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THE SIGNIFICANT INFLUENCE OF SCHOOL SAFETY MANAGEMENT ON SCHOOL SAFETY IN SELECTED INTERNATIONAL SCHOOLS IN BANGKOK, THAILAND

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ABSTRACT

Today, schools face new and unimaginable threats to their safety. To improve school safety appropriate leadership and management is needed, however in developing countries appropriate leadership and management is not always present. According to the United Nations Convention of the rights of a child it states that every child has the right to be safe (Wahlström, 2011). Schools are principal environments where children spend considerable amount of time during their formative years therefore, school safety should be effectively managed, promoted, and prioritized. In Thailand school safety is generally considered to be of low priority compared with other educational issues, with a lack of effective policy, and with schools struggling to justify safety costs (Srichai, 2013). This study was conducted to determine the level of school safety in terms of the following dimensions: Safe Classrooms, Safe Facilities, Disaster and Emergency Preparedness and Bullying. This study was also conducted to determine the level of school safety management in terms of the following dimensions: Planning, Organizing, Leading and controlling, as well as to investigate the significant influence of school safety management on the dimensions of school safety. It was found that the level of management of school safety with regard to the dimension "Safe Classrooms" was the highest. The dimension "Bullying", was low and therefore not on the expected level. It was also found that only two of the dimensions of school safety management namely controlling and planning, were statistically significant to influence school safety.

INTRODUCTION

Background of the Study

Today, schools face new and unimaginable threats to their safety. In 1999, the Columbine school shootings opened educators' eyes to the possibility of violence within the student body. (Lamb, 2008) The 2004 school killings in Beslan, Russia, underscored our worst fears; that terrorists could target children (Chance, 2004). On June 6, 2003, a school shooting occurred at the Pak Phanang School in Nakhon Si Thammarat, Thailand. The 17-year-old Anatcha Boonkwan (a.k.a "Nung") shot two of his fellow students and injured four other students, using a semi- automatic pistol (News24, 2003). To improve school safety the appropriate leadership and management is needed, however in developing countries appropriate leadership and management is not always present.

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According to the United Nations Convention of the rights of a child it states that every child has the right to be safe (LeMoyne, 2014). Schools are principal environments where children spend considerable amount of time during their formative years therefore, school safety should be effectively managed, promoted, and prioritized. According to Srichai who did a case study on the management of school safety in Thailand focusing on Assessing the Implications and Potential of a Lean Thinking Framework, in Thailand school safety is generally considered to be of low priority compared with other educational issues, with a lack of effective policy, and with schools struggling to justify safety costs (Srichai, 2013).

More children die from injury than from communicable and non-communicable diseases. According to the Child Injury Report in Thailand, released in August 2007 it was found that an estimated 6,000 children die from preventable injuries each year. These injuries do not necessarily occur at school, but children do spend considerable amounts of time within the school environment, and there is also a growing demand for safe schools in Thailand (Srichai, 2013).

In 2012, 375 natural triggered disasters were registered that caused an average of 9 655 deaths and leaving 124.5 million people as victims worldwide. The economic damage was 157 billion dollars (Debarati Guha- Sapir; Philippe Hoyois and Regina Below, 2013). Annually recurring floods regularly prevent millions of children from attending a full year of school. Recent events have demonstrated that schools in Thailand must also be prepared for natural disasters such as the severe flooding that occurred during the 2011 monsoon season in Thailand (DEMOTIX, 2011).

Education is a human right and education is very important in enabling people to reach their full potential. This right does not disappear because of disasters and emergencies. When these emergencies and disasters take place education gets interrupted or even limited which make students drop out, resulting in negative and permanent economic social impacts for students and the community. Natural hazards are very important when it comes to educational planning. Floods, earthquake, the increasing severity of storms and cyclones, water shortages, or the slow onset of rising sea water levels, these hazards can be mitigated with the application of knowledge, education, and ingenuity. We are not able to prevent the earth from shaking, the wind from blowing, or the rain from falling. We can however prevent these events from becoming disaster with assessment and good management, physical and environmental protection and response preparedness. Schools should be role models in disaster prevention (Green,
2010).

Bullying is recognized as a form of violence that can also undermine other primary rights such as health, safety, dignity and freedom from discrimination. The Thai Constitution law states that every child has the right to receive quality education in a safe environment, but there are no specific rights that can protect sexual orientation or gender identity. There is an increased risk for lesbian, gay, bi-sexual and transgender students of experiencing homophobic or transphobic bullying, due to the absence of rights to protect them. No research have been done on the impact of homophobic bullying in schools in Thailand, but the worldwide evidence available suggests it is general and prevalent (Boonmongkon, 2013). Homophobic or transphobic bullying can lead to withdrawing from social interactions in class, academic underachievement and dropping out of school (Boyd, 2012). UNESCO and Plan International Thailand are in the process to address this problem by entering a partnership with the Centre for Health Law at the Faculty of Social Sciences and Humanities at Mahidol University to investigate the issues of bullying, violence and victimization to homophobic/transphobic among lesbian, gay, bi-sexual and transsexual secondary school students in Thailand (Boonmongkon, 2013)

Statement of the Problem

Safety plays an important role in schools. Ensuring pupil and student safety has been part of the ethical framework for decades. The safety of staff and students is increasingly becoming an issue for schools, an issue most schools are addressing through improved management of security. Some have also taken measures such as installing metal detectors, video surveillance, having children swipe identification cards when entering or exiting the school. All schools work to prevent school violence and to make sure schools are very safe places. It is very important to promote school safety by following procedures and reporting unusual or concerning individual's or behaviour. It is also very important to address the important balance between sufficient building security and providing students a healthy, nurturing, normal school environment (Psychologists, 2006). In a 2006 survey of Pre-K through 12th grade teachers conducted by the American Psychological Association (APA), teachers identified help with classroom management and instructional skills as one of their primary needs. Results from over 2300 responses showed that teachers wanted assistance with classroom management because of their concerns about student safety and their desire for strategies to deal effectively with students' negative and/or disruptive behaviours (Kratochwill, 2006)

Research Objectives

This study was guided by the following objectives:

1. To determine the level of school safety in terms of the following dimensions:

a) Safe Facilities
b) Safe Classrooms
c) Disaster and Emergency preparedness
d) Bullying

2. To determine the level of School Safety Management in terms of the following dimensions:

a. Planning
b. Organizing
c. Leading
d. Controlling

3. To investigate the significant influence of school safety management on the dimensions of school safety.

Research Questions

1. What is the level of school safety in terms of:

a. Safe Facilities
b. Safe Classrooms
c. Disaster and Emergency preparedness
d. Bullying

2. What is the level of School Safety Management in terms of the following dimensions:

a. Planning
b. Organizing
c. Leading
d. Controlling

3. What is the significant influence of school safety management on the dimensions of school safety?

MATERIALS AND METHODS

Research Design

This study is a descriptive research. The despondence was identified through the use of convenience sampling. The reason for convenience sampling was due to the location of the schools. All four of the schools that were used in this study are located close to each other. The research instrument was an opinionnaire. The opinionnaire was tested for validity and reliability. The data gathered were statistically tested and analyzed with appropriate statistical tools. Conclusions and recommendations were made based on the findings of the study.

Respondents of the Study

The respondents of the study were administrators and teachers. Administrators consisted of school principal, vice principal and department heads. Teachers consisted of homeroom teachers and team/assistant teachers. These were 25 teachers and 5 administrators from each of the selected International schools in Bangkok who were invited to answer the opinionnaire. The selected International schools were Keerapat International School (KPIS), Niva International School (Niva IS), Wells International School and German Swiss International School.

Sampling Design

In this study convenience sampling has been selected due to the fact that all the schools are relatively close to each other. This study used descriptive survey research method with quantitative data collection and analysis. The rationale for the use of this method is because quantitative research is research that uses numerical analysis. In essence, this approach reduces the data into numbers. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena (Crossman, 2013). This study administered an opinionnaire. It utilized survey design because it sought the perceptions of respondents about how they observe school safety management within their school.

Instrument Development

The first phase of this study involved the completion of an opinionnaire consisting of three sections. Section one included: the background information of the particularly positions at the school, department, age, gender and years of experience. Section two is on school Safety which is divided into four dimensions namely, safe classrooms, which consists of five Likert-style questions. The second dimension of school safety, safe facilities, consisted of six Liker-style questions. The third dimension, disaster and emergency preparedness consists of seven Liker-style questions. The last dimension of school safety, Bullying, consists of three Likert-style questions and are followed by four Likert-style questions which focused on the four different types of Bullying as well. The four types of bullying were: 1. Physical Bullying, 2. Verbal Bullying, 3. Covert Bullying and 4. Cyber Bullying. The sixth dimension had a total of seven Likert-style questions. The researcher developed the opinionnaire by using several different definitions of terms that covered all eight of the dimensions in this study. Section three is on: School Safety Management which is divided into four dimensions. The first and second dimension, planning and organizing consists of two Likert-style questions each. The third and fourth dimensions of school safety management, controlling and leading, each consists of three Likert-styles. The Opinionnaire had a total of 35 Liker-style question items. In the opinionnaire a 0 to 10 rating scale (0 as lowest (o %) and 10 (100%) as the highest) were used. The opinionnaire was used as the instrument obtaining necessary information for this study. The second phase of this study involved the pilot- testing of the research instrument for reliability test. The opinionnaire was pilot-tested to twenty five teachers and five administrators at Ramkhamhaeng Advent International School.

The third phase of the study involved the floating of the opinionnaire. With permission from the school principals, their administrators and teachers were given informed consent forms together with the opinionnaire briefly describing the purpose of the study and direction to answer the opinionnaire attached to it. The opinionnaire for this study was created online using the Google Drive program. A link to the opinionnaire was emailed to 25 teachers and 5 administrators in each of the selected International schools by an administrator of the selected school. The participants were emailed a brief description of the purpose of this study and asked to complete the opinionnaire which could take up to less than 10 minutes to complete. As participants completed the opinionnaire, their answers were delivered to a Google Drive spread sheet that detailed the time and date when the opinionnaire was completed and the data was collected and organized using the SPSS program.

Statistical Analysis of Data

Data obtained from the opinionnaire were analysed using the Statistical Package for Social Sciences (SPSS v16.0). The data from the opinionnaire were analysed separately. The SPSS v16.0 was used to generate tables for frequencies, mean, s.d., se *mean*, c.v. Three tables were generated, one, the table showing the level of school safety in terms of a. safe facilities, b. safe classrooms, c. Disaster and Emergency Preparedness and d. Bullying. The second table showed the level of school safety management in terms of: a. planning, b. organizing, c. leading and d. controlling. The third table showed the significant influence of school safety management on the dimensions of school safety.

Validity Test

The items in this opinionnaire were validated through the use of the index of concurrence (IOC) by three experts, namely:

1. Dr. Roxy Pestello –A Consultant at Keerapat International School in Bangkok, Thailand.
2. Mr. Gavin Paul – Head of Department in Primary at Keerapat International School.
3. Mr. Justin Hewitt – Head of department in Kindergarten at Keerapat International School

The recommendations on the improvement of the opinionnaire were noted and revisions were made.

Reliability Test

The opinionnaire was pilot-tested to 25 teachers and 5 administrators at Ramkhamhaeng Advent International School. Administrators included principals, assistant principals, department heads. Teachers included homeroom teachers and team assistant teachers. These persons were not included among the respondents in this actual study. The data were analysed and interpreted using Statistical Packages for Social Sciences (SPSS) Software. The opinionnaires reliability in its entirety is 0.915.

RESULTS

DATA PRESENTATION ANALYSIS

This chapter presents the results and discussion of findings from the data gathered. The answers to the research questions are presented, analysed and interpreted.

Part 1: The Level of School Safety

Objective 1: To determine the level of school safety in terms of a) Safe Classrooms, b) Safe Facilities, c) Disaster and Emergency Preparedness and d) Bullying.

Basic Statistics, Rank of the Level of School Safety.

School Safety	Rank	Basic Statistics				
		mean	s.d	s.e mean	C.V	Descriptive Equivalence
1) Safe Classrooms	1	6.68	2.16	0.21	0.258	High
2)Safe Facilities	2	5.01	2.66	0.26	0.288	Average
3)Disaster and Emergency Preparedness	3	5.92	3.87	0.38	0.374	Average
4)Bullying	4	3.99	3.92	0.39	0.562	Low

Basic Statistics, Rank of the Level of School Safety in Terms Of Safe Classrooms.

Safe Classrooms	Rank	Basic Statistics				
		mean	s.d	s.e mean	C.V	Descriptive Equivalence
Floor surfaces are non-slip and suitable for the type of activities being conducted.	1	7.21	0.42	0.05	0.294	High
Light fittings/fixtures and ceiling fans/air-cons are in good condition and working order.	2	6.85	0.41	0.05	0.301	High
Chairs, tables and desks are in good condition.	3	6.81	0.62	0.06	0.361	High
Doors, windows, locks and latches are in good condition and working order.	4	6.28	0.48	0.06	0.378	High
Electrical equipment is tested, updated and fixed as required.	5	6.23	0.48	0.06	0.381	High
Safe Classrooms Total	-	6.68	2.16	0.17	0.258	High

The results of data analysis in the table above show that one of the components of School Safety namely Safe Classrooms are in high level with mean of 6.68 and standard deviation (s.d.) of 2.16. The Management of School Safety with regard to this component of School Safety is above the expected level. The results of data analysis in the table above show that one of the components of School Safety namely Safe Classrooms are in high level with mean of 6.68 and standard deviation (s.d.) of 2.16. The Management of School Safety with regard to this component of School Safety is above the expected level. Bullying which is the last component of School Safety is low with mean of 3.99 and standard deviation (s.d) of 3.92. The Management of School Safety with regard to this component is low and therefore not o n the expected level. The results of the dimension of school safety can be grouped into three groups according to their C.V value:

Group 1(Low): The dimension titled: "Bullying", with a C.V value of 0.562.

Group 2 (Average): The dimension of school safety titled: "Disaster and emergency Preparedness", with a C.V value of 0.374.

Group 3 (High): The dimensions of school safety titled: "Safe Classrooms and Safe Facilities", with a C.V values of 0.258 and 0.288.

With regard to the grouping it can be considered that Group one should be solved first followed by group two and then group three. By considering from C.V value, it was found that all four dimensions of school safety were inconsistent, with C.V values between 0.258 and 0.562.

According to the ranking of the dimensions of school safety it can be considered that Bullying (4^{th}) is the dimension with the biggest problem followed by Disaster and emergency Preparedness (3^{rd}) and Safe Facilities (2^{nd}).Safe Classrooms (1^{st}) is ranked as number one, which indicates that it is the best when compared to the other dimensions of school safety.

In the table above data analysis shows that all of the components of the School Safety in terms of Safe Classrooms are in high level with mean values from 6.23 to 7.21. This implies that School Safety is well managed in Classrooms. All of the components have a standard deviation (s.d.) ranging from 0.48 to 0.62. The components of School Safety in terms of Safe Classrooms have a total mean value of 6.68 and standard deviation (s.d.) of 2.16.By considering the C.V. values, it could be concluded that all the components of School Safety in terms of Safe Classrooms are inconsistent with C.V. values between 0.2938 and 0.3813. The results of the items of school safety in terms of safe classrooms can be grouped into three groups according to their C.V value.

Group 1(Low): The items titled: "Electrical equipment is tested, updated and fixed as required" and "Doors, windows, locks and latches are in good condition and working order" with C.V values of 0.381 and 0.378.

Group 2 (Average): The item titled: "Chairs, tables and desks are in good condition", with C.V value of 0.361.

Group 3 (High): The items titled: "Light fittings/fixtures and ceiling fans/air-cons are in good condition and working order" and "Floor surfaces are non-slip and suitable for the type of activities being conducted", with C.V values of 0.301 and 0.294.

According to the ranking it can be considered that the item titled:

"Electrical equipment is tested, updated and fixed as required" (5^{th}), is the item with the biggest problem followed by the items titled: "Doors, windows, locks and latches are in good condition and working order" (4^{th}), "Chairs, tables and desks are in good condition" (3^{rd}),"Light fittings/fixtures and ceiling fans/air-cons are in good condition and working order" (2^{nd}).

The item titled: "Floor surfaces are non-slip and suitable for the type of activities being conducted" (1^{st}), is ranked as number one, which indicates that it is the best when compared to the other items of Safe Classrooms.

In the table above data analysis shows that four out of the six components of School Safety in terms of Safe Facilities are in high level with mean values from 0.37 to 0.47. Two out of six of the components are in average level with mean 4.85 and 5.45. The components of School Safety in terms of Safe Facilities have a total mean value of 5.01 and standard deviation (s.d) of 1.78. By considering the C.V values, it could be concluded that all the components of School Safety in terms of Safe Facilities are inconsistent with C.V values between 0.324 and 0.646. The results of the items of school safety in terms of safe facilities can be grouped into three groups according to their C.V value.

Group 1 (Low): The items titled: "Play areas are fenced" and "All Buildings and play areas are equipped with closed-circuit digital video systems" with C.V values of 0.646 and 0.565.

Group 2 (Average): The items titled: "Multiple entries to the building are controlled and supervised" and "Equipment of play area has adequate protective surfacing under and around it", with C.V values of 0.416 and 0.381.

Group 3 (High): The items titled: "All restrooms are adequately stocked (toilet paper, soap, and paper towels) and maintained in sanitary condition" and "Laboratory chemicals are properly stored, secured and disposed of", with C.V value of 0.343 and 0.324.

According to the ranking it can be considered that the item titled: "Play areas are fenced" (6^{th}), is the item with the biggest problem followed by, "All Buildings and play areas are equipped with closed-circuit digital video systems" (5^{th}), "Multiple entries to the building are controlled and supervised" (4^{th}), "Equipment of play area has adequate protective surfacing under and around it" (3^{rd}), "All restrooms are adequately stocked (toilet paper, soap, and paper towels) and maintained in sanitary condition" (2^{nd}). The item titled: "Laboratory chemicals are properly stored, secured and disposed of" (1^{st}), is ranked as number one, which indicates that this item is the best when compared to the other items of Safe facilities.

Basic Statistics, Rank of the Level of School Safety In Terms Of Safe Facilities

Safe Facilities	Rank	Basic Statistic				
		mean	s.d	s.e mean	CV	Descriptive Equivalence
Laboratory chemicals are properly stored, secured and disposed of.	1	6.86	0.37	0.04	0.324	High
All restrooms are adequately stocked (toilet paper, soap, and paper towels) and maintained in sanitary condition.	2	6.71	0.46	0.04	0.343	High
Equipment of play area has adequate protective surfacing under and around it.	3	6.27	0.39	0.04	0.381	High
Multiple entries to the building are controlled and supervised.	4	6.79	0.47	0.05	0.416	High
All Buildings and play areas are equipped with closed-circuit digital video systems.	5	5.45	0.51	0.05	0.565	Average
Play areas are fenced.	6	4.85	0.52	0.05	0.646	Average
Safe Facilities Total	-	5.01	1.78	0.78	0.288	Average

Basic Statistic, Rank of the Level of School Safety in Terms Of Disaster and Emergency Preparedness.

Disaster and Emergency Preparedness	Rank	Basic Statistic				
		mean	s.d	s.e	CV	Descriptive Equivalence
Safety rules and evacuation routes are prominently displayed.	1	6.75	0.35	0.03	0.362	High
External exit doors can be opened from the inside without a key and emergency fire exits are marked.	2	6.76	0.38	0.04	0.393	High
Fire extinguishers are checked monthly and serviced annually, clearly marked, and easy accessible.	3	6.10	0.37	0.04	0.428	High
Fire drills are held at least twice yearly.	4	7.21	0.46	0.05	0.447	High
School personnel receive training in a range of response skills including: building and area evacuation, first aid, light search and rescue and student supervision.	5	5.25	0.36	0.06	0.481	Average
The school disaster and emergency management plan is reviewed and updated annually.	6	5.75	0.41	0.04	0.494	Average
Lock down drill is held yearly.	7	3.63	0.54	0.05	1.040	Low
DEP Total	-	5.92	2.21	0.22	0.374	Average

Basic Statistics, Rank of the Level of School Safety in Terms of Bullying

Bullying	Rank	Basic Statistics				
		mean	s.d	s.e mean	C.V	Descriptive Equivalence
The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that use verbal language (e.g. insults, teasing, intimidation, homophobic or racist remarks) will not be tolerated.	1	4.35	0.38	0.03	0.609	Average
The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students using their own body to exert power over peers will not be tolerated.	2	4.20	0.37	0.03	0.66	Average
The school provides social, emotional, and mental health support for students involved in bullying.	3	4.62	0.41	0.04	0.626	Average
The school has an anti-bullying policy that is regularly reviewed and revised and is made accessible so that it is understood by all.	4	4.09	0.37	0.03	0.633	Low
The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that make use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone will not be tolerated.	5	3.93	0.37	0.03	0.664	Low
The school provides regular anti- bullying training for all staff, teaching and non-teaching.	6	3.07	0.33	0.03	0.759	Low
The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that try to hurt peers by spreading rumours or embarrass them in public will not be tolerated.	7	3.74	0.42	0.04	0.778	Low

The result of data analysis in the table above shows that four out of seven of the components of School Safety in terms of Disaster and Emergency Preparedness are in high level with mean values from 6.10 to 6.76. Two out of the seven components of School Safety in terms of Disaster and Emergency Preparedness are average with mean values of 5.25 and 5.75. One of the components is low with mean value of 3.36 and C.V value of 1.0401. This indicates that this item is consistent, which means that it is stable and the problem is clear. The components of School Safety in terms of Disaster and emergency Preparedness have a total mean value of 5.92 and standard deviation (s.d) of 2.21. All of the components of School Safety in terms of Disaster and Emergency Preparedness are inconsistent with C.V values between 0.362 and 0.481. The results of the items of school safety in terms of Disaster and Emergency Preparedness can be grouped into three groups according to their C.V value.

Group 1 (Low): The item titled: "Lock down drill is held yearly", with C.V value of 1.040.

Group 2 (Average): The items titled: "The school disaster and emergency management plan is reviewed and updated

annually" and "School personnel receive training in a range of response skills including: building and area evacuation, first aid, light search and rescue and student supervision", with C.V values of 0.494 and 0.481.

Group 3 (High): The items titled: "Fire drills are held at least twice yearly", "Fire extinguishers are checked monthly and serviced annually, clearly marked, and easy accessible", "External exit doors can be opened from the inside without a key and emergency fire exits are marked" and "Safety rules and evacuation routes are prominently displayed", with C.V values between 0.447 and 0.362.

According to the ranking it can be considered that the item titled: "Lock down drill is held yearly" (7^{th}), is the item with the biggest problem followed by, "The school disaster and emergency management plan is reviewed and updated annually" (6^{th}), "School personnel receive training in a range of response skills including: building and area evacuation, first aid, light search and rescue and student supervision" (5^{th}), "Fire drills are held at least twice yearly" (4^{th}), "Fire extinguishers are checked monthly and serviced annually, clearly marked, and easy accessible" (3^{rd}), "External exit doors can be opened from the inside without a key and emergency fire exits are marked" (2^{nd}). The item titled: "Safety rules and evacuation routes are prominently displayed" (1^{st}), is ranked as number one, which indicates that this item is the best when compared to the other items of Disaster and Emergency Preparedness.

In the table above data analysis shows that four out of seven components of School Safety in terms of Bullying are low with mean values from 3.07 to 4.09. Three out of the seven components of School Safety in terms of Bullying are average with mean values between 4.20 and 4.62. The components of School Safety in terms of Bullying have a total mean value of 3.99 and standard deviation (s.d) of 2.24. By considering the C.V values, it could be concluded that all the components of School Safety in terms of Bullying are consistent with C.V values between 0.609 and 0.778. The results of the items of school safety in terms of Bullying can be grouped into three groups according to their C.V value:

Group 1 (Low): The items titled: "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that try to hurt peers by spreading rumours or embarrass them in public will not be tolerated", "The school provides regular anti-bullying training for all staff, teaching and non-teaching", and, with C.V values of 0.778 and 0.759.

Group 2 (Average): The items titled: "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that make use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone will not be tolerated", "The school has an anti-bullying policy that is regularly reviewed and revised and is made accessible so that it is understood by all" and "The school provides social, emotional, and mental health support for students involved in bullying", with C.V values of 0.6641, 0.633 and 0.626.

Group 3 (High): The items titled: "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students using their own body to exert power over peers will not be tolerated" and "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that use verbal language (e.g. insults, teasing, intimidation, homophobic or racist remarks) will not be tolerated", with C.V values of 0.616 and 0.609.

According to the ranking it can be considered that the item titled: "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that try to hurt peers by spreading rumours or embarrass them in public will not be tolerated" (7^{th}), is the item with the biggest problem followed by, "The school provides regular anti-bullying training for all staff, teaching and non-teaching" (6^{th}), "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that make use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone will not be tolerated" (5^{th}), "The school has an anti-bullying policy that is regularly reviewed and revised and is made accessible so that it is understood by all" (4^{th}), "The school provides social, emotional, and mental health support for students involved in bullying" (3^{rd}), "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students using their own body to exert power over peers will not be tolerated" (2^{nd}). The item titled: "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that use verbal language (e.g. insults, teasing, intimidation, homophobic or racist remarks) will not be tolerated" (1^{st}), is ranked as number one, which indicates that this item is the best when compared to the other items of Bullying.

Part 2. The Level of School Safety Management

Objective 2: To determine the level of School Safety Management in terms of a) Planning, b) Organizing, c) Leading and d) Controlling.

Basic Statistics, Rank of the Level of School Safety Management

School Safety	Rank	Basic Statistics				
		mean	s.d	s.e mean	C.V	Descriptive Equivalenc
a)Leading	1	6.51	1.84	0.18	0.376	High
b)Controlling	2	6.34	1.80	0.18	0.378	High
c)Planning	3	6.19	1.18	0.12	0.382	High
d)Organizing	4	6.23	1.21	0.12	0.385	High

The results of data analysis in the table above indicate that all four of the components of School Management are in high level with mean values between 6.19 and 6.51 and standard deviation (s.d) between 1.18 and 1.84. With regard to this, School Management is within the expected level.

The results of the dimension of school safety management can be grouped into three groups according to their C.V Value:

Group 1(Low): The dimensions of school safety management titled: "Organizing and "Planning", with C.V values of 0.385 and 0.382.

Group 2 (Average): The dimensions of school safety management titled: "Controlling", with C.V value of 0.378.
Group 3 (High): The dimension of school safety management titled: "Leading", with C.V value of 0.376. With regard to the grouping it can be considered that Group one should be solved first followed by group two and then group three. By considering from C.V value, it's found that all four dimensions of school safety management were inconsistent, with C.V values between 0.3851 and 0.3761.

According to the ranking of the dimensions of school safety management it can be considered that Organizing (4^{th}) is the dimensions with the biggest problem followed by, Planning (3^{rd}) and Controlling (2^{nd}). Leading (1^{st}) is ranked as number one, which indicates that this dimension is the best when compared to the other dimensions of school safety management. In the table above data analysis shows that all of the components of School Management in terms of Leading are on high level with mean values between 6.39 and 6.59. The components of School Management in terms of Leading have a total mean of 6.51 and standard deviation (s.d) of 2.45.

By considering the C.V values, it could be concluded that all the components of School Management in terms of Leading are inconsistent with C.V values between 0.379 and 0.408.
The results of the items of school safety management in terms of "Leading "can be grouped into three groups according to their C.V value:

Group 1(Low): The item titled: "Management motivates and communicates well with teachers regarding school safety", with C.V value of 0.408.

Group 2 (Average): The item titled: "Management makes sure that the school is meeting its goals for school safety", with C.V value of 0.387.

Group 3 (High): The item titled: "Management makes sure that the school is meeting its goals for school safety", with C.V value of 0.379.

According to the ranking of the items of school safety management in terms of "Leading" it can be considered that the item titled: "Management motivates and communicates well with teachers regarding school safety" (3^{rd}) is the item with the biggest problem followed by, "Management makes sure that the school is meeting its goals for school safety" (2^{nd}). The item titled: "Management makes sure that the school is meeting its goals for school safety" (1^{st}) is ranked as number one, which indicates that this item is the best when compared to the other items of the dimension "Leading".

In the table above data analysis shows that all of the components of School Management in terms of Controlling are on high level with mean values between 6.25 and 6.52. The components of School Management in terms of Controlling have a total mean of 6.34 and standard deviation (s.d) of 2.40.

Basic Statistics, Rank of the Level of School Safety Management in Terms of Leading

Leading	Rank	Basic Statistics				
		mean	s.d	s.e mean	C.V	Descriptive Equivalence
Management makes sure that the school is meeting its goals for school safety.	1	6.58	0.83	0.08	0.379	High
Management makes sure that the school is meeting its goals for school safety.	2	6.59	0.85	0.08	0.387	High
Management motivates and communicates well with teachers regarding school safety.	3	6.39	0.87	0.09	0.408	High
Leading Total	-	6.51	2.45	0.24	0.376	High

Basic Statistics, Rank of the Level of School Safety Management in Terms of Controlling.

Controlling	Rank	Basic Statistics				
		mean	s.d	s.e mean	C.V	Descriptive Equivalence
Management sees to it that school activities are in line with the general school policies and objectives for school safety.	1	6.52	0.81	0.08	0.374	High
Management makes initiatives to correct deviations from plans and objectives for school safety.	2	6.27	0.85	0.08	0.408	High
Management observes and reports deviations from plans and objectives for school safety.	3	6.25	0.86	0.09	0.414	High
Controlling Total	-	6.34	2.40	0.18	0.378	High

By considering the C.V values, it could be concluded that all the components of School Management in terms of Controlling are inconsistent with C.V values between 0.374 and 0.414.

The results of the items of school safety management in terms of "Controlling" can be grouped into three groups according to their C.V value:

Group 1(Low): The item titled: "Management observes and reports deviations from plans and objectives for school

Group 1(Low): The item titled: "Management observes and reports deviations from plans and objectives for school

Group 2 (Average): The item titled: "Management makes initiatives to correct deviations from plans and objectives for school safety", with C.V value of 0.408.

Group 3 (High): The item titled: "Management sees to it that school activities are in line with the general school policies and objectives for school safety", with C.V value of 0.374.

According to the ranking of the items of school safety management in terms of "Controlling" it can be considered that the item titled: "Management observes and reports deviations from plans and objectives for school safety" (3^{rd}) is the item with the biggest problem followed by, "Management makes initiatives to correct deviations from plans and objectives for school safety" (2^{nd}). The item titled: "Management sees to it that school activities are in line with the general school policies and objectives for school safety" (1^{st}) is ranked as number one, which indicates that this item is the best when compared to the other items of the dimension "Controlling"

In the table above data analysis shows that all of the components of School Management in terms of Planning are on high level with mean values 6.16 and 6.23. The components of School Management in terms of Planning have a total mean of 6.19 and standard deviation (s.d) of 2.37. By considering the C.V values, it could be concluded that all the components of School Management in terms of Planning are incons istent with C.V values of0.397 and 0.401. The results of the items of school safety management in terms of "Planning" can be grouped into three groups according to their C.V value:

Group 1(Low): The item titled: "Management decides in advance the appropriate actions needed to achieve those goals specified for school safety and implements it", with C.V value of 0.401.

Group 2 (High): The item titled: "Management Specifies the goals for school safety to be achieved", with C.V value of 0.397.

According to the ranking of the items of school safety management in terms of "Planning" it can be considered that the item titled: "Management decides in advance the appropriate actions needed to achieve those goals specified for school safety and implements it" (2^{nd}) is the item with the biggest problem followed by, "Management Specifies the goals for school safety to be achieved" (1^{st}).

In the table above data analysis shows that all of the components of School Management in terms of Organizing are on high level with mean values 6.15 and 6.37. The components of School Management in terms of Organizing have a total mean of 6.23 and standard deviation (s.d) of 2.41.

Basic Statistics, Rank of the Level of School Safety Management in Terms of Planning.

Planning	Rank	Basic Statistics				
		mean	s.d	s.e mean	C.V	Descriptive Equivalence
Management Specifies the goals for school safety to be achieved.	1	6.16	1.22	0.12	0.397	High
Management decides in advance the appropriate actions needed to achieve those goals specified for school safety and implements it.	2	6.23	1.25	0.13	0.401	High
Planning Total	-	6.19	2.37	0.24	0.382	High

Basic Statistics, Rank of the Level of School Safety Management in Terms of Organizing.

Organizing	Rank	Basic Statistics				
		mean	s.d	s.e mean	C.V	Descriptive Equivalence
Management organizes and interacts with the municipal authorities and local community to establish a safe and orderly school environment.	1	6.37	1.24	0.12	0.389	High
Management organizes the resources of time, space and personnel for maximum focus on school safety.	2	6.15	1.32	0.13	0.430	High
Organizing Total	-	6.23	2.41	0.24	0.385	High

By considering the C.V values, it could be concluded that all the components of School Management in terms of Planning are inconsistent with C.V values of 0.389 and 0.430.

The results of the items of school safety management in terms of "Organizing" can be grouped into three groups according to their C.V value:

Group 1 (Low): The item titled: "Management organizes the resources of time, space and personnel for maximum focus on school safety", with C.V value of 0.430.

Group 2 (High): The item titled: "Management organizes the resources of time, space and personnel for maximum focus on school safety", with C.V value of 0.389.

According to the ranking of the items of school safety management in terms of "Organizing" it can be considered that the item titled: "Management organizes the resources of time, space and personnel for maximum focus on school safety" (2^{nd}), is the item with the biggest problem followed by, "Management organizes and interacts with the Municipal authorities and local community to establish a safe and orderly school environment" (1^{st}).

Part 3. The Significant Influence of School Safety Management on the Dimensions of School Safety.

Objective 3. To investigate the significant influence of school safety management on the dimensions of school safety.

By using method enter of multiple regression analysis; it was found as shown in the table above that the linear combinations of the predictor variables (four dimensions of School Safety Management) were statistically significant to influence School Safety with F value of 21.279, and p-value of 0.000. Where among the four dimensions of School Safety Management, only two of them namely "Planning" and "Controlling" were significant to influence School Safety with t value of 2.010* and 2.776*. It was also found that the coefficient of determination, R^2, was 0.470. It means that 47.00 % of the variation in the criterion variables was accounted for by the linear combinations of the four dimensions of School Safety Management. By using method stepwise of multiple regression analysis, it was found that only two predictor variables namely, "Controlling" and "Planning" were the necessity and sufficient dimensions to influence "School Safety" with t values of 6.636* and 2.003*. It was found also that 46.9 % of the variation on the criterion variable was accounted for by the linear combinations of the two predictor variables.

By using method enter of multiple regression analysis; it was found as shown in the table above that the linear combinations of the predictor variables were statistically significant to influence Safe Classrooms with F value of 22.220 and p-value of 0.000. Among the four dimensions of School Safety Management none of the dimensions was found to significantly influence Safe Classrooms. It was also found that the coefficient of determination, R^2, was 0.478. It means that 47.80 % of the variation in the criterion variables was accounted for by

The Result of Multiple Regression Analysis of the Significant Influence of School Safety Management on the Dimensions of School Safety in Selected International Schools in Bangkok, Thailand

School Safety	Method Enter					Method Stepwise				
	b	s.e .b	β	t	p- value	b	s.e .b	β	t	p- value
Constant	61.995	9.290	-	6.673*	.000	61.284	9.005	-	6.806*	.000
Planning	2.405	1.196	.274	2.010*	.047	2.233	1.114	.254	2.003*	.048
Organizing	-.511	1.333	-.059	-.384	.763	-	-	-	-	-
Controlling	2.961	1.067	.513	2.776*	.007	2.666	.773	.462	6.636*	.000
Leading	-.106	.908	-.019	-.117	.907	-	-	-	-	-
R^2			.470					.469		
F-Test			21.279*					80.071*		
p-Value			.000					.000		

*p<0.05

The Significant Influence of School Safety Management in Terms of Safe Classrooms

School Safety	Method Enter					Method Stepwise				
	b	s.e .b	β	t	p- value	b	s.e .b	β	t	p- value
Constant	16.736	1.898	-	8.818*	.000	16.962	1.842	-	9.210*	.000
Planning	.536	.245	.294	2.184	2.184	.580	.229	.318	2.536*	.013
Organizing	.062	.273	.035	.228	.820	-	-	-	-	-
Controlling	.396	.219	.330	1.809	.074	.486	.150	.406	3.230*	.002
Leading	.087	.186	.074	.469	.640	-	-	-	-	-
R^2			.478					.476		
F-Test			22.220*					79.317*		
p-Value			.000					.000		

*p<0.05

The linear combinations of the four dimensions of School Safety Management. By using method stepwise of multiple regression analysis, it was found that only two predictor variables namely, "Planning" and "Controlling" were the necessity and sufficient dimensions to influence "Safe Classrooms" with t values of 2.536* and 2.230*. It was found also that 46.7 % of the variation on the criterion variable was accounted for by the linear combinations of the two predictor variables.

By using method enter of multiple regression analysis; it was found as shown in the table above that the linear combinations of the predictor variables were statistically significant to influence Disaster and Emergency Preparedness with F value of 21.275 and p-value of 0.000. Among the four dimensions of School Safety Management only one of the dimensions was found to significantly influence Safe Facilities namely "Planning" with t value of 3.149*. 46.7% of the variation in the criterion variables was accounted for by the

The Significant Influence of School Safety Management in Terms of Safe Facilities

School Safety	Method Enter					Method Stepwise				
	b	s.e .b	β	t	p-value	b	s.e .b	β	t	p-value
Constant	22.840	2.813	-	8.121*	.000	23.293	2.638	-	8.831*	.000
Planning	.247	.364	.110	.679	.499	-	-	-	-	-
Organizing	.371	.405	.168	.915	.362	-	-	-	-	-
Controlling	.606	.324	.409	1.868	.065	.716	.130	.484	5.528*	.000
Leading	-.263	.276	-.181	-.952	.343	-	-	-	-	-
R^2			.250					.234		
F-Test			8.079*					30.553*		
p-Value			.000					.000		

*p<0.05

The Significant Influence of School Safety Management in Terms of Disaster and Emergency Preparedness

School Safety	Method Enter					Method Stepwise				
	b	s.e .b	β	t	p-value	b	s.e .b	β	t	p-value
Constant	13.165	3.446	-	3.820*	.000	12.687	3.385	-	3.748*	.000
Planning	1.403	.446	.428	3.149*	.002	1.234	.420	.377	2.935*	.004
Organizing	-.817	.496	-.254	-1.646	.103	-	-	-	-	-
Controlling	.930	.397	.432	2.339	2.339	.709	.277	.329	2.562*	.002
Leading	.176	.338	.522	.522	.603	-	-	-	-	-
R^2			.467					.452		
F-Test			21.275*					71.231*		
p-Value			.000					.000		

*p<0.05

By using method enter of multiple regression analysis; it was found as shown in the table above that the linear combinations of the predictor variables were statistically significant to influence Safe Facilities with F value of 8.079 and p-value of 0.000. Among the four dimensions of School Safety Management none of the dimensions was found to significantly influence Safe Facilities.

It was found that the coefficient of determination, R^2, was 0.250. It indicates that 25 % of the variation in the criterion variables was accounted for by the linear combinations of the four dimensions of School Safety Management. By using method stepwise of multiple regression analysis, it was found that only one predictor variables namely, "Controlling" were the necessity and sufficient dimension to influence "Safe Facilities" with t values of 5.528*. It was found also that 23.4 % of the variation on the criterion variable was accounted for by the linear combinations of the one predictor variables.

linear combinations of the four dimensions of School Safety Management. By using method stepwise of multiple regression analysis, it was found that two predictor variables namely, "Controlling" and "Planning" were the necessity and sufficient dimensions to influence "Disaster and Emergency Preparedness" with t values of 2.935* and 2.562*. It was also found that 45.2 % of the variation on the criterion variable was accounted for by the linear combinations of the two predictor variables.

By using method enter of multiple regression analysis; it was found as shown in the table above that the linear combinations of the predictor variables were statistically significant to influence Bullying with F value of 6.233* and p-value of 0.000. Among the four dimensions of School Safety Management only one of the dimensions was found to significantly influence Bullying namely "Controlling" with t value of 2.098*. 20.6% of the variation in the criterion variables was accounted for by the linear combinations of the four dimensions of School Safety Management.

The Significant Influence of School Safety Management in Terms of Bullying

School Safety	Method Enter					Method Stepwise				
	b	s.e .b	β	t	p-value	b	s.e .b	β	t	p-value
Constant	9.513	4.277	-	2.140*	.035	9.160	3.973	-	2.306*	.023
Planning	.220	.551	.067	.399	.691					
Organizing	-.127	.614	-.039	-.208	.836					
Controlling	1.030	.491	.474	2.098*	.039	.982	.195	.452	5.042*	.000
Leading	-.104	.418	-.049	-.249	.804					
R^2			.206					.204		
F-Test			6.233*					25.424*		
p-Value			.000					.000		

*p<0.05

By using method stepwise of multiple regression analysis, it was found that only one predictor variables namely, "Controlling" were the necessity and sufficient dimension to influence "Bullying" with t value of 5.042*. It was also found that 20.4 % of the variation on the criterion variable was accounted for by the linear combinations of the only predictor variables.

DISCUSSION

1. The level of School Safety as perceived by the Kindergarten, Primary and Secondary Teachers and Administrators of the selected International Schools located in Bangkok, Thailand in terms of Safe Classrooms, Safe Facilities and Disaster and Emergency Preparedness are above the expected level. It means that the Management of School Safety is well managed in terms of the three components of School Safety namely Safe Classrooms, Safe Facilities and Disaster and Emergency Preparedness. While in terms of Bullying, the level of School Safety is low. It means that the Management of School Safety is not well managed in terms of Bullying. With regard to the grouping it can be considered that Group one (Bullying) should be solved first followed by group two (Disaster and emergency Preparedness) and then group three (Safe Classrooms and Safe Facilities). By considering from C.V value, it was found that all four dimensions of school safety were inconsistent, with C.V values between 0.2580 and 0.5619.

According to the ranking of the dimensions of school safety it can be considered that Bullying (4^{th}) is the dimensions with the biggest problem followed by Disaster and emergency Preparedness (3^{rd}), Safe Facilities (2^{nd}). Safe Classrooms (1^{st}) is ranked as number one, which indicates that it is the best when compared to the other dimensions of school safety.

The following were found based on the basic statistics, rank of the level of school safety in terms of Safe Classrooms:

By considering the C.V. values, it could be concluded that all the components of School Safety in terms of Safe Classrooms are inconsistent with C.V. values between 0.2938 and 0.3813. With regard to the grouping it can be considered that Group one ("Electrical equipment is tested, updated and fixed as required" and "Doors, windows, locks and latches are in good condition and working order") should be solved first followed by group two ("Chairs, tables and desks are in good condition") and then group three ("Light fittings/fixtures and ceiling fans/air-cons are in good condition and working order" and "Floor surfaces are non-slip and suitable for the type of activities being conducted").

According to the ranking it can be considered that the item titled: "Electrical equipment is tested, updated and fixed as required" (5^{th}), is the item with the biggest problem followed by the items titled: "Doors, windows, locks and latches are in good condition and working order" (4^{th}), "Chairs, tables and desks are in good condition" (3^{rd}), "Light fittings/fixtures and ceiling fans/air-cons are in good condition and working order" (2^{nd}). The item titled: "Floor surfaces are non-slip and suitable for the type of activities being conducted" (1^{st}), is ranked as number one, which indicates that it is the best when compared to the other items of Safe Classrooms.

The following were found based on the basic statistics, rank of the level of school safety in terms of Safe Facilities:

By considering the C.V values, it could be concluded that all the components of School Safety in terms of Safe Facilities are inconsistent with C.V values between 0.3242 and 0.6460.

With regard to the grouping it can be considered that Group one ("Play areas are fenced" and "All Buildings and play areas are equipped with closed-circuit digital video systems") should be solved first followed by group two ("Multiple entries to the building are controlled and supervised" and "Equipment of play area has adequate protective surfacing under and around it") and then group three ("All restrooms are adequately stocked (toilet paper, soap, and paper towels) and maintained in sanitary condition" and "Laboratory chemicals are properly stored, secured and disposed of"). According to the ranking it can be considered that the item titled: "Play areas are fenced" (6^{th}), is the item with the

biggest problem followed by, "All Buildings and play areas are equipped with closed-circuit digital video systems" (5^{th}), "Multiple entries to the building are controlled and supervised" (4^{th}), "Equipment of play area has adequate protective surfacing under and around it" (3^{rd}), "All restrooms are adequately stocked (toilet paper, soap, and paper towels) and maintained in sanitary condition" (2^{nd}). The item titled: "Laboratory chemicals are properly stored, secured and disposed of" (1^{st}), is ranked as number one, which indicates that this item is the best when compared to the other items of Safe facilities.

The following were found based on the basic statistics, rank of the level of school safety in terms of Disaster and Emergency Preparedness:

All of the components of School Safety in terms of Disaster and Emergency Preparedness are inconsistent with C.V values between 0.3623 and 0.4810.

It was also found that one of the component namely: "locks down drills are held yearly", were low.

The results of the items of school safety in terms of Disaster and Emergency Preparedness can be grouped into three groups according to their C.V value. With regard to the grouping it can be considered that Group one ("Lock down drill is held yearly") should be solved first followed by group two ("The school disaster and emergency management plan is reviewed and updated annually" and "School personnel receive training in a range of response skills including: building and area evacuation, first aid, light search and rescue and student supervision") and then group three ("Fire drills are held at least twice yearly", "Fire extinguishers are checked monthly and serviced annually, clearly marked, and easy accessible", "External exit doors can be opened from the inside without a key and emergency fire exits are marked" and "Safety rules and evacuation routes are prominently displayed").

According to the ranking it can be considered that the item titled: "Lock down drill is held yearly" (7^{th}), is the item with the biggest problem followed by, "The school disaster and emergency management plan is reviewed and updated annually" (6^{th}), "School personnel receive training in a range of response skills including: building and area evacuation, first aid, light search and rescue and student supervision" (5^{th}), "Fire drills are held at least twice yearly" (4^{th}), "Fire extinguishers are checked monthly and serviced annually, clearly marked, and easy accessible" (3^{rd}), "External exit doors can be opened from the inside without a key and emergency fire exits are marked" (2^{nd}). The item titled: "Safety rules and evacuation routes are prominently displayed" (1^{st}), is ranked as number one, which indicates that this item is the best when compared to the other items of Disaster and Emergency Preparedness.

The following were found based on the basic statistics, rank of the level of school safety in terms of Bullying:

With regard to the grouping it can be considered that Group one ("The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that try to hurt peers by spreading rumours or embarrass them in public will not be tolerated", "The school provides regular anti-bullying training for all staff, teaching and non-teaching") should be solved first followed by group two ("The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that make use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone will not be tolerated", "The school has an anti-bullying policy that is regularly reviewed and revised and is made accessible so that it is understood by all" and "The school provides social, emotional, and mental health support for students involved in bullying") and then group three ("The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students using their own body to exert power over peers will not be tolerated" and "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that use verbal language (e.g. insults, teasing, intimidation, homophobic or racist remarks) will not be tolerated").

According to the ranking it can be considered that the item titled: "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that try to hurt peers by spreading rumours or embarrass them in public will not be tolerated" (7^{th}), is the item with the biggest problem followed by, "The school provides regular anti-bullying training for all staff, teaching and non-teaching" (6^{th}), "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that make use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone will not be tolerated" (5^{th}), "The school has an anti-bullying policy that is regularly reviewed and revised and is made accessible so that it is understood by all" (4^{th}), "The school provides social, emotional, and mental health support for students involved in bullying" (3^{rd}), "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students using their own body to exert power over peers will not be tolerated" (2^{nd}). The item titled: "The school implements professionally accepted school policies that explicitly specify that bullying on the basis of students that use ver bal language (e.g. insults, teasing, intimidation, homophobic or racist remarks) will not be tolerated" (1^{st}), is ranked as number one, which indicates that this item is the best when compared to the other items of Bullying.

The level of school safety management as perceived by the Kindergarten, Primary and Secondary teachers and administrators in the selected International Schools located in Bangkok, Thailand in terms of the its four dimensions of school safety management namely Planning, Organizing, Controlling and Leading are above the expected level. It means that all four dimensions of School Safety Management are highly practiced by Administrators and teachers. With regard to the grouping it can be considered that Group one (Organizing and "Planning) should be solved first followed by group two (Controlling) and then group three (Leading). By considering from the C.V values, it was found that all four dimensions of school safety management were inconsistent, with C.V values between 0.3851 and 0.3761.

According to the ranking of the dimensions of school safety management it can be considered that Organizing (4^{th}) is the dimensions with the biggest problem followed by, Planning (3^{rd}) and Controlling (2^{nd}). Leading (1^{st}) is ranked as number one, which indicates that this dimension is the best when compared to the other dimensions of school safety management.

The following were found based on the basic statistics, rank of the level of school safety management in terms of Leading:

By considering the C.V values, it could be concluded that all the items of School Safety Management in terms of Leading are inconsistent with C.V values between 0.3787 and 0.4083. With regard to the grouping it can be considered that Group one ("Management motivates and communicates well with teachers regarding school safety") should be solved first followed by group two ("Management makes sure that the school is meeting its goals for school safety") and then group three ("Management makes sure that the school is meeting its goals for school safety").

According to the ranking of the items of school safety management in terms of "Leading" it can be considered that the item titled: "Management motivates and communicates well with teachers regarding school safety" (3^{rd}) is the item with the biggest problem followed by, "Management makes sure that the school is meeting its goals for school safety" (2^{nd}). The item titled: "Management makes sure that the school is meeting its goals for school safety" (1^{st}) is ranked as number one, which indicates that this item is the best when compared to the other items of the dimension "Leading".

The following were found based on the basic statistics, rank of the level of school safety management in terms of Controlling:

By considering the C.V values, it could be concluded that all the items of School Management in terms of Controlling are inconsistent with C.V values between 0.3737 and 0.4140.

With regard to the grouping it can be considered that Group one ("Management observes and reports deviations from plans and objectives for school safety") should be solved first followed by group two ("Management makes initiatives to correct deviations from plans and objectives for school safety") and then group three ("Management sees to it that school activities are in line with the general school policies and objectives for school safety").

According to the ranking of the items of school safety management in terms of "Controlling" it can be considered that the item titled: "Management observes and reports deviations from plans and objectives for school safety" (3^{rd}) is the item with the biggest problem followed by, "Management makes initiatives to correct deviations from plans and objectives for school safety" (2^{nd}). The item titled: "Management sees to it that school activities are in line with the general school policies and objectives for school safety" (1^{st}) is ranked as number one, which indicates that this item is the best when compared to the other items of the dimension "Controlling".

The following were found regarding the basic statistics, rank of the level of school safety management in terms of Planning:

By considering the C.V values, it could be concluded that all the components of School Management in terms of Planning are inconsistent with C.V values of 0.3970 and 0.4011.

With regard to the grouping it can be considered that Group one ("Management decides in advance the appropriate actions needed to achieve those goals specified for school safety and implements it") should be solved first and then followed by group two ("Management Specifies the goals for school safety to be achieved").

According to the ranking of the items of school safety management in terms of "Planning" it can be considered that the item titled: "Management decides in advance the appropriate actions needed to achieve those goals specified for school safety and implements it" (2^{nd}) is the item with the biggest problem followed by, "Management Specifies the goals for school safety to be achieved" (1^{st}).

The following were found regarding the basic statistics, rank of the level of school safety management in terms of Organizing:

By considering the C.V values, it could be concluded that all the components of School Management in terms of Planning are inconsistent with C.V values of 0.3887 and 0.4297.

With regard to the grouping it can be considered that Group one ("Management organizes the resources of time, space and personnel for maximum focus on school safety") should be solved first and then followed by group two ("Management organizes the resources of time, space and personnel for maximum focus on school safety").

According to the ranking of the items of school safety management in terms of "Organizing" it can be considered that the item titled: "Management organizes the resources

of time, space and personnel for maximum focus on school safety" (2nd), is the item with the biggest problem followed by, "Management organizes and interacts with the municipal authorities and local community to establish a safe and orderly school environment" (1st). 3. By using method enter of multiple regression analysis; it was found that the linear combinations of the predictor variables (five dimensions of School Safety Management) were statistically significant to influence School Safety. Where among the four dimensions of school safety management, only three out of four dimensions namely: Planning and controlling were significant to influence school safety.

When analysed with method stepwise of multiple regression analysis, two of the dimensions of school safety management namely controlling and Leading significantly influence School Safety in the four selected International schools in Bangkok, Thailand. It means that only two out of the four dimensions significantly influence school safety.

By using method stepwise of multiple regression analysis, it was found that only two predictor variables namely, "planning" and "Controlling" were the necessity and sufficient dimensions to influence "safe classrooms".

By using method stepwise of multiple regression analysis, it was found that only one predictor variables namely, "Controlling" were the necessity and sufficient dimensions to influence "safe facilities".

When using method stepwise of multiple regression analysis, among the four dimensions of School Safety Management only one of the dimensions was found to significantly influence Safe Facilities namely "Planning".

By using method stepwise of multiple regression analysis, it was found that two predictor variables namely, "Controlling" and "Planning" were the necessity and sufficient dimensions to influence "Disaster and Emergency Preparedness"

When using method stepwise of multiple regression analysis, among the four dimensions of S chool Safety Management only one of the dimensions was found to significantly influence Bullying namely "Controlling".

By using method stepwise of multiple regression analysis, it was found that only one predictor variables namely, "Controlling" were the necessity and sufficient dimension to influence "Bullying"

Conclusions Based on the foregoing findings, the following conclusions are drawn:

1. The kindergarten, primary and secondary administrators and teachers in the four selected International schools located in Bangkok, Thailand perceived a high level of management when it comes to school safety in terms of safe classrooms, safe facilities and disaster and emergency preparedness. However, there is a low level of management when it comes to school safety in terms of Bullying.
2. The component named, "Lock down drills are held yearly", was in low level in terms of Disaster and Emergency Preparedness were low.
3. The dimensions of school safety management are in high level of practice as perceived by the kindergarten, primary and secondary administrators and teachers in the four selected International schools located in Bangkok, Thailand.
4. Dimensions of school safety management namely leading and controlling significantly influence school safety in the four selected international schools located in Bangkok, Thailand.
5. Dimensions of school safety management significantly influence school safety in the four selected international schools in Bangkok, Thailand.

Recommendations

Based on the foregoing findings and conclusions, the following recommendations are offered:

1. The level of School Safety as perceived by the kindergarten, primary and secondary teachers and administrators in the four selected International schools is above the expected level or is in a high level. However the last dimension of school safety, Bullying, was ranked last with low level. School Safety is not well managed in terms of Bullying. Therefore, administrators and teachers should give more attention on providing programs and activities for improving the management of bullying within the school.

The following are things that schools can do to prevent and address Bullying:

1.1 Schools can model kindness, empathy and respect for all living things, including people, animals and the natural environment.

1.2 Schools can implement professionally accepted school policies that explicitly specify that bullying on the basis of students using their own body to exert power over peers will not be tolerated.

1.3 Schools can implement professionally accepted school policies that explicitly specify that bullying on the basis of students that use verbal language (e.g. insults, teasing, intimidation, homophobic or racist remarks) will not be tolerated.

1.4 Schools can implement professionally accepted school policies that explicitly specify t hat bullying on the basis of students that try to hurt peers by spreading rumours or embarrass them in public will not be tolerated.

1.5 Schools can implement professionally accepted school policies that explicitly specify that bullying on the basis of students that make use of cell phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone will not be tolerated.

1.6 Schools should have an anti-bullying policy that is regularly reviewed and revised and is made accessible so that it is understood by all.

1.7 Schools should provide social, emotional, and mental health support for students involved in bullying.

1.8 Schools should provide regular anti-bullying training for

all staff, teaching and non-teaching.

1.9 Schools should encourage teachers to include culturally diverse people and subjects in their lessons and activities.

1.10 Schools should also incorporate humane education lessons and activities that instill kindness and respect for all living beings. This can be done by adding bullying prevention material into the curriculum. Research indicates that human education resources, like those produced by the "American Humane Association", can help encourage empathy and compassion in students.

1.11 Schools need to communicate with the community about Bullying. It is important that the school and the community work together to send a unified message against bullying.

The component, "Lock down drills are held yearly", in terms of Disaster and Emergency Preparedness was in low level. Therefore, it is recommended that schools hold lock down drills yearly.

Since the dimensions of school safety management significantly influence school safety, teachers and administrators should maintain and establish approaches on how to increase the level of school safety within the school.

Administrators should be more aware of their supervisory tasks especially on the teaching and learning practices of school safety.

Teachers need to make sure they comprehend their responsibility on school safety and keep children safe and teach students about school safety. Therefore it is the schools' responsibility to ensure that teachers and staff are trained on the schools' rules and policies.

Future researchers could replicate this study using variables not covered by this study.

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