



Safety Management System in Secondary Educational Institutions in Bangkok under the Office of the Basic Education Commission

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Abstract

Background and Aim: The 20-year National Strategy (2018-2037) and the Ministry of Education's policy emphasizes creating a safe school environment, under the concept of "Well Learning and Happiness". However, the incidents that resulted in student deaths in educational institutions over the past year have reflected inadequate safety management, and this is likely to increase.

Materials and Methods: This quantitative research employed the conceptual framework of school safety scope and school safety measures. The research area covered schools under the Secondary Educational Service Area Office Bangkok 1 and 2. The sample consisted of 75 school administrators and 75 student affairs supervisors, totaling 150 participants. The sampling method used stratified sampling based on school size and simple random sampling through lottery drawing. The research instrument was a questionnaire. Data analysis was conducted using mean and standard deviation.

Results: The safety management practices of secondary schools in Bangkok under the Office of the Basic Education Commission were at a high level overall ($M = 4.09$, $SD = 0.19$), with violence-related hazards receiving the highest attention ($M = 4.17$, $SD = 0.37$). The safety measures implementation demonstrated high effectiveness across all three dimensions: prevention, promotion, and protection ($M = 4.28$, $SD = 0.25$), with promotion measures showing the strongest implementation ($M = 4.29$, $SD = 0.37$). This high level indicates that schools have established comprehensive safety systems with consistent practices, though rights violation prevention requires continued attention for further improvement.

Conclusion: Secondary schools in Bangkok demonstrate effective safety management with emphasis on cultivating safety awareness and preventing violence. However, there is still a need to strengthen the prevention of children and youth rights violations. These findings can be utilized as guidelines for developing national school safety standards, formulating educational safety policies, and designing training programs for school administrators and educational personnel to enhance their effectiveness.

Keywords: Safety; Office of the Basic Education Commission; Secondary Schools; Bangkok; Safety Measures

Introduction

The 20-Year National Strategy (2018-2037) under the National Strategy Act 2017 has established significant guidelines for human resource development and capacity building, emphasizing schools as safe spaces for students, teachers, and personnel. It promotes the development of prevention approaches and emergency response measures while fostering safety learning for everyone in educational institutions. This aligns with the strategy for creating social opportunities and equality, which prioritizes the safety of all student groups, especially vulnerable ones, while promoting community participation in school safety care (Office of the National Strategy Committee, 2018). The 13th National Economic and Social Development Plan (2023-2027) emphasizes strengthening the country's capacity to cope with changes and new risks such as climate change, pandemics, and cyber threats, including the development of infrastructure and institutional mechanisms conducive to digital transformation, all of which relate to creating safety in the education system (National Economic and Social Development Council, 2023). Additionally, the Ministry of Education Policy for Fiscal Years 2025-2026 under the concept "Learn Well, Be Happy" emphasizes creating a safe environment, reducing burdens on students and parents regarding school safety, while promoting comprehensive school safety processes in all dimensions (Ministry of Education, 2024).

Recent incidents resulting in student casualties in schools reflect inadequate safety management within schools. This is a matter that schools must prioritize, recognize, and seriously address to prevent





recurring unsafe incidents in schools. School safety is crucial for protecting students and school personnel from violence, including attacks, bullying, victimization, theft, classroom disruptions, fighting, weapon use, sexual assault, and violent crimes. A safe learning environment is essential for students of all ages (Applebury, G., 2021). Secondary schools in Bangkok under the Office of the Basic Education Commission include 119 schools with over 220,132 students, divided into 102,820 students under the Secondary Educational Service Area Office Bangkok 1 (data as of November 30, 2024) and 117,312 students under the Secondary Educational Service Area Office Bangkok 2 (data as of November 30, 2024). According to a survey of safety data in educational institutions across four hazard groups for fiscal year 2024, there were: 1) Violence-related hazards: 17 cases, 2) Accident-related hazards: 14 cases, 3) Rights violation hazards: 2 cases, and 4) Physical and mental health impact hazards: 2 cases, plus other hazards such as water accidents, suicide, or self-harm: 8 cases, showing an increasing trend from the previous fiscal year (Center for Happiness and Safety Management, Office of the Basic Education Commission, 2024).

Given the increasingly complex nature of contemporary Thai society, various problems occurring in the context surrounding students affect the behavior and safety of all students in terms of physical, mental, and knowledge and skill development, with the crucial ability to live happily in society. Therefore, the researcher is interested in studying the safety management practices of secondary schools in Bangkok under the Office of the Basic Education Commission to obtain useful information for educational institutions and related agencies to use in managing school safety.

Objectives

To study the State of Safety Management in Secondary Educational Institutions in Bangkok under the Office of the Basic Education Commission.

Literature review

School Safety Scope

In defining the scope of school safety, the researcher studied documents and research related to school safety scope from various agencies and organizations to create school safety in educational institutions under the Secondary Educational Service Area Office, as follows:

The Office of the Basic Education Commission states that the scope of school safety work refers to defining the scope of prevention and correction of accidents and disasters in educational institutions occurring in schools, categorized into 4 hazard groups: 1) Violence-related hazards, 2) Accident-related hazards, 3) Rights violation hazards, and 4) Physical and mental health impact hazards. All four hazard groups have detailed descriptions (Office of the Basic Education Commission, 2024) as follows:

1. Violence-related hazards include: 1) Sexual abuse, 2) Quarrels and disputes, 3) Bullying and harassment, 4) Protests and riots, 5) Sabotage, 6) Explosions, 7) Chemicals and hazardous materials, 8) Luring and kidnapping

2. Accident-related hazards include: 1) Natural disasters, 2) Building and construction hazards, 3) Vehicle hazards, 4) Activity-related hazards, 5) Tool and equipment hazards

3. Rights violation hazards include: 1) Abandonment, neglect, and desertion, 2) Sexual harassment, 3) Unfair treatment from society

4. Physical and mental health impact hazards include: 1) Psychiatric conditions, 2) Game addiction, 3) Human infectious diseases, 4) Drug addiction, 5) Cyber threats, 6) Gambling, 7) Toxic pollution, 8) Animal infectious diseases, 9) Malnutrition

Siwaporn, U., & Rangsiya, N. (2018) state that school safety scope refers to safety in environmental health and student health, student health management, as well as safety in life and living happily. Managing the school environment to be in hygienic conditions conducive to learning, promoting physical health, mental health, and social well-being, including preventing potential harm to both students and school personnel, considering four principles: 1) Safety from accidents, 2) Safety from infectious diseases and





emerging threats, 3) Providing a comfortable place for students to promote physical and mental health, 4) Appropriateness for the physiological conditions of growing students.

Sukanya, P. (2019) states that school safety scope refers to student accidents, mostly caused by students living carelessly, with minimal self-protection from accidents. Student behavior regarding accidents occurs in four areas: 1) Buildings, facilities, and environment, 2) Social aspects, 3) Venomous animals, and 4) Health and hygiene for student epidemic prevention.

Kampanart, N. (2022) defines school safety as the internal and surrounding environment of educational institutions free from danger, covering six areas: 1) Accidents, 2) Disasters, 3) Social problems, 4) Student health and hygiene, 5) Venomous animals, and 6) Impacts from conflict and unrest.

In conclusion, school safety scope consists of four hazard groups: 1) Violence-related hazards, 2) Accident-related hazards, 3) Rights violation hazards, and 4) Physical and mental health impact hazards, which aligns with the scope definition for prevention and correction of accidents and disasters in educational institutions by the Office of the Basic Education Commission (2024).

School Safety Measures

School safety measures aim to create sustainable safety for students, teachers, and educational personnel, emphasizing strict measures under the "3 P's" approach (Office of the Basic Education Commission, 2024) as follows:

Prevention refers to actions taken to prevent problems, obstacles, or unsafe conditions for students, teachers, and educational personnel.

Promotion refers to actions related to enhancing knowledge, understanding, awareness, and positive attitudes, and creating experiences to develop hazard prevention skills for students, teachers, and educational personnel.

Protection refers to actions for managing and solving problems, providing assistance, remediation, rehabilitation, and following legal procedures.

School Administration and Safety Management

Effective school administration plays a crucial role in implementing comprehensive safety management systems. Educational leadership in safety management requires systematic approaches that integrate safety planning into overall school governance structures. School administrators must demonstrate transformational leadership qualities in creating safety-conscious organizational cultures while ensuring all stakeholders understand their roles and responsibilities in maintaining secure learning environments.

Modern school administration emphasizes participatory management approaches where administrators collaborate with teachers, students, parents, and community members to develop comprehensive safety protocols. This collaborative framework enhances the effectiveness of safety measures implementation by ensuring broad-based support and understanding of safety procedures across all school community members.

The administrative dimension of school safety management involves strategic planning, resource allocation, policy development, and continuous monitoring of safety performance indicators. Effective administrators establish clear communication channels for reporting safety concerns, implement regular safety assessments, and ensure compliance with national and local safety standards while adapting measures to address emerging threats and changing circumstances in educational environments.

In conclusion, school safety measures according to the "3 P's" concept include: Prevention, referring to proactive actions to prevent problems or unsafe conditions for school personnel; Promotion, referring to enhancing knowledge, awareness, and hazard prevention skills for students, teachers, and personnel; and Protection, referring to managing and solving problems that have already occurred, including assistance, remediation, rehabilitation, and following legal processes to achieve sustainable safety covering all dimensions of school safety care.



Conceptual Framework

This quantitative research study employs a research framework based on the concepts of the Office of the Basic Education Commission, comprising school safety scope which includes: 1) Violence-related hazards, 2) Accident-related hazards, 3) Rights violation hazards, and 4) Physical and mental health impact hazards (Unhealthiness); and school safety measures consisting of: 1) Prevention, 2) Promotion, and 3) Protection (Office of the Basic Education Commission, 2024)

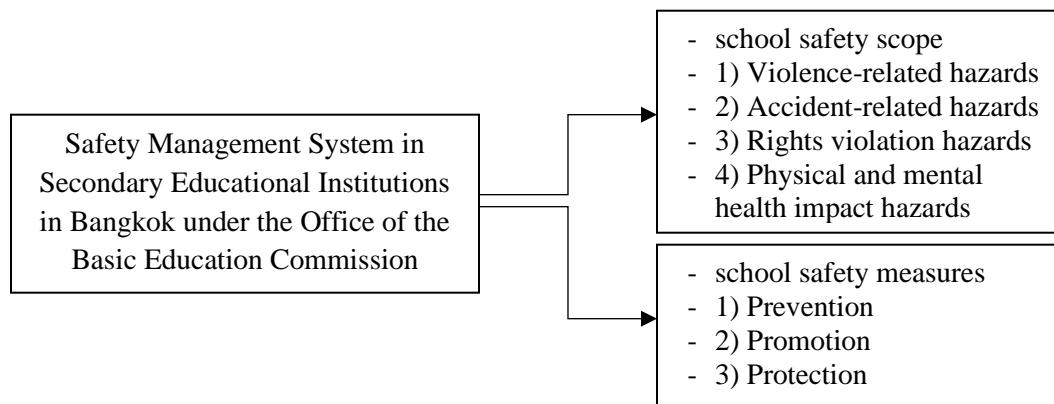


Figure 1 Conceptual Framework

Methodology

This study employed a quantitative research approach. The research area included schools under the Secondary Educational Service Area Office, Bangkok 1 and 2. The population consisted of 119 school administrators (school directors or deputy directors) and 119 student affairs supervisors under the Secondary Educational Service Area Office Bangkok for the academic year 2024, totaling 238 individuals. The sample comprised 75 school administrators and 75 student affairs supervisors, totaling 150 participants, determined using Taro Yamane's sample size calculation formula. Stratified random sampling was employed based on school size (medium, large, and extra-large), followed by simple random sampling through lottery drawing. The research instrument was a questionnaire developed based on the Office of the Basic Education Commission (2024) concept, covering school safety scope including: 1) Violence-related hazards, 2) Accident-related hazards, 3) Rights violation hazards, and 4) Physical and mental health impact hazards; and school safety measures comprising: 1) Prevention, 2) Promotion, and 3) Protection. This instrument was used to study the current state of safety management in secondary schools in Bangkok under the Office of the Basic Education Commission. Data were collected by the researcher, and quantitative data were analyzed using mean and standard deviation statistics.

Results

From the study of safety management practices in secondary schools in Bangkok under the Office of the Basic Education Commission, the research findings showed:

Table 1 Mean, Standard Deviation, and Implementation Level of School Safety Management Overall

Safety Management	Implementation Level		
	M	SD	level
1. Violence-related hazards	4.17	0.37	high level
2. Accident-related hazards	4.08	0.35	high level
3. Rights violation hazards	4.03	0.31	high level
4. Physical and mental health impact hazards	4.12	0.30	high level
Overall	4.09	0.19	high level



Table 1 shows that safety management practices in secondary schools in Bangkok under the Office of the Basic Education Commission overall had a high level ($M = 4.09$, $SD = 0.19$). When considered by individual aspects, violence-related hazards had the highest mean at a high level ($M = 4.17$, $SD = 0.37$), followed by physical and mental health impact hazards at a high level ($M = 4.12$, $SD = 0.30$), accident-related hazards at a high level ($M = 4.08$, $SD = 0.35$), and rights violation hazards at a high level ($M = 4.03$, $SD = 0.31$), respectively.

Table 2 Mean, Standard Deviation, and Implementation Level of School Safety Measures Overall

School Safety Measures	Implementation Level		
	M	SD	level
1. Prevention	4.17	0.37	high level
2. Promotion	4.08	0.35	high level
3. Protection	4.03	0.31	high level
Overall	4.09	0.19	high level

Table 2 shows that safety measures in secondary schools in Bangkok under the Office of the Basic Education Commission overall had a high level ($M = 4.28$, $SD = 0.25$). When considered by individual aspects, promotion had the highest mean at a high level ($M = 4.29$, $SD = 0.37$), followed by protection at a high level ($M = 4.27$, $SD = 0.37$), and prevention at a high level ($M = 4.26$, $SD = 0.40$), respectively.

Discussion

The study found that safety management practices in secondary schools in Bangkok under the Office of the Basic Education Commission were at a high level, both overall and in all studied aspects. Violence-related hazards ($M = 4.17$, $SD = 0.37$) showed the highest implementation level, reflecting awareness and emphasis on preventing and addressing such problems. This was followed by physical and mental health impact hazards ($M = 4.12$, $SD = 0.30$), which may reflect schools' emphasis on caring for students' mental and physical health, including regular health check-ups for students ($M = 5.00$, $SD = 0.00$) and systems for caring for students with mental health problems. Accident-related hazards ($M = 4.08$, $SD = 0.35$) and rights violation hazards ($M = 4.03$, $SD = 0.31$) also remained at high levels, indicating good supportive measures. This may be because schools recognize that safety is a crucial foundation for students' learning and development. The fact that school administrators and student affairs supervisors, who play important roles in driving safety policies, were the questionnaire respondents reflects their understanding and awareness of the necessity for comprehensive safety management in all dimensions. These findings align with the study by Kusuwanwijit, W., & Sathapornwajana, S. (2024) on safety management in schools under the Secondary Educational Service Area Office Bangkok 1, which found overall safety management at a high level, ranked from highest to lowest as: violence-related hazards, physical and mental health impact hazards, accident-related hazards, and rights violation hazards. The findings also correspond with Thepainaeng, W., & Charoenphon, A. (2025) study on safe school operations by school administrators in the Tesrangsi Consortium under the Nong Khai Secondary Educational Service Area Office, which found overall safe school operations at a high level with low variance, with prevention, promotion, and protection measures for violence-related hazards having the highest mean.

The study found that safety measures in secondary schools in Bangkok under the Office of the Basic Education Commission were at a high level, both overall and in all studied aspects. Promotion had the highest mean ($M = 4.29$, $SD = 0.37$), emphasizing that schools focus on creating awareness and consciousness about safety among students and personnel through activities or curriculum integration to provide knowledge about new forms of threats ($M = 4.49$, $SD = 0.502$) and encouraging student participation in safety-building activities. This was followed by protection ($M = 4.27$, $SD = 0.37$) and prevention ($M = 4.26$, $SD = 0.40$) with similar means, showing balance in both proactive and reactive operations. Schools particularly had systematic safety risk management plans covering various threats (M



= 4.39, SD = 0.490) and rapid processes for reporting and responding to unsafe incidents (M = 4.28, SD = 0.614). This may be due to clear policies from the Office of the Basic Education Commission promoting and establishing safety guidelines in educational institutions, including support and personnel development to enhance understanding of safety measure implementation. This is evident from the low standard deviation values (0.30-0.40), indicating consistency in practices across schools in Bangkok. These findings align with the study by Khaiprapha, R., & Saenjaiphrom, S. (2025) on safety management approaches at Sansai Luang School, Sansai District, Chiang Mai Province, under the Chiang Mai Primary Educational Service Area Office 2, which found overall safety management operations at a high level, with prevention measures having the highest implementation, followed by protection and promotion measures, respectively. The findings also correspond with Nittha, P., et al. (2024) study on safe school administration under the Secondary Educational Service Area Office Bangkok 2, which found current conditions of safe school administration across four hazard groups and three measures (protection, prevention, and promotion) at an overall high level of implementation.

Body of knowledge

This research contributes a significant body of knowledge to the field of educational safety management by demonstrating that the "3 P's" framework (Prevention, Promotion, and Protection) can be effectively implemented in large-scale urban educational settings. The study establishes empirical evidence that comprehensive safety management systems in secondary schools can achieve consistently high performance levels across multiple safety dimensions when supported by clear administrative policies and systematic implementation approaches.

The research findings expand theoretical understanding of safety management effectiveness by revealing that promotion measures (awareness-building and education) serve as the foundation for successful safety programs, while prevention and protection measures provide complementary support. This knowledge contributes to educational administration theory by demonstrating how leadership commitment to safety creates organizational cultures that prioritize student welfare and institutional security.

Furthermore, this study provides practical knowledge for educational policymakers by establishing baseline performance standards for safety management in urban secondary schools, offering evidence-based frameworks for developing national safety standards, and identifying specific areas where continued improvement efforts should be focused to achieve optimal safety outcomes in educational institutions.

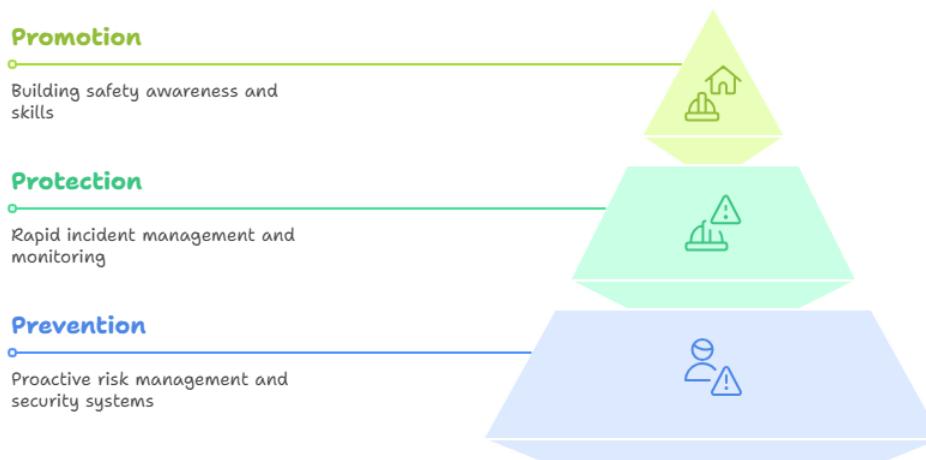


Figure 2 School Safety Measures



Conclusion

From the study of overall safety management and safety measures in secondary schools in Bangkok under the Office of the Basic Education Commission, it was found that schools consistently implement practices at a high level in both safety management and various measures.

School safety management prioritizes managing diverse forms of threats, particularly violence-related hazards and physical and mental health impact hazards, which receive excellent care. Additionally, accident-related hazards and rights violation hazards are also well-managed at a good level.

Regarding school safety measures, schools implement comprehensive measures in prevention, promotion, and protection aspects. Promotion measures show the most outstanding implementation, demonstrating efforts to create safety awareness and consciousness among students and personnel, alongside proactive preventive measures and reactive problem-solving measures with efficiency. The consistency of implementation results across all sub-aspects reflects similar safety operation standards among different educational institutions.

Recommendation

Based on the research findings, the researcher offers the following recommendations:

1. Recommendations for the Practical Application of Research Results

Research results indicate that safety management is at a good level, but rights violation prevention still requires additional attention.

The Secondary Educational Service Area Office Bangkok 1 and 2 should develop clearer policies and guidelines specifically for preventing children and youth rights violations, while establishing standard safety management manuals to serve as practice guidelines.

The Secondary Educational Service Area Office, Bangkok 1 and 2, should expand best practices and provide training to enhance safety knowledge. School administrators should strengthen preventive measures and develop more efficient emergency response systems. Teachers and personnel should integrate safety content into teaching and learning processes and develop skills for observing various threat warning signs.

2. Recommendations for Future Research

This research has discovered findings about the state of school safety management at a good level, particularly emphasizing violence prevention and awareness cultivation. Importantly, schools demonstrate comprehensive safety management awareness, though gaps remain in rights violation care. These findings can be applied to developing national safety policies, establishing safety management standards, and designing educational personnel training programs, with emphasis on creating balance among all three measures and strengthening children's and youth rights violation prevention.

For future research topics, studies should compare safety management between schools in Bangkok and other provinces, examine factors affecting safety management efficiency, explore the roles of parents and communities, develop safety management models appropriate for Thai contexts, and conduct qualitative studies to gain a deeper understanding of safety management processes and challenges.

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