Hazing Prevention in Selected Universities: Views from the School Administrators and College Student Bodies

Catherine T. Basinillo[1], Minsoware S. Bacolod[2], Antonio G. Rivera Jr.[3], Elieser D. Nicolas[4], Maria Jessa Tenero[5]

[1,2,3,4]School of Arts and Sciences, National University Philippines, National Capital Region, Philippines-1300
[5]Senior High School Department, Colegio de San Juan de Letran-Manila, National Capital Region, Philippines-1002
Corresponding Author: ctbasinillo@nu-moa.edu.ph

Abstract—*Understanding hazing in fraternities and sororities at universities and colleges has been the subject of much research. Hazing among students still happens and threatens their futures despite the schools' preventive efforts. This research explores the collaboration between school administration and college student bodies in current regulations addressing hazing-related incidences. The research proposes possibilities for school policy development to better handle hazing in educational settings based on a thorough evaluation of the literature and insights from school administrators and college student bodies. A qualitative approach was used to interview experts and examine case studies to understand how school administrators and college students collaborate to minimize hazing-related situations. The research results revealed that there is a lack of awareness and understanding among students, despite existing policies. This research emphasizes the crucial need for more collaboration and participation between school officials and college student bodies in developing and disseminating effective anti-hazing measures. The research suggests that emphasis must be placed on the continual examination and modernization of approaches to strengthen policy frameworks, ultimately contributing to the prevention and management of hazing-related situations for the benefit of the academic community.*

Keywords—*Hazing-related incidents, school administrators, college student bodies, school policy.*

I. INTRODUCTION

The school institution is responsible for presenting procedures that will address all types of violence, including offenses related to hazing. It is well established that, regardless of a person's desire to engage in it, hazing is commonly witnessed among college students by various groups, including marching bands, sports teams, fraternities, and sororities (Allen and Madden, 2008). There have been documented deaths in fraternities in recent years as a result of hazing. Hazing ultimately results in death, but according to Allan and Kerschner (2020), hazing continues to undermine the health and safety of students, their groups, and the larger communities in which they operate. Hazing acts do not always result in fatalities, although they usually have negative effects that can have an adverse effect on the general health and well-being of people concerned, both physically and emotionally.

Hazing is a means of pressuring someone to join or take part in a group that mistreats, degrades, humiliates, or puts them in danger, according to Hoover and Pollard (2020). However, because of the increasing culture of impunity, these policies can become out of date and are frequently disregarded. However, with the help of the student body and the range of opportunities they present, these policies can be strengthened to the point where they will make the environment s+afer and more thrilling for everyone.

Fraternities, which promise a sense of brotherhood, have been widely entrenched in academic communities around the world, with student members accounting for the majority of hazing-related deaths (Mangaluz, 2023). In order to stop hazing, it is important to strengthen the cooperation between the student body and the administration in an educational setting. Thus, there is a crucial void in the protection of the health and safety of students. This shortcoming begs serious questions about the institution's commitment to offering a safe learning environment. Hazing situations are more likely to go unreported and neglected if the administration and student organizations do not actively collaborate. Hazing-related incidents have plagued educational institutions for a long time, obscuring the way to knowledge and personal growth. These detrimental habits undermine the values of education and unity that institutions work to uphold in addition to endangering the safety of students.

Gonzalo Mariano Albert was a law student who died in 1954 as a result of wounds received during a hazing event. This terrible incident was the first known case of hazing-related fatality in the entire country. Since then, these kinds of deaths have persisted in happening often in a lot of Philippine universities, especially in fraternities and similar groups (Teodoro, 2023). Hazing-related occurrences reappeared in 2018 after the Anti-Hazing Law went into effect. In 2023, 24-year-old John Matthew Salilig took part in the Tau Gamma Phi fraternity's entrance ceremonies. Sadly, the police announced a few days later that he had passed away (Galang, 2023). According to Alfred University (n.d), students are the ones who are most likely to join fraternities and take part in hazing activities.

According to several research conducted worldwide, more than half of all college students report having experienced hazing at some point during their time as college students, despite efforts to prevent it (Allan and Madden, 2012).

Although many theories have been put up to explain hazing, the reasons behind it are still unknown, and students' opinions of it are similarly hazy (Allan and Madden, 2012; Allan and Kerschner, 2020; Alexander, 2020; Tingley et al., 2018).

The purpose of this research is to examine and enhance the current regulations, which have become obsolete due to the rise in offenses involving hazing. Some of these measures failed to muster the skill required to make up for the constantly shifting social landscape. The research endeavor itself will make an effort to make recommendations on how to improve policies that are derived from the joint efforts of the educational institution's demonstrative administrative skill and its engaged student bodies. Professors and administrators might become more confident and equipped to serve as advisors to clubs and other student groups by providing advice to student organizations and groups (Allan et. al, 2019).

The researchers thought that in addition to enshrining the value of discipline, school rules should also promote a secure atmosphere. The evolving social environment that contributes to the rise of offenses associated with hazing was too much for the policies in place to handle. According to some, hazing may be tolerated in college settings because of these prior hazing experiences (Allen and Madden, 2012; Allan et.al, 2019).

Hazing has grown to be associated with a culture of impunity, which undermines the validity of these policies and lessens their significance in the academic community. Policies for academic and social involvement must be reorganized in light of the constantly evolving social landscape in order to address difficult issues like crimes related to hazing.

This research aims to meaningfully contribute to the ongoing conversation about hazing prevention by identifying collaborative models and areas for improvement. It also fosters a respectful, safe, and inclusive environment within higher education institutions by offering suggestive programs for long-term causes.

This research examines the anti-hazing measures that selected universities now have in place. In particular, to assess the policies in conjunction with college student bodies. The following questions were investigated in this research:
1. What are the existing policies of selected universities regarding anti-hazing?
2. What issues do some universities have with their current anti-hazing policies?
3. What suggestions can be made to improve the anti-hazing measures currently in place in selected universities?

II. METHODOLOGY

Research Design

The design of this research was a qualitative case study. Pritha Bhandari (2020) states that qualitative research entails gathering and examining non-numerical data in order to comprehend ideas, viewpoints, or experiences. It can be applied to provide fresh research ideas or obtain in-depth understanding of an issue. In the meanwhile, as per Reid et al. (2019), a case study is a comprehensive analysis of a specific topic, such as an individual, family, community, group, organization, or phenomenon. Case studies are very useful for going in-depth with certain events or situations, which makes

them an excellent choice when examining how teamwork helps to prevent hazing in a particular school. An all-encompassing knowledge of the collaborative efforts is made possible by the use of case studies. It allows researchers to take into account a variety of viewpoints, including those of student bodies and school administrators. This all-encompassing perspective is crucial for seeing the subtleties, difficulties, and potential rewards of their collaboration.

Participants and Sampling Technique

The research's participants come from two distinct social strata, including campus administrators coming from guidance and student affairs offices at selected universities. Additionally, a selected group of students is interviewed to facilitate an open conversation on the topic. Based on their roles, duties, and social participation in the context of preventing hazing-related incidents, student bodies and school administrators were decided to be included in the research. The inclusion of student bodies was contingent upon their active participation in campus organizations or groups, which demonstrated a clear link to the cooperative efforts aimed at averting instances linked to hazing. The inclusion of school administrators, such as the student affairs, and guidance office representatives, was necessary because of their crucial responsibilities in monitoring and executing hazing policies in the educational setting. Furthermore, they were essential participants in comprehending the collaborative dynamics between student bodies and school administrators due to their experience and familiarity with the current regulations. By using these criteria, it was made sure that the chosen participants were informed about and actively participating in the attempts to prevent hazing instances.

Purposive sampling was also employed in this research in order to choose the right participants. Creswell (2005) defines purposive sampling as a technique where the researcher follows the primary objective or rationale for doing the research. The primary purpose of this sampling is to focus on certain characteristics or subjects that the researchers believe will shed light on their research objectives rather than to make generalizations. The researchers carefully selected the participants who most closely matched the research topics and criteria.

Data Gathering Procedures

The following steps were taken to begin the data collection process: first, the researchers requested permission to conduct the research in writing to the selected universities. Second, the researchers started gathering information from the target participants after getting the approval from the school administration. Thirdly, in order to make sure that the participants understood the voluntary nature of their involvement and the confidentiality of the data acquired, the researchers gave the participants informed consent. This involves explaining the research goal, procedures, and potential risks and benefits to the participants. Additionally, the researchers received assurances that the research will adhere to ethical standards, including maintaining participant anonymity and privacy. Fourth, depending on the participant's choices, semi-structured interviews were performed with each

of them in-person or by video conference. Fifth, the researchers explored new themes that arose during the conversation and asked follow-up questions. To ensure there was enough time to fully explore the participants' experiences and perceptions, the interview lasted between forty-five and sixty minutes. Finally, audio and note-taking during the interview were recorded with the participants' permission. After that, all of the collected data and information was categorized, arranged, examined, and given as written content. After conducting interviews with every participant, the researchers went over the recorded conversations and painstakingly typed out every word that was said. Every conversation between participants is carefully examined. Lastly, the transcriptions of each participant were given to them for approval.

Data Analysis

The research utilizes a thematic analysis approach for data analysis. Thematic analysis is a method of analyzing qualitative data that entails examining a collection of data and searching for themes by examining the patterns in the data's interpretation. Its main objectives are to identify, examine, and comprehend patterns in qualitative data (Villegas, 2023). The researchers personally carried out the analysis, and based on the research questions and emerging themes, a coding scheme was created. Keywords and phrases from the interview transcripts are extracted and categorized as part of the coding process. After that, the categories were arranged into more general topics that were connected to the research questions. Iterative data analysis and reflection led to a review and improvement of the themes.

III. RESULTS AND DISCUSSIONS

Current Anti-Hazing Practices of Selected Universities

Enforcing policies is essential to giving university students a supportive education since it offers security and the comfort of navigating the academic environment with the knowledge that they would not face discrimination or be the victim of illegal offenses.

A well-written student handbook has been established by some universities to assist students in understanding the policies of the institution and guarantee seamless daily interactions. The research participants have furnished valuable insights into their awareness of the written policies against hazing. It has been stated that it is a clearly defined structure and is perceived as offering a caring environment within the university. The policies give off an air of prevention when it comes to interactions related to hazing.

The participants also emphasize the significance of turning awareness into a movement in which students can take part in order to further the relevance of these regulations extending into the social fabric of every educational institution, even though the policies provided have the potential to create a hostile free environment. The recurrent incidences of crimes related to hazing from various colleges ought to prompt a new perspective on raising awareness and taking decisive action toward a more vibrant and engaging policy.

When asked about the students' involvement with the policies, the participants said that effective student involvement with written policies within the academic setting is crucial because it assesses the management's administrative skills in creating a secure and supportive environment for the students, which will impact the students' future.

Students interact with the student handbook and a few offer anti-hazing programs to become aware of and follow the university's established policies. As a result, there are no records of hazing-related interactions. Nevertheless, this has also led to the anti-hazing policies and their complexities being given less consideration than other legislation. The participants also reported that they have seen people with fraternity affiliations who are not on campus and who could be involved in hazing-related activities.

The participants indicated that all of the universities they are affiliated with are implementing a variety of programs, lectures, and activities on occasion to remind students of the importance of the policies. Some participants draw attention to the lack of activities that specifically address hazing, while others recognize the availability of webinars and seminars but have doubts about their ability to influence students' behavior in a noticeable way. Webinars are provided by the guidance office, and one attendee brought up the issue of the absence of formal activities that expressly addressed hazing. Even with the school's frequent orientations, initiatives that specifically address hazing are perceived as lacking. Regarding the frequency and effectiveness of these awareness programs, the participants have differing opinions. While some emphasize the programs' value in promoting a culture of respect and preventing hazing incidents, others doubt their efficacy and point out that there are not many of them, which makes it difficult for students to fully understand and prevent hazing-related incidents. The analysis's overall findings highlight the necessity of more extensive, focused, and effective programs to address hazing awareness and prevention among university students.

The participants' answers reveal a variety of viewpoints regarding whether anti-hazing policies prompt immediate response and accountability when asked if they are written in a way that is suited to prompt immediate response and accountability for hazing-related incidences and involvements. The initial focus is placed on following procedures and conducting thorough investigations, but a different perspective also surfaces, arguing that joining particular organizations will inevitably result in the student handbook being neglected. Seminars emphasize the significance of raising awareness by recognizing the unpredictable nature of human behavior in possible hazing scenarios. The participants voice confidence in the quick fixes described in the student handbook, although questions are raised regarding the efficiency of the preventive and investigative measures.

Issues with Selected Universities' Current Anti-Hazing Policies

The participants draw attention to the inadequate communication of the anti-hazing policies already in place at their respective universities. Fostering the development and

growth of groups and establishments, as well as guaranteeing the welfare of participants, requires hazing education, the application of strong regulations, and the preemptive prevention and elimination of hazing practices (Owen et al., 2008). To determine the policy's efficacy, monitoring and assessment are crucial. (Salinas et.al, 2018).

The participants assert that the extant policies are inadequate in addressing the external elements that exert a substantial influence on the probability of such tragedies transpiring. The administration of the schools places a great deal of emphasis on the internal welfare of students when they are on campus, which creates a major management gap when it comes to external dangers. A second apparent shortcoming is the absence of joint initiatives between the student body and the school administration. Although some universities place a great deal of emphasis on academic pursuits across departments and academic levels, the lack of coordinated efforts among stakeholders hinders the comprehensive approach required for successful risk mitigation. Thirdly, because of the inherent diversity of cultures and personalities both within and outside the university, social occasions and gatherings become possible triggers for such situations. These variables interact dynamically to increase the risk, therefore anticipating and proactively addressing possible triggers is imperative. Fourthly, there are obvious shortcomings in the way that current policies are being implemented, which include their weakness, ineffectiveness, and poor distribution. Even while there are provisions for anti-hazing procedures, they are not implemented or enforced, which means they are not effective in preventing these kinds of incidents. Finally, even if there are no official fraternities on campus, it is still a valid worry that students might associate with outside fraternities. The administration of the school must work closely with the leaders and members of student organizations to make sure there are no fraternity affiliations or occurrences of hazing on campus. It is imperative to recognize, nonetheless, that the administration's authority over interactions with external students is restricted, so long as they do not compromise the university's integrity or reputation.

Overall, the participants made clear that in order to change the culture and practices of hazing in schools and organizations and to protect individuals from being hazed, asserts should develop common and unambiguous anti-hazing policies and laws. School administrations and college student bodies must prioritize and ensure that the campus is free from fraternities and hazing-related engagements. It is important for all parties to review the current policies, and these policies must address any internal or external problems.

Changing Social Environment on Handling Hazing-Related Cases

The participants stressed the need for policies that can adjust to the ever-changing social context when it comes to dealing with hazing, and they called for positive attention. First and foremost, because hazing episodes can happen at any time, it is imperative that current policies be revised or reformed in order to properly adapt to the constantly shifting social scene. Administrators, employees, and students at the

school should all have easy access to a well-established policy. The policy must be constantly enforced in addition to being established for maximum effectiveness (Salinas et al., 2018).

The participants in the discourse on prospective policy enhancements recognized that these policies might find it difficult to continually adjust to the constantly changing social environment. Some argued that these rules have plenty of room for development even in the face of this obstacle. Others emphasized that in order to improve efficacy, current policies must be revised. The start of more policy awareness initiatives, strict monitoring for compliance, more efforts on social media, and a request for direct communication between the school administration and students were among the recommendations made by the participants. The agreement reaffirmed the significance of regular updates to guarantee policies' applicability in the ever-changing social environment and emphasized the vital necessity for a well-integrated communication plan to spread policies for student awareness.

Regarding leadership, the participants draw attention to the function that student bodies play in helping administrators deal with the intricacies of hazing in their dynamic social climate. They stress the significance of launching ground-breaking initiatives, giving priority to important areas, and promoting flexible policy. Furthermore, the ability of the school to maintain and promote developmental work is a prerequisite for the success of these initiatives. According to Leithwood et al. (n.d), progress requires leadership skills to be dispersed among many people rather than centered on a small number of people.

When it comes to improving policies in the complex field of hazing, adaptation is crucial. The participants emphasize how important it is to use innovative and successful strategies to enhance policy, emphasizing the role that reform and leadership have in encouraging flexibility in a social environment that is constantly changing. Policy refinement is not only about making small changes; it is about taking a more thorough approach and incorporating the adaptation of related policies. According to Marlet et al. (2021), this holistic viewpoint highlights the need for policies to not only develop independently but also complement and harmonize with one another in order to ensure a strong and cohesive framework.

During the discussion regarding how participants could assist the administration in managing the intricacies of hazing, a few proposed taking the lead in guaranteeing that policies were communicated unequivocally within their organizations and then systematically distributed to the students that fall under their jurisdiction. They contend that by using this approach, it would be easier for students to comprehend the policies broadly and that all of them cover the same ground. The majority emphasized that cooperation between the school administration and all student bodies is crucial and called attention to it. As another possible way to enhance the school atmosphere, some participants suggested encouraging relationships among students by regularly introducing events and programs. These were expressed as particular objectives of the participants in their attempts to support the

administration in adjusting to the complexities of hazing in our dynamic social environment.

The participants use credible sources like Document Analysis of Hazing Policy and A Comprehensive Approach to Hazing Prevention in Higher Education Settings to guide their thorough approach to finding solutions for enhancing hazing policies that are flexible enough to adapt to the ever-changing social landscape.

Recommendation for Strengthening the Current Anti-Hazing Practices of Selected Universities

Regarding the administration of the school and the active involvement of college students in joint efforts to address situations linked to hazing and idealism while maintaining a safe atmosphere. According to the participants, there are differences in the ways that college student bodies and school administration work together to prevent occurrences connected to hazing and promote a safe atmosphere. Some participants lament the absence of clear cooperation or conversations on stopping hazing, preferring to handle situations reactively as opposed to proactively. The potential channels for engagement are highlighted by the mention of orientation, seminars, and community service activities as preventive measures. On the other hand, there is a general worry about the supposed lack of hazing episodes, which could result in a lack of focus and cooperation. Some participants stress the importance of more focused, proactive engagement and call on the administration of the school to get in touch with the students and start conversations. The necessity of persistent efforts to educate and avoid such situations is highlighted by the request for webinars and seminars as well as the recognition of the dearth of collaborative works explicitly addressing hazing. Overall, the data show that in order to effectively address hazing and guarantee a safer campus environment, there is a need for more communication and collaborative planning between the administration and student groups.

In terms of cooperative strategies that the administration of the school can offer the student bodies to optimize their contribution to defending the establishment against activities related to hazing, in order to properly address the silent problem of hazing, the participants stress how important it is for students and administrators to work together and communicate better. They promote training programs for student leaders and stress the significance of having explicit anti-hazing regulations. Regular meetings, the availability of resources, assistance, mentorship programs, and instructional seminars on anti-hazing legislation are all suggested. Hazing solutions that promote a respectful culture have been suggested, such as peer education programs, monthly lectures, and team-building exercises. The demand for preventive actions such as social media alerts and vlogs highlights the need for innovative and all-encompassing strategies to raise awareness. In conclusion, the responses emphasize how crucial it is to work together, pool resources, and maintain constant contact in order to create a safer campus climate and successfully tackle hazing.

In terms of giving college student bodies resources (money, materials, and platforms) to advance the cause of hazing, the participant states that resources are being made available to support anti-hazing campaigns in a variety of ways. While stressing the significance of preventing harm, some participants voice confidence that the administration would approve, especially if a well-justified proposal is given. Others point out that the support is contingent on reasonableness and the likelihood of having a good effect on students. There are differing views, however. Some participants claim that the administration relies more on student ideas and does not have any programs or funding specifically devoted to anti-hazing measures. Although materials have been provided, there does not appear to be a clear budgetary allocation for programs connected to hazing. Overall, the impression is that although the administration might back certain programs, there are no sufficient resources and tools available to properly address hazing events on campus.

The participants responded that a variety of recommendations have been made to effectively address hazing issues and strengthen the relationship between universities and student bodies. These recommendations pertain to programs that can be suggested to maintain the strong relationships between universities and student bodies in facilitating policies that combat hazing-related engagements. These include departmental collaboration meetings, a comprehensive policy discussion, monthly seminars, joint committees for policy review and mentorship programs, webinars and seminars opposing hazing, leadership retreats, social events, infographics, and the use of social media, character development subjects implemented, student-led orientations, required training programs, and regular meetings. These diverse tactics, which highlight the significance of feedback systems, are intended to improve program engagement and foster a more supportive and connected campus atmosphere.

IV. CONCLUSION AND RECOMMENDATION

Under the joint efforts of the administration and the student bodies, a thorough inquiry was conducted to determine the effectiveness of selected universities' anti-hazing regulations. It is intended to cast doubt on the wisdom of the aforementioned policies and their ability to adjust to the dynamic social environment of higher education. A claim that establishes the policies' applicability has been generated by this knowledge.

The majority of the policies in place regarding activities connected to hazing merely give cursory definitions of terms linked to hazing. Although these policies might be easily understood by reading them from the student handbook, they lacked a clear structure on which the students could always rely. The school has not yet documented any hazing-related incidents, despite the policies' flaws, but the majority of participants are still dubious about their effectiveness.

The policies under consideration present several opportunities that the participants have identified. The ambiguity of the regulations concerned stems from their lack of suitable calibration. The second is the requirement to assess

the suitability of the current policies, taking into account both their apparent impact on students' daily interactions and how well they apply. Finally, these policies are given new life by the collaborative interaction between the college student bodies and the school administration.

The best example of adaptability in policymaking is when it can cause a ripple effect within an institution. Given that there is no documented history of hazing, the hazing-related laws of some colleges can create a preventive force of control, but they were unable to equalize with the constantly changing academic social environment. It is out of date, and its ability to consider and offer a solution in an unprecedented case of hazing-related criminality is in doubt. Collectively, the majority of participants decided to update these policies.

Strong collaboration between college student bodies and school administration is required to implement a revitalized set of regulations that take a firm stance against activities linked to hazing. In order to revive the significance of these regulations, a contemporary approach is required that integrates social media, student-led initiatives that present their perspectives on hazing, and ongoing evaluation and assessment of the policies and their outcomes. Overall, the policies should be reexamined to establish their genuine strength and be strengthened for the benefit of society rather than being pitied, condemned, or rejected.

Recommendation

It is clear from the participant interviews that a suitable and all-encompassing strategy is necessary for the success of the joint projects, the school administration, and its student organizations. Based on the most important data gathered, the following recommendations have been made:

First, in order to prevent any potential misunderstandings, the school's anti-hazing policies and well-defined hazing policies covering a wide range of behaviors and activities need to be clearly defined and comprehensive. Second, because it is critical to adjust to evolving conditions and regulatory mandates, policies need to be reviewed and updated frequently. Third, surveys, focus groups, and feedback sessions must be used to regularly monitor and evaluate the school climate about hazing. Utilize the collected data to spot trends, evaluate the success of preventative measures, and tweak initiatives and regulations as needed. Fourth, anti-hazing education programs that are required of all campus community members—faculty, staff, and students must be put in place. The main goal of these initiatives should be to increase public awareness of the serious repercussions and inherent risks that come with engaging in hazing. Additionally, holding frequent workshops and seminars helps to highlight the detrimental impacts of hazing and promote awareness of how it affects both individuals and the community as a whole. Fifth, improve the relationship between student bodies and the school administration. Frequent meetings and discussions between student organizations and the administration provide a forum for candid discussion and the sharing of viewpoints. In addition to highlighting the significance of set policies, organizing activities that follow them offers concrete proof of the school's

dedication to the welfare of its students. Sixth, in order to empower students and develop positive group dynamics, leadership training must be offered. This will help to create an atmosphere that values inclusivity and respect. In order to foster an environment of accountability and responsibility, they should also be prepared to support open communication and successfully step in if they see or suspect any hazing actions taking place inside their individual groups. Seventh, support and coordinate substitute team-building exercises that foster unity and camaraderie without involving hazing techniques. Work together with student organizations to plan inclusive activities that emphasize fostering a sense of community and goodwill. Eight, it is imperative that hazing policies are properly communicated to all relevant campus stakeholders in order to raise awareness and encourage compliance. It entails methodically informing academics, staff, students, security officers, and other relevant parties about the policies, making use of a variety of channels to ensure successful outreach. Improving both internal and external communication is the ninth step. The most effective way to channel the plans and objectives of the adopted policies is through proper communication. To show the public that the university takes its policies seriously, policies should be communicated both inside and outside the institution. The institution can work with the police to make sure that students are safe when they are outside. Lastly, allot funds for education initiatives, reporting systems, and punitive measures to guarantee the successful execution of anti-hazing regulations on campus. In order to prevent and resolve hazing occurrences, it is necessary to allocate financial, human, and technological resources. By doing this, one may demonstrate their dedication to fostering a safer and more inclusive campus community.

These suggestions aim to improve the regulations that certain universities already have in place as well as the cooperation between student bodies and administrators in the fight against hazing.

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