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Model of Safe Schools Management Based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1

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Abstract

The purposes of this researcher were 1) to study the state of safe schools' management in Pathumthani Primary Education Service Area Office 1, 2) to develop a model of safe school's management based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1, and 3) to evaluate the model of safe schools' management based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1. Mixed methods research approach was employed. In quantitative research, utilizing questionnaires administered to 327 administrators and teachers. Data were analyzed by descriptive statistics consisted of frequency, percentage, mean and standard deviation. In qualitative research, using interviews with 10 principals from schools recognized for their excellent safety practices at best practice level with interview form, and focus group discussion with 9 experts with focus group discussion manual. Data was analyzed by content analysis. Research results showed that 1) the state of safe school's management in Pathumthani Primary Education Service Area Office 1 was at high level in overall, with the highest scores in the area of cultivation, followed by prevention and suppression, respectively. 2) A model of safe schools management based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1 was developed by integrating the principles of Sammappadhāna IV to focus on mental well-being development and building a safe and happy society in order to make the balance of environmental caring and strengthening the awareness of individuals in educational institutions. It was appropriate in the aspects of principles, processes, implementation, and success factors. 3) The model received the highest overall rating in the evaluation, demonstrating strong acceptance across all aspects: accuracy, appropriateness, feasibility, and usefulness. The model, termed the "SPF Model," comprises three key components: "Security measures" including implementation and enforcement of safety measures, "Perseverance" including consistent and dedicated implementation, and "Feel safe" including cultivating a culture of safety and awareness among all school members.

Keywords: Safe Schools Management, Buddha-Dhamma, Pathumthani Primary Education Service Area Office

I. INTRODUCTION

Education causes development in all aspects of the community, society, and the nation. Therefore, education management can develop human potential, which is the quality of education, which will reflect the efficiency of educational institutions in education management in the future. It is very important that service recipients from the study demand quality education management [1]. The current school management requires school administrators, teachers, and educational personnel to have knowledge, understanding, and systematically develop schools by organizing education to develop Thais to be complete human beings and focusing on educational excellence so that students are good people, intelligent, happy, and have potential. Focusing on educational excellence is important, so it will result in good results and achieve the objectives set by the school [2]. Therefore, schools must have management processes that make students have high quality according to the specified educational standards and develop in all aspects according to the national strategy, Area 1: Education management for the stability of society and the nation. The main objective is to enhance the stability of people of all ages from new threats such as crimes and violence in various forms, drugs, natural disasters, emerging diseases, and cyber threats. The National Education Plan (2017-2036) is aware of the changes in education resulting from the advances in science and technology in the 21st century world, which are dynamics that create

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challenges in terms of changes in the global economic and social context. Due to the Digital Revolution, the country will enter a complete aging society in the near future. Being trapped as a middle-income country, attitudes, beliefs, values, cultures, and behaviors of the population that have changed according to the globalization trend have resulted in the acceleration of problem-solving and the emergence of new forms of security threats that affect people and the country, which are more complex and severe. Each threat is important for national development, along with the Quick Win 7 urgent policy, item 1: Student safety. The Ministry of Education sees the threats that have occurred repeatedly to students, teachers, and educational personnel, and have affected their physical and mental health in the past several years, such as the threats from sexual harassment and the threats from bullying.

The changes in the social situation are factors that cause the economic and social structure to have competition leading to problems of exploitation, violence to achieve a good quality of life. Children and youth are at risk of insecurity in society in terms of both their livelihood and quality of life [3]. Thus, the foundation for human life development should be laid from the school age through education to develop and solve problems in children and youth to have a better quality of life and be ready to live with others in a changing society. Education is an important factor in nation building (Office of the National Education Commission, 2008). From the situation of the spread of the coronavirus disease 2019 (COVID-19), it has become an obstacle to learning and the well-being of students, teachers and educational personnel. The policy of the Office of the Basic Education Commission is committed to developing basic education to be a "New Basic Education, Quality Education", focusing on safety in educational institutions, promoting equal opportunities for quality education and managing education effectively. It focuses on developing systems and mechanisms to take care of the safety of students, teachers, educational personnel, and educational institutions from disasters and all forms of threats, including creating an environment conducive to good health and being able to adapt to new and re-emerging diseases. Promote safety and build confidence in society. Borwon (in Thai) consists of: home, temple, and school. The three institutions will act as a core in development. No matter how the world, society, and environment change, the principles of "Borwon" are still a stable triad. "Borwon" is like the teachings of Buddhism called "Akaliko" that can be practiced and produce results without time limit, no matter how far society advances. When talking about the teachings of Buddhism, there are principles that should be adhered to as guidelines for various operations in educational institutions. Buddhism is a religion of learning and has teachings to create knowledge, understanding of life, and development of life that consists of body and mind. However, in today's society, human behavior has undesirable characteristics, which cause many problems, such as terrorism or unrest in society in large numbers. Theft of property of others, adultery, corruption, and various addictive substances reflect the decline of morality and ethics. It is a crisis of faith in religion that cannot sustain happiness in life because people who have wrong views on the changes of the era, changes in their own bodies, are unreasonable, which is opposite to morality and goodness. This is a problem in life, which is an important basic obstacle that we must know how to adjust and correct. When we see the importance of life, we will push forward to reach our life goals. There are both worldly goals by being a happy layman and spiritual success by practicing Dhamma until reaching it. Because of the lack of study of the intellectual principles of Buddhism, many lives try to reach happiness as a goal by setting many high goals, but cannot reach that goal. When it does not go as desired, life problems arise. The mind is not happy. It is a life without any substance, which is suffering. Life problems spread from oneself to the family and into society [4]. From the importance and problems mentioned above, student safety is an important factor in the provision of educational services by schools. Because in addition to making students learn happily and safely, it also has a direct effect on the development of quality and academic achievement of students as well as building trust and confidence in the community and parents. Applying Buddhist principles to solve safety problems in educational institutions helps enhance learning and good practices in terms of mindfulness, emotional control, and building good relationships among school members. It emphasizes compassion and constructive conflict resolution, which will result in a safe and peaceful learning environment [5]. The important element is this research. The researcher focuses on studying Buddhist principles. In order to develop the quality of human beings, namely the principle of the Sammappadhāna IV (Right Efforts), the great efforts are: 1) Saṅvara-padhāna, which is the effort to be careful and prevent unwholesome states of mind that have not yet arisen from arising; 2) Pahānabhāvanā, which is the effort to abandon unwholesome states of mind that have already arisen; 3) Bhāvanāpadhāna, which is the effort to create

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wholesome states of mind that have not yet arisen; and 4) Anurakkhanā-bhāvanā, which is the effort to maintain wholesome states of mind that have already arisen to be established and to grow even more. Introducing the principles of Dhamma to develop people, develop humanity, strengthen, prevent, instill, and suppress to create safety in educational institutions. In addition, the researcher is an educational institution administrator whose main mission is to take care of, promote, and develop youths to become quality adults who are safe from various undesirable environments. In consequence, the researcher is interested in studying the safety management model in educational institutions according to the principles of Buddhism under the Office of the Primary Educational Service Area, Pathum Thani Area 1, to be used as a guideline for further management.

II. RESEARCH OBJECTIVES

The purposes of this researcher were 1) to study the state of safe schools' management in Pathumthani Primary Education Service Area Office 1, 2) to develop a model of safe school's management based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1, and 3) to evaluate the model of safe schools' management based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1.

III. RESEARCH METHOD

Mixed methods research approach was employed. In quantitative research, utilizing questionnaires administered to 327 administrators and teachers. Data were analyzed by descriptive statistics consisted of frequency, percentage, mean and standard deviation. In qualitative research, using interviews with 10 principals from schools recognized for their excellent safety practices at best practice level with interview form, and focus group discussion with 9 experts with focus group discussion manual. Data was analyzed by content analysis.

IV. RESULTS

Research results showed that:

1) the state of safe schools' management in Pathumthani Primary Education Service Area Office 1 was at high level in overall, with the highest scores in the area of cultivation, followed by prevention and suppression, respectively.

2) A model of safe schools management based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1 was developed by integrating the principles of Sammappadhāna IV to focus on mental well-being development and building a safe and happy society in order to make the balance of environmental caring and strengthening the awareness of individuals in educational institutions. It was appropriate in the aspects of principles, processes, implementation, and success factors.

3) The model received the highest overall rating in the evaluation, demonstrating strong acceptance across all aspects: accuracy, appropriateness, feasibility, and usefulness. The model, termed the "SPF Model," comprises three key components: "Security measures" including implementation and enforcement of safety measures, "Perseverance" including consistent and dedicated implementation, and "Feel safe" including cultivating a culture of safety and awareness among all school members.

V. DISCUSSION

1. Safety management conditions in educational institutions under the Office of the Primary Education Area 1, Pathum Thani. The study of safety management conditions in educational institutions under the Office of the Primary Education Area 1, Pathum Thani, in all 3 aspects: prevention, instillation, and suppression, found that instillation had the highest average value. It can be discussed that learning about dangers and various hazards that can occur from providing services and experiences, learning how to maintain safety and prevent oneself from harm, and instilling the habit of children to maintain safety by themselves in order to reduce accidents and reduce medical treatment costs. Educational institutions should have safety. Parents will trust and believe that students will receive knowledge, intellectual and emotional growth in a warm and safe manner, which is consistent with the Domino Theory of Heinrich (1936), an American scientist who created the Domino Theory, which developed the truth about safety in the workplace until he was honored as the father of industrial accident prevention. In summary, accident prevention is the social environment or background of the person and the

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individual's defects. It is very difficult to fix because it is something that is already instilled in the person. Therefore, accident prevention Therefore, it is necessary to eliminate unsafe actions or unsafe situations [6]. This is in line with the 12th National Economic and Social Development Plan (2017 - 2021) that adheres to the principles of developing human quality, developing the quality of education, and reducing inequality in society, so that children and youth know how to avoid undesirable behaviors that affect themselves and others. It can be seen that educational institutions are very important in the development of skills, knowledge, abilities, creating experiences, and instilling good values in children and youth. This is because children and youth of school age will spend most of their time in educational institutions doing activities that promote various learning. Educational institutions must be able to manage the safety of students [7]. It is also in line with Kampanat Nakbua, who studied the guidelines for security operations in educational institutions under the Office of the Primary Educational Service Area 1, Phitsanulok, and summarized that safety has been instilled until it becomes a habit, with a sense of safety (safety culture) and a culture of safety (safety culture), as well as life skills for living amidst changing social trends and developing oneself towards excellence in accordance with international standards, similar to security in schools abroad. It was found that there was a great deal of importance and development in this matter, such as learning and practicing together among school administrators, teachers, security officers, parents and students to seriously and regularly prevent and solve accidents and disasters [8].

2. Safety management conditions in educational institutions according to Buddhist principles under the Office of the Primary Educational Service Area 1, Pathum Thani. The study of the safety management conditions in educational institutions according to Buddhist principles under the Office of the Primary Educational Service Area 1, Pathum Thani, in all 4 aspects: Saṅvara-padhāna, 2) Pahānabhāvanā, Bhāvanāpadhāna and Anurakkhanā-bhāvanā, found that Bhāvanāpadhāna had the highest average value. It can be discussed that the effort that leads to development and causes this arising means the arising of wholesome qualities that have not yet arisen and making one see a way to deal with negative thoughts, causing creativity in the mind. These efforts that lead to wholesome qualities, if they have not yet arisen, will appear in the mind first and can push oneself to achieve success in the future permanently. Bhāvanāpadhāna must arise with wisdom and awareness in order to be a way to extinguish defilements, maintain mindfulness, and gain knowledge of the nature of things and what is happening, and be able to solve various situations even though there are obstacles. can be mindful and get through it well. Wisdom is another thing that talks about knowledge. That is, a person who has knowledge in many things, is an expert in many areas. The knowledge that he creates or shows will be an overall picture showing that there are elements of many different branches of knowledge. It can be said that he is a person with knowledge, which is consistent with what was said for educational institutions to organize activities to create knowledge and understanding and develop knowledge about safety for students, teachers, educational personnel, and parents [9].

3. Safety Management Model in Educational Institutions Based on Buddhist Principles, Office of the Primary Educational Service Area 1, Pathum Thani. The results of the evaluation of the safety management model in educational institutions based on Buddhist principles, Office of the Primary Educational Service Area 1, Pathum Thani, in terms of appropriateness, feasibility, benefit, and correctness, found that overall, the evaluation results were at the highest level. It can be discussed that the safety management model in educational institutions based on Buddhist principles, Office of the Primary Educational Service Area 1, Pathum Thani, developed by the researcher, has a systematic academic development process, which is consistent with the concept of Waro Phengsawat, who stated that the steps of model development consist of 1) studying relevant documents and research to analyze and synthesize into a research framework, 2) studying from the actual context. At this stage, there may be several methods, such as studying the current conditions and problems of the organization's operations. By interviewing, surveying, focusing on group discussions or case studies from successful agencies or agencies with good practices in the subject under study in order to use important information in developing a model or studying information from experts or qualified persons. The study method may use interviews, focus group discussions, etc. 3) Model development in this step, the researcher will analyze and synthesize the information obtained in items 1 and 2 to determine the research framework for development of the model. In addition, the research model synthesized by the researcher also has model components that are logically and systematically related to the variables [10], which is consistent with the research results of Adisorn Deepantham,

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who studied the development of a participatory safety management model in educational institutions under the Office of the Basic Education Commission. The research results found that 1) The current situation of the development of a participatory safety management model in educational institutions under the Office of the Basic Education Commission, the overall level is at a high level. 2) The participatory safety management model in educational institutions consists of 4 aspects: 1. Factors in measures to prevent and solve accidents in educational institutions 2. Factors in measures to prevent and solve disasters in educational institutions 3. Factors in measures to prevent and solve social problems 4. Factors in measures to maintain safety and health of students and 3) The participatory safety management model in educational institutions is a good model and can be applied in real situations [11].

VI. KNOWLEDGE FROM RESEARCH

The research entitled on "model of safe schools management based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1", new knowledge obtained from the research synthesis by studying the concepts and theories about safety in educational institutions according to the 3P measures, Sammappadhāna IV principles, in-depth interviews with key informants and focus group discussions, the model of safety management in educational institutions based on the principles of Buddhism in Pathumthani Primary Education Service Area Office 1, in which the researcher obtained the following knowledge:
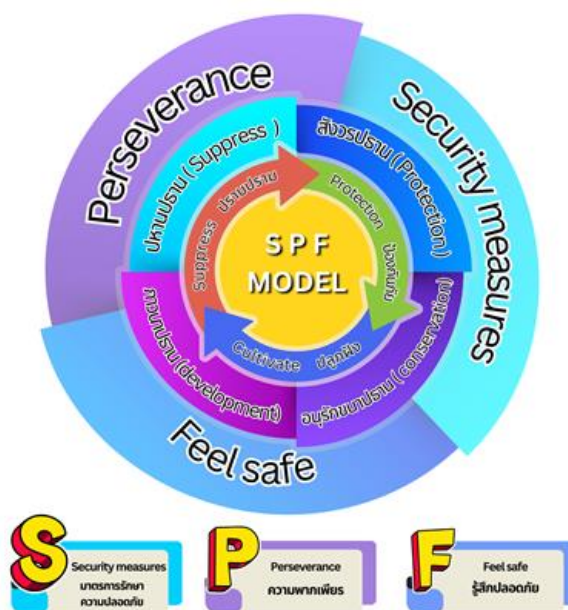

Figure 1 Knowledge from Research

Source: Thongsook Dangsungwal (2024)

VII. RECOMMENDATIONS

A. Recommendations for Policy

1. The parent organization, educational institutions or related agencies should apply the guidelines and knowledge from this research to apply or be a guideline for safety development.

2. The parent organization, educational institutions or related agencies should apply the guidelines from this research to other provinces to expand the area to be more extensive in order to have knowledge or risk variables to find ways to create preventive measures as new knowledge.

B. Recommendations for Implementation

1. Educational agencies and educational institutions at all levels should apply the guidelines and knowledge from this research to both the educational area level, i.e., the educational area director uses it to manage the overall educational

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area, the educational institution level, i.e., the educational institution administrators use it to manage the educational institution, and the classroom level, i.e., teachers use it to manage the classroom.

2. Educational institutions at all levels, as well as government and private sectors, can apply the Sammappadhāna IV principles to their administration to develop efficient work processes based on reality throughout the system.

3. Educational institutions should apply the knowledge from in-depth interviews with informants who provided guidelines for the management model of safety in educational institutions according to Buddhist principles under the Office of the Primary Educational Service Area, Pathum Thani, Area 1, to both their administration and learning management, as this process emphasizes participation, opens up opportunities for creativity and self-knowledge creation, and is comprehensive.

C. Recommendations for Further Research

1. A study of the management model of educational institutions in crisis situations should be conducted to create measures to prevent various forms of danger in educational institutions.

2. A study should be conducted on the application of the Sammappadhāna IV principles to classroom management to see the consistency between the learning management process and the Sammappadhāna IV principles to lead to the development of teachers' learning management to be more effective in academic matters.

CONCLUSION

The research entitled on "model of safe schools management based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1. Results of research indicated that the state of safe schools' management in Pathumthani Primary Education Service Area Office 1 was at high level in overall, with the highest scores in the area of cultivation, followed by prevention and suppression, respectively. A model of safe school's management based on Buddha-Dhamma in Pathumthani Primary Education Service Area Office 1 was developed by integrating the principles of Sammappadhāna IV to focus on mental well-being development and building a safe and happy society in order to make the balance of environmental caring and strengthening the awareness of individuals in educational institutions. It was appropriate in the aspects of principles, processes, implementation, and success factors. The model received the highest overall rating in the evaluation, demonstrating strong acceptance across all aspects: accuracy, appropriateness, feasibility, and usefulness. The model, termed the "SPF Model," comprises three key components: "Security measures" including implementation and enforcement of safety measures, "Perseverance" including consistent and dedicated implementation, and "Feel safe" including cultivating a culture of safety and awareness among all school members.

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