creating a Safer and Supportive Campus Environment, describes the aspirations among SAO Heads to build a better place of learning where students' safety equates to the institutional mandate of the campus and extend beyond the concept of transparency and equality before learning. The value of oneself is of paramount important. Hence, a positive change for a lasting peace in school environment must begin from school leaders as a role model. In addition, the aspiration of transparency and equality as means for establishing a good relationship among teachers, students and the stakeholders of the institution emphasizing that peace is not only a responsibility of the school officials but it should always be everyone's responsibility.

SAO Heads may advocate for creating a campus environment that is more inclusive, supportive, and conducive to positive behavior. This could involve fostering a culture of respect, promoting open communication, providing access to mental health resources, and addressing systemic issues that contribute to misconduct. In this manner, SAO Heads need to consider the broader context of student behavior, addressing factors beyond the individual student, such as family dynamics, community resources, and societal norms.

These findings underscore the crucial role of SAO Heads working experiences towards the formulation of their aspirations in creating a safe environment conducive to learning. These findings were supported with the principles of Safety Culture Theory developed by Bisbey (2021) which highlights the systematic process of measurement, identifying strengths and weaknesses, deploying targeted interventions, and learning from the results to improve safety culture.

Sanders (2019) explained that safety culture is the result of countless individual employee and management actions (and inactions) that create the positive or negative atmosphere and foundation for future individual attitudes and behavior. Over the years, where there is considerable movement in personnel at all level of documentation there can be erosion of focus. For a positive outcome, it is critical for an organization to record valuable guidance documents for its own institutional memory as organizations do not have memories – only people do. Hence, one's life experience is a sustainable process of culture safety that does not allow learning to evaporate or retire.

SUMMARY, FINDINGS AND IMPLICATIONS

This chapter presents the summary, the imperative findings, and the implications of the study.

Summary

This study aimed to delve into the work experiences of Student Affairs Office (SAO) Heads in handling erring students in schools, Second District of Bohol.

Specifically, the study seeks answer to the following sub problems:

1. What are the experiences of the informants in handling erring students in schools?

2. How do the informants address the challenges encountered in handling erring students in schools?

3. What are the aspirations of the informants to improve their handling of erring students in schools?

The study utilized the qualitative method of research and employed a phenomenological approach through in-depth interviews. This method of research examines the implications of work experiences among SAO Heads in handling erring students in the campus. The interview guide containing open-ended questions was constructed and validated by the panel of experts prior to the conduct of the interview. The study was conducted in the second district of Bohol covering the nine (9) local universities and colleges. The Student Affairs Office (SAO) Heads in each institution were the informants of the study. Nine (9) informants were all interviewed individually. Audio recording device was utilized during the interview process to supplement the data collection and to accurately transcribe the informants' responses.

Further, the researcher utilized the Colaizzi's method of data analysis through transcribing of responses, assigning line numbers, coding of significant statements, providing formulated meanings of the statements,

clustering of core meanings, re-grouping of clustered themes, and finally obtaining the eight (8) emergent themes.

Findings

Through data gathering and from the resorted responses of the nine (9) informants, the study generated nine (9) emergent themes. The themes are the following:

For the experiences of the informants, five (5) themes described the experiences of Student Affairs Office (SAO) Heads in handling erring students, three (3) themes represent the positive experiences while two (2) themes correspond the negative experiences. The themes formulated for the positive experiences were *Building Resilience through Experiences, Sense of Accomplishment and Impact, and Growth and Learning*. For the negative experiences, the following themes were created: Frustrations and Dissatisfaction and Pressures and Unease.

Meanwhile, there were two (2) emergent themes created by the researchers on addressing the challenges in handling erring students in the campus. This includes *Collaboration and Communication with Stakeholders, and Navigating Complex Cases and Serious Penalties.*

Further, the aspirations of the informants to improve the handling of erring students were represented by two (2) emergent themes, namely: *Strengthen the Prevention Strategies and Creating a Safer and Supportive Campus Environment.*

Implications

Implications for Practice

This study promotes a culture of respect and inclusivity emphasizing the importance of creating a campus environment where all students feel valued, respected, and empowered to make positive choices. Student Affairs Office will become more proactive and responsive force for students' positive change fostering a culture of respect, responsibility, and growth. SAO develops initiatives that celebrate diversity, address bias, and create a welcoming environment for all students. Nonetheless, implements evidence-based intervention strategies addressing students' misconduct beyond the traditional disciplinary measures and focuses on promoting accountability, supporting students' growth, and preventing future misconduct.

SAO Heads must continue to provide open-line communication and collaboration among students in the campus for them to strengthen their advocacies in promoting a safer and conducive to learning school environment especially those students with erring behaviors. As part of the open-line communication and collaboration, SAO Heads are encouraged to utilize the Annual Orientation Program for incoming students to reiterate the solidification of school principles and policies in order for the students to be guided and duly informed on these school policies.

School Administrators can create a more effective and supportive environment for students, staff, and the entire school community. It prioritizes a strong safety culture by developing clear expectations and policies; invest in SAO resources and support through training and professional development; promote collaboration and communication through shared responsibility, goals and strategies; and embrace evidence-based practices such as restorative justice, conflict-resolution training, and mental health support services.

Guidance counselors strengthen collaborative partnerships by fostering open communication, shared understanding of student needs, and a coordinated approach to address student challenges. Further, guidance counselors can play a vital role in early intervention and prevention efforts, identifying students at appropriate support services. In like manner, guidance counselors should prioritize building strong relationships with students founded on trust and transparency by offering support and guidance to students facing academic, social, or emotional challenges; creating opportunities for students to connect with each other and share their experiences; and advocating for school culture that values respect, inclusivity, and empathy.

Campus security officers shared understanding of campus safety concerns and coordinated approach to addressing incidents and potential risks. Campus security officers should recognize their role extends beyond enforcing rules and responding to incidents. They can contribute to a safer campus by fostering a sense of community, building positive relationships with students, and promoting a culture of respect and inclusivity equipped with the skills and knowledge to de-escalate tense situations and prevent conflicts from escalating.

CHED prioritizes the strengthening of SAO's capacity by providing adequate funding, training, and resources to equip them with the tools and expertise needed to effectively address student misconduct, promote student well-being, and create a positive campus culture. Additionally, it develops policies and initiatives that address systemic issues related to access, equity, and inclusion. Likewise, promotes inter-institutional partnerships, support student leadership and engagement, develops national guidelines, and evaluates the effectiveness of interventions.

The LGU promotes community safety by strengthening its partnerships with schools, fostering open communication, shared understanding of community needs, and a coordinated approach to addressing student challenges that extend beyond the school grounds. The LGU should prioritize programs and initiatives that promote youth development, focusing on building positive character, enhancing leadership skills, and addressing social and emotional learning needs.

Student Supreme Government (SSG) leaders should actively collaborate with the SAO and other school officials to address student concerns and advocate for policies that promote student well-being, inclusivity, and safety. Additionally, student leaders should champion a culture of respect by working to address issues of discrimination, bullying, and harassment. They can promote positive values, encourage open communication, and foster a sense of community especially in raising awareness about issues on cultural diversity. Further, hold themselves and other student leaders accountable for upholding ethical standards and promoting a positive campus culture with just and equitable environment for all.

Students should feel empowered to speak up about their concerns, report incidents of misconduct, and seek help when they need it. In like manner, students should understand the importance of taking responsibility for their actions and the impact they have on others. They should strive to make positive choices and contribute to a culture of respect and accountability starting by following school rules and policies, treating others with respect, and taking responsibility for the actions through learning experience.

The community should actively partner with schools to address student challenges and promote positive youth development. This can involve collaborations with local organizations, businesses, and community leaders to provide resources, mentorship, and opportunities for young people. On the other hand, the community should be aware of the prevalent issues that contribute to challenges faced by young people such as poverty, inequality, and lack of access to resources. They can advocate for policies that address these issues and create a more productive and supportive environment for young people.

Implications for Future Studies

Future studies should prioritize understanding the lived experiences of SAO staff, students, and other stakeholders involved in addressing erring students. This includes identifying factors, evaluating intervention strategies, promoting collaboration between researchers, practitioners, and policymakers. In addition, future research could benefit from longitudinal studies that track the impact of SAO interventions over time, compare different approaches to addressing student misconduct, and explore international perspectives on students' misconduct and the role of SAO by examining how different cultures and contexts influence these issues.

The connection of deviant behaviors among young people has been linked and transmitted into the real world of crimes and violence. The criminal behavior fashioned with actual exposure of an individual to the world of violence originates in the early stage of human development through social interactions in the community. Law enforcement agencies should strengthen their partnerships with schools, fostering open communication, shared understanding of community needs, and a coordinated approach to addressing student challenges that extend beyond the school grounds. Specifically, collaborate on sharing of information and resources initiatives and

projects that address community-wide issues affecting students including poverty, access to health care, and youth development programs. Further, law enforcement agencies should prioritize community policing strategies that build stronger relationships with young people and addressing their concerns proactively. Furthermore, work with policymakers to advocate for policies that promote equity and support for vulnerable youth. Law enforcement agencies can play a crucial role in creating a safer environment for students, working in tandem with schools, community organizations, and other stakeholders to ensure the well-being of young people.

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