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## **FACTORS INFLUENCING TRANSGRESSION OF TVL STUDENTS: BASIS FOR THE DEVELOPMENT OF DISCIPLINARY ACTION PROGRAM**

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The researcher used a descriptive research method to identify factors influencing student transgressions among 103 senior high students at Lemery Senior High School. Statistical methods, including frequency, rank, and weighted mean, were applied to interpret the data. This approach provided insight into the causes of student misbehavior, forming the basis for a comprehensive disciplinary action program.

The respondents' demographic profile revealed a predominantly male group, with most students enrolled in the Shielded Metal Arc Welding program, displaying varied academic performance. Findings showed that peer influence was the most significant factor in student misbehavior, followed by environmental and parental influences, while teacher-related factors had less impact. These results underscored the need to address external influences to reduce classroom transgressions. Additionally, gender and strand significantly affected perceptions of these factors, whereas age and academic performance did not.

Students generally found school initiatives beneficial in improving behavior. Among these, seminars were the most effective, while school programs were seen as somewhat less impactful. This highlighted the importance of targeted interventions, particularly seminars, in fostering behavioral improvements. The proposed disciplinary action program aimed to establish a supportive school environment that tackled the root causes of disruptive behavior. By addressing these issues, the program sought to promote positive behavior, academic success, and overall student well-being. This holistic approach ensured that students received necessary guidance and support to thrive both academically and personally.

*Key Words: Factors, Classroom Transgression, Disciplinary Action*

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