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Under The Wang Thong Subdistrict Administrative Organization

RCGR^{7th} 2021

Worawut Sudnoy

Master's degree students Educational Administration
Sripatum University Khon Kaen Campus
E-mail: worawutsudnoy@gmail.com

Wanchalemrchai Phonnawapat

Master's degree students Educational Administration
Sripatum University Khon Kaen Campus
E-mail: Phonnawapat01@gmail.com

and

Chakkaphan Chancharoen

Lecturer at Master of Education Program, Graduate College of Management
Sripatum University
E-mail: Chakkaphan.ch@spu.ac.th

Building Risk Management In Secondary School Of Child Development Centers Under The Wang Thong Subdistrict Administrative Organization

by

Worawut Sudnoy

Master's degree students Educational Administration
Sripatum University Khon Kaen Campus
E-mail: worawutsudnoy@gmail.com

Wanchalemrchai Phonnawapat

Master's degree students Educational Administration
Sripatum University Khon Kaen Campus
E-mail: Phonnawapat01@gmail.com

and

Chakkaphan Chanchaen

Lecturer at Master of Education Program, Graduate College of Management
Sripatum University
E-mail: Chakkaphan.ch@spu.ac.th

Abstract

School is a type of buildings used for instructional activities. Regardless of the building risk management as required by laws, school is required to have an institute or professional in building risk management in order to prevent and reduce the risk as well as the lowest level of impact.

This research aims to 1) to study the security risks which can be occurred in secondary school; 2) to study the guidelines for the security risks management operating by school; 3) to develop / improve the guidelines for security risks management in accordance with the physical of the building. Research was conducted by using the simple random as a sampling method and divided the data into 2 phases: phase 1, using the survey form as a checklist of the physical characteristics of the building. Phase 2, using the In- depth interviews to school administrators to confirm the results of the study, including comments about the results of the study to lead to the summarizing and discussing research results. The study shows that there are 3 safety risks; accident, casualty, and safety in building use. The currently guidelines are 2 aspects; improvement and maintenance, and security care. As for the development / improvement are 9 steps 1) Executive training; 2) Formulate policies; 3) Appoint a committee to determine the scope and duties; 4) Survey the building site; 5) Analyze the risks; 6) Prepare projects and action plans for budget approval; 7) Promote campaigns and training; 8) Practice an emergency plan every year; 9) Review and improve plans.

The research results show that building Risk Management is related directly to people's lives and property. Officers should be encouraged to have extensive knowledge and the youth awareness for their common practice towards the importance and the loss which can happen. It is absolutely necessary that government sector must give the top priority and support all of actions in terms of budget and professionals in training and making plans immediately.

Keywords: Risk Management, Security Risk, Secondary School

1. Introduction

Safety issues and injuries in children Show the importance of teaching children Know how to keep yourself safe from dangerous situations to prevent possible harm to themselves. Due to the intellectual development process of children who have not yet developed to the level of understanding the relationship between Rationality, causing children at this age to be easily injured and early childhood is still unable to prevent themselves from dangerous situations. Therefore, early childhood is an age to be taught and repeatedly practiced on safety through a variety of teaching methods. And this article shows a teaching method that emphasizes the safety that children need to know and what should be known according to the principles of the early childhood safety standards.

A place is an essential part of a wide range of activities. And an educational institution is a type of place used for supports teaching and learning activities, from classroom teaching theory, indoor and outdoor sports activities, and there is also a wide variety of people who use the building such as school personnel, students, parents, and those who come to contact. When people use the building, the building deteriorates over time, could cause a security risk in the use of buildings. In additional of the building risk management as required by laws, school is required to have an institute or professional in building risk management to prevent and reduce the risk as well as the lowest level. Its name is "Physical Resources Administrator", who is responsible for create an effective security system to a control and prevention the three risk (Serit Chotipanich 2010) as follows: 1) Physical thread elements consist of fences around walls, entrance-exits, walls and interior doors. 2) Operation in security means the staffing of security personnel to take care of the safety in the surveillance area and cope when there is an accident. 3) Security information technology system means Equipment in the security which Installed in areas such as closed circuit television systems, Access control system, Traffic control system, Hazardous object detection system, And notification system Etc., In order to be able to ensure that the educational institution has the proper physical maintenance of the building and there are preventive measures Promptly respond and resolve when a risk or insecurity occurs, to reduce the chance of loss that will occur either directly Or indirectly both to the life and property of the building users.

Early childhood safety skills are a child's expression of action, the right ones to protect themselves from harm as following; 1) having knowledge of safety by identification of the cause of the hazard and characterizing the hazard. 2) Protect themselves from harm by showing avoidance behavior. 3) communicating with adults when seen Dangerous Behavior (Thygerson, 1986; Florio & Stanford, 1969; Barth, 1992; Miltenberger, 2008)

The safety content for early childhood consists of 6 areas: 1) The school safety includes the use of stairs, classroom equipment and the use of drinking water dispensers. 2) The fire prevention including the danger of a match, Candle and lantern hazards, fire drills and immediate communication with adults in the event of a fire. 3) The safety to go to school, Persons whose children must follow instructions, traveling by bus and selection the safety playground. 4) The house safety, including keeping toys and things in place, not handling or touching drugs, cleaning products, pesticides or other toxic substances. Using of scissors and equipment. And protection the hazards from plant and animal. 5) The outdoor safety, including water sources, strangers, dangerous animals and fire.

2. This research aims to

- 1) To study the security risks which can be occurred in secondary school;
- 2) To study the guidelines for the security risks management operating by school;

3) To develop / improve the guidelines for security risks management in accordance with the physical of the building

3. The scope of this research is...

This research aimed to study only the physical safety risks, arising from the building of the three early childhood education institutions where is under the Wang Thong Sub District Administrative Organization, Wang Thong Sub district, Pak Dee Choom Pol District, Chaiyaphum.

4. The research methodology is divided into 2 steps as follows:

Step 1: Simple random sampling is used by drawing lots to get the sample coordinates.

Step 2: Select the sample from step 1 by purposive sampling to obtain a school that is ready to survey and interview for insights in the time limit. The samples were three schools at the early childhood level or the child development center.

5. Research instruments

The research instruments were divided into 2 types according to data collection in each period as follows.

1. Data collection for the first period was a survey using - a visual survey and basic tools which the details of the survey are in accordance with the survey / inspection form referenced from the building inspection standard to gain perspective on the all-round survey.

2. The second data collection was an In-depth interview for the executives or working groups who concerned in the safety risk management of each institution explained to confirm the results of the study Including commenting on the study results. The study results from the school survey according to the building inspection standard consist of 5 aspects as follows:

Field 1: General information of educational institutions: Most building of the three education institution have been constructed and in use more than 10 years. it had plans and construction standards and sizes based on the number of children in the area. The building is used for teaching and learning activities, there are classrooms, laboratories, teachers' rooms, bathrooms, kitchens, storage rooms. Types of potentially hazardous materials or fuels are divided into combustible materials, such as paper, signboard, paint, thinner, gas and waste materials, or damaged equipment such as wooden tables, wooden chairs, etc.

Field 2: School Security Examination Comparison: There is an extension or modification of the building structure of the 3 education institution by creating a link between the buildings. There is one subsidence of the building, which is cracks in the walls, floors, beams, stairs and columns, and the ceiling has water leaks of 2 institutions.

Field 3: Inspection of building systems and equipment: Electrical system, found that everybody has electrical panels in every building, but some parts are not closed completely. The wiring is out of order at some point. And the power cord is rather worn out.

There are various equipment and appliances in ready to use condition. But lack of adequate maintenance causes it to deteriorate. Air conditioning systems were found to have the same characteristics of using and installing air conditioning systems. Every building is equipped with a split type air conditioning system. Hygiene and environment system, Found that the water supply Sewage

and drainage systems in ready condition. There are external rainwater pipes, gutters and overflows. There are trash cans around every building. Fire protection and suppression systems, found that there were signs and emergency exit signs. There are fire extinguishers installed. But most of them wear out and cannot be used.

Field 4: The audit of the school safety management system, divided into 3 systems: 1) Fire prevention and suppression plan: It was found that all bodies had no plans which showing the location of fire escape stairs, fire exits and firefighting equipment, no plans for inspection of systems and equipment were found inside the building. Only the janitor supervised the inspection. There is a plan to organize a fire prevention training to educate students once a year. And has an officer to coordinate with a medical facility or fire department when an accident happened. 2) Building occupants' evacuation drills: It was found that all institutions had such plans, but did not clearly implement them. Because there are many activities in school and have insufficient budget. 3) The safety management plan in the building: It was found that every institution has a general management plan. There is a closed circuit camera. There are no safety committees or security personnel required by law, only a carpool teacher is appointed to be responsible for each period.

Field 5: The survey of the surrounding environment: Fire trucks can enter and exit, but they cannot swirl around the building. Drains can be used. But there are litter and leaves clogging at some point. There is a pile of equipment / waste material behind the school building. And garbage bags were piled near students' drinking water tanks. There is grass growing overgrown in some areas. Because care is not thorough.

The results of the study from interviews with executives involved in school safety risk management.

The results were divided into 8 areas as follows.

1) Strategic, policy, and safety risk management: It was found that all schools had no policy on the management of safety risks. But the school has tried to maintain a safe environment for building occupants, such as providing 24-hour security guards, installing fire extinguishers. And installation of CCTV

2) Contingency plan to cope with security risks: It was found that all schools did not have an emergency plan to accommodate the security risks . There was only public relations news to students while lined up to respect the national flag. But some teachers or staff are sent to train with external agencies.

3) Appointment of the Internal Safety Risk Management Committee: There was no security risk management committee appointed. There was only an order to appoint a teacher and a security guard to take care of the building.

4) Guidelines for assessing safety risks to reduce the likelihood of loss within the school. Every school uses a day to day operation assessment, which is a daily check by a security guard, janitor, and professional teacher involved in the maintenance of the facility, but there are no clearly plans or details.

5) Duties and scope of work units responsible for building orderliness and building system that directly affect safety risk management: Every school has a building agency. Serves and maintains all internal buildings. And specialized technicians (outsourced) are hired in some cases that cannot be done by themselves.

6) Training and educating personnel / departments who responsible for the facility supervision. There is an assignment of public disaster prevention and mitigation work to train and supervise operations.

7) Budget for managing security risks: The school receives funding from the local government organization. But it is not enough with the whole deal, causing them to choose what action is necessary first.

8) Accepting the building inspection from an external agency with a specific expertise: There are 2 locations for the Department of Public Works to inspect the building, but the other one has never done any such action.

6. Data analysis results

From the school survey and interview with the school administrators, it was found that:

1. The potential safety risks in early childhood education institutions are divided into 3 areas as follows: Accident: This can cause deterioration of the building. - Building system such as the damage of the building structure, broken building surfaces, including systems - building components that are not thoroughly maintained such as fans no grille, loose lamps, etc. Disaster: This can be caused by the lack of management and maintenance of the surrounding educational institutes thoroughly, such as multiple power connectors inside the school building, a lack of order and deterioration of the electrical panel can cause a fire. And including sewer pipes with debris or leaf debris clogging, it may cause flooding in the school area when heavy rains, etc. Safety in building use: There is a fire protection and suppression system. But not enough or unable to use when there is an incident etc.

The Guidelines for managing safety risks currently in school is divided into 2 areas as follows: Improvement and maintenance: Schools use the operations of the personnel within the school as the main and having the staff from the local government organization to supervise and train the work for the operators. But if it is a specialized work that cannot be performed by themselves, there will be hiring a contractor or a specialist to operate. The security: There is a guard in the school by appointing a carpool teacher and providing security guards on 24 hours a day. CCTV cameras are installed. And fire extinguishers are installed at various points of education.

7. The result of the research

According to the purpose of each study, it was found that

1. Safety risks that can occur in early childhood education, there are 3 areas: accident, Disaster, And safety in building use.

2. Guidelines for managing safety risks currently in school is divided into 2 areas: The Improvement and maintenance and The security.

3. Development of guidelines for managing safety risks in accordance with the physical characteristics of each school building to reduce the chance of direct or indirect loss of life and property of building occupants, consisting of 9 steps is

- 1) Training of facility manager or supervisor on safety risk management
- 2) Allowing stakeholders to formulate policies on joint security risk management.
- 3) Appointment of a working group, setting the scope and duties in relation to the main job titles and workloads.
- 4) Building survey
- 5) Analysis of potential risks.
- 6) Preparation projects and action plans for approval, budget for improvements and maintenance. Including the maintenance of security
- 7) Public relations management Campaign and provide training to educate staff, staff and students annually.
- 8) Annual rehearsal of emergency plans for both educational institution personnel and students.
- 9) Review and improvement of plans to suit the current situation of the educational institution.

8. Discussion of the research result

The research results can be discussed according to the study objectives as follows.

1) To study the potential safety risks in early childhood education institutions. There are three risks involved: accident, Disaster, And safety in building use. Which was found to be related to the research of Serich Chotipanich (2010), who said that the risks from the use of buildings consist of The accident, a risk from dangerous conditions and will cause damage to the life and property of the building occupants, which is caused by an accident, natural disaster. And security risks, a risk posed by security threats in life and property of building users. And it relates to the research of Sakorn Mahahing (2016), which found that many educational institutes think that the environment management in educational institutes is not necessary and if it will be done, it will have to spend a lot of budget. As a result, many educational institutions neglect to provide an environment in good condition which may be part of the risk or insecurity in the school.

2) To study the current safety risk management guideline in schools with two areas: The improvement and maintenance and The security. Which is related to the research of Pranee Intharaksa (2011) that said What schools do the most in terms of operating safety are accident prevention and mitigation measures, appoint personnel to supervise and maintain the building, measures to prevent and correct accidents by arranging teachers and janitors is on duty, Install an alarm system with a fire escape plan. But still encountered the problem of Lack of budget to improve the environment and purchase fire protection equipment. And it related to the research of Suchira Jaiwang and Chantras Phutiriyawat (2018), who said that the environment in the school to be safe is the importance. All educational institutions must have an accident prevention system in the educational institution by providing a fence to protect outsiders, staff in the nursing room, maintain and monitor the school building to ensure stability, warning signs, and CCTV cameras.

3) To develop / improve the guidelines for security risks management in accordance with the physical of the building: it is related to the research of Chaiwat Utaisean (2012), it said that the strategic elements of the school safety management consist of 6 strategies:

- 1) Establishing guidelines for safety
- 2) Risk management
- 3) Establishing safety plans and standards
- 4) safety assessment
- 5) Safety policy
- 6) Prevention of damage

And related to the research of Salinee Meecharoen, Subin Yurarat and Annop Chinawat (2013), which said that the development and improvement of buildings to be modern and safe that will lead to operational strategies consisting of Improve the building and make it clean and maintain various materials and equipment ready to use. There are measures to inspect the premises every 6 months and organize fire drills for school personnel in case of a fire. School administrators must give great importance and care to maintain it in a working state at all times.

9. Suggestion

1. In terms of renovation-maintenance and safety maintenance, educational establishments should be allocated adequate budgets so that their physical characteristics and building systems are standardized by professional, and has been maintained in good condition always ready to use.

2. Promoting knowledge and cultivating awareness, it was found that personnel of all educational institutions were not encouraged to have sufficient knowledge about safety risk

management. The government should arrange to have experts to survey the buildings both the physical and building equipment systems to analyze the safety risks within the educational institutes.

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