

Research Article

RISK MANAGEMENT MODEL OF THE DISCIPLINARY PROCEDURES FOR GOVERNMENT TEACHERS AND EDUCATIONAL PERSONNEL UNDER THE EDUCATIONAL SERVICE AREA OFFICE

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Abstract

The objectives of this research were: 1) to study problems, risk factors, and contributing factors in disciplinary procedures for government teachers and educational personnel under the educational service area office; the target group for the data survey included 225 directors of legal and litigation group selected from 225 educational service area offices by purposive sampling and research instrument was questionnaires, 2) to create and validate risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office; the target group included 7 qualified persons who had expertise and experience in the disciplinary procedures obtained by purposive sampling and research instrument was a draft model with focus group discussion issues, and 3) to assess risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office; the target group for the data survey included 245 directors of legal and litigation group selected from 245 educational service area offices and 18 chairmen of the executive committee of the inspectorate areas from 18 inspectorate areas obtained by purposive sampling and research instrument was the assessment form. The findings showed that 1) The disciplinary procedures of government teachers and educational personnel under the educational service area office had 3 aspects of problems and risk factors as 1.1) process, 1.2) personnel, and 1.3) legal and regulations. The most problem was Legal and Regulations. The most risk factor was Personnel. The overall of the problems was at a moderate level, while the overall of the risk factors was at a high level; 2) the System Theory was the concept for drafting a risk management model consisting of 5 components as 2.1) input, 2.2) process, 2.3) output, 2.4) feedback, and 2.5) environment. The model validation was found to be accurate and appropriate, and 3) the model assessment's results showed that the feasibility and usefulness of the application as a whole were at a high level.

Keywords: Risk Management, Disciplinary Procedures, Government Teachers and Educational Personnel, The Educational Service Area Office

Introduction

Disciplinary procedures refer to collecting evidence and all the actions required by law. Anyone who holds the legal authority must process in order to know the facts and prove the guilt and innocence of the accused. It starts with investigations, interrogations, trials of guilt and penalties, punishment, and reporting. (Office of the Basic Education Commission, 2009). The disciplinary procedure is one of the critical supervisors' tools for controlling the behavior of their subordinates in a desirable framework. If civil servants have discipline, they will result in efficient and effective government performance. Moreover, the disciplinary procedures are hostile administrative measures and therefore must be taken with caution. Otherwise, they can cause an error that would damage the government and affect those subjects to disciplinary procedures.

According to the study of the judgment of the Supreme Administrative Court (Office of the Administrative Court, 2006-2017) and the resolution of the Teacher Civil Service and Educational Personnel Commission considering reports on disciplinary procedures and appeals against punishment orders, (Office of the Teacher Civil Service and Educational Personnel Commission, 2006-2010) the majority of disciplinary procedures errors found are due to wrongdoing, powerlessness, unlawfulness, no forms and no procedures as the main points. It also includes dishonesty, unnecessarily making steps, abusing discretion, neglecting duties required by law to perform duties or performing duties unreasonably late, faulty disciplinary procedures leading to a large number of lawsuits filed in the Administrative Court annually. However, all disciplinary procedures have the potential to cause errors leading to damage to government officials and the persons involved, which is a risk that disciplinary procedures will fail to achieve their objectives. As a practitioner of disciplinary procedures, the researcher has an awareness of the concept application on "risk management" to "disciplinary procedures" Since risk is a crucial factor that will cause operational failure and achievement failure, risk management is a systematic process that reduces the potential impact or damage. Consequently, the researcher was interested in researching "*Risk Management Model of the Disciplinary Procedures for Government Teachers and Educational Personnel under the Educational Service Area Office*" to reduce risks and make disciplinary procedures achieve their objectives without causing any damages to government officials and those involved. The created model will be beneficial for schools and educational service area offices across the country in applying them to disciplinary procedures of government teachers and educational personnel in their affiliation.

Research Objectives

1. To study the problems, risk factors and contributing factors in disciplinary procedures of government teachers and educational personnel under the educational service area office.
2. To create and validate the risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office.
3. To assess the risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office.

Research Methodology

This research is a research and development using a mixed methodology between qualitative and quantitative research. The research process was defined in 3 steps;

Step 1 is to study the problems, risk factors, and contributing factors of disciplinary procedures for government teachers and educational personnel under the educational service area office. The data were collected by studying related research and the opinion survey. The target group included 225 legal and litigation group directors from 225 educational service area offices, obtained by purposive sampling. The research instrument used for data collection was 2 section questionnaire: Section 1 general information of the subjects using a checklist questionnaire; Section 2 the subjects' opinions on problems and risk factors of the disciplinary procedure using 5-level questionnaire, arranged from the most to the least, and recommendations for risk management practices, including contributing factors to disciplinary procedures. It was an open-ended question. The questionnaires were sent via post. There were 135 sets returned, representing 60 % and the data were statistically analyzed to find the percentage, mean, and standard deviation. The results of conducting this research process were information about problems, risk factors, recommendations for risk management practices, and contributing factors of disciplinary procedures.

Step 2 is to create and validate a risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office. The researcher applied the results of step 1 to draft the model; therefore, the outcome was a risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office draft. The qualified persons checked it for accuracy and appropriateness by focus group discussion. There were 7 qualified persons selected by purposive sampling and they had to have the qualifications as: 1) be or used to be a legal officer at the educational service area office, 2) educational background is not lower than a master's degree in law, 3) holding a position not lower than the senior professional level, and 4) having experience in disciplinary procedures for at least 10 years. The research instrument used for validate the draft of the model was a validation form. The researcher improved the draft of the model based on the data analysis of the focus group discussion. Then, it was the complete risk management model with accuracy and appropriateness.

Step 3 is to assess a risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office. The target group included 245 legal and litigation group directors from 245 educational service area offices and 18 chairmen of the executive committee of inspectorate areas from 18 inspectorate areas obtained by purposive sampling. The research instrument for data collection was an assessment form to assess the feasibility and usefulness of risk management model. It was delivered via postal and online. There were 130 sets returned from legal and litigation group directors, representing 53.06 % while 11 sets or 61.11 % were returned from 18 chairmen of the executive committee of inspectorate areas. Then the data were statistically analyzed to find percentage, mean, and standard deviation.

Conceptual Framework

The researcher formulated a conceptual research framework as Figure 1

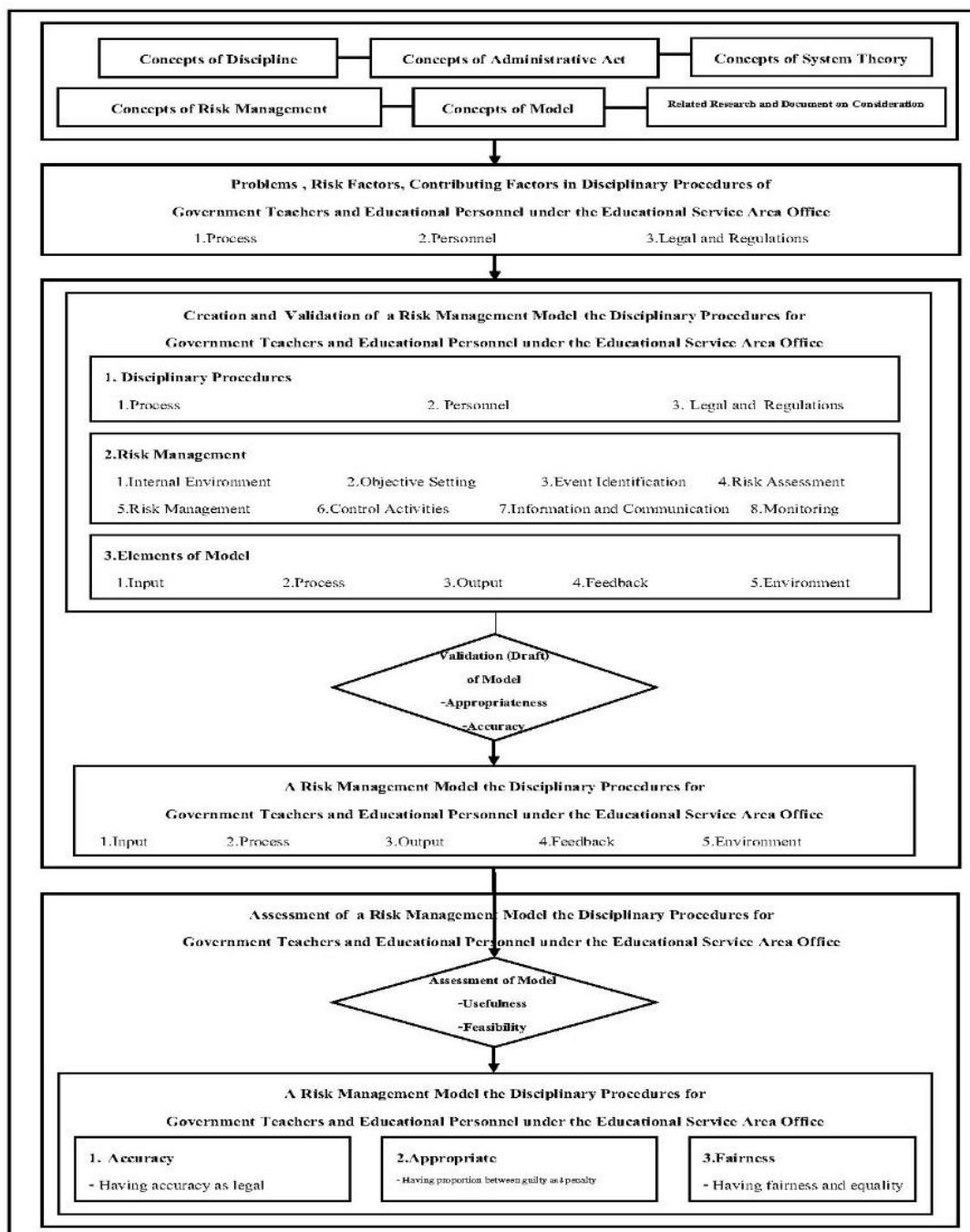


Figure 1 Conceptual Framework

Results

1. The overall opinions of the subjects on the problems of the disciplinary procedures for government teachers and educational personnel under the educational service area office were at a moderate level ($\bar{X} = 2.71$, $SD = 0.42$). Each aspect found that the most problematic as Legal and Regulations, followed by Process, and Personnel, respectively. The overall opinions on risk factors affecting the achievement of

the disciplinary procedures were high ($\bar{X} = 3.58$, SD = 0.40). Considering each aspect revealed that the most risk was Personnel, followed by Legal and Regulations, and Process, respectively. It showed as the following.

Table 1 The opinions on the level of problems and risk factors

Disciplinary Procedures	Level of Opinions		
	\bar{X}	SD	Interpretation
Problems	2.71	0.42	Moderate
- legal and regulation	3.34	0.43	Moderate
- process	2.47	0.60	Low
- personnel	2.32	0.47	Low
Risk factors	3.58	0.40	High
- personnel	3.89	0.33	High
- legal and regulations	3.48	0.53	Moderate
- process	3.39	0.58	Moderate

The most contributing factors in disciplinary procedures which contribute to the achievement of disciplinary procedures were

1. organizational structure must be decentralized and have a short chain of command.
2. corporate vision valuing disciplines.
3. policies emphasizing disciplinary procedures against offenders seriously.

And the most of the obstacles to disciplinary procedures were that the patronage system and taking bribery were essential to prevent disciplinary procedures from achieving their objectives.

2. Risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office comprised of 5 components as

2.1 Input consisted of

2.1.1 *Process* (disciplinary procedures) includes investigations, interrogations, trials of guilt and penalties, punishment, and reporting. Process variables affecting the achievement of disciplinary procedures. Include: 1) accuracy of the investigation and consideration process, 2) completion of the operation according to the legal regulations, 3) appropriateness in considering offenses and penalties, and 4) fairness to persons subject to disciplinary procedures.

2.1.2 *Personnel* got involved with legal officers, investigation committees, supervisors, authorized persons, and civil service commission. Personnel variables affecting the achievement of disciplinary procedures. include: 1) knowledge and understanding of criteria and methods of investigation of the investigation committee, 2) morality of those involved in disciplinary procedures, 3) legal authority to take disciplinary procedures, and 4) freedom in disciplinary procedures.

2.1.3 *Legal and Regulations* were general laws and specific laws.

Legal and regulations variables affecting the achievement of disciplinary procedures.

Include: 1) clearness of legal and regulations used in disciplinary procedures, 2) covering the case of an offense, 3) consistency with the circumstances and the law applicable to disciplinary procedures.

2.2 Process applied the concept of COSO in managing the risk as:

2.2.1 *Internal Environment* - the environment in which the disciplinary procedures will achieve its objectives requires the personnel in the organization to adhere to the correctness, ethical and professional ethics, act with honesty, transparency, and directness and perform duties by adhering to the rule of law coupled with moral principles.

2.2.2 *Objective Setting* had the objective to make disciplinary procedures lawful, appropriate and fair.

2.2.3 *Risk Identification* included the risk factors in 3 aspects: Process implemented incorrectly in accordance with the established methodology guidelines, incomplete in the essential parts, not suitable for main points, and unfair process with the persons getting the disciplinary procedures; Personnel were not knowledgeable and lacked of understanding of the investigative methods, no moral ethics, no legal authority, no freedom of action; Legal and Regulations had unclear provisions, did not cover some cases and inconsistent with the current situation.

2.2.4 *Risk Assessment* had the highest risk of Personnel, followed by Legal and Regulations, and Process, respectively. Personnel, the risk factor with the highest risk level was the consideration on disciplinary procedures of supervisors, authorized persons, and civil service commission were not well-rounded or incomplete on important issues. Legal and Regulations, the risk factor with the highest degree of risk was too many laws for the disciplinary procedure. Process, the risk factors with the highest level of risk was the investigation committee did not complete the allegations, did not serve the actual issues, or did not complete content.

2.2.5 *Risk Response* was Process needed the rehearsal method the understanding on the criteria and methods of investigation, procedures and processes monitoring, Personnel used the methods to enhance knowledge, understanding and moral ethics for those involved, Legal and Regulations needed appropriate interpretation, adhered to laws of higher rank, compared the law with the close interpretation, applied the principles of conscience and fairness to the application of the law.

2.2.6 *Control Activities* there was a control to enable disciplinary procedures to achieve its objectives that were both preventive and remedial, the defense utilizing a method of presenting a legitimate opinion for the consideration of those involved, the use of competent people to join the operation. The revision was performed by means of review or audit, when mistakes were found, analyzed the cause and corrected it used a method for providing legitimate opinions, competent personnel, reviewing, analyzing the causes of errors and correcting them.

2.2.7 *Information and Communication* information used to support disciplinary procedures must be accurate, complete, adequate, and communications between relevant parties must be accurate and precise.

2.2.8 *Monitoring* supervisors or assigned persons followed up disciplinary procedures to investigate, expedite, and monitor disciplinary procedures based on the procedures, methods, and timeframes prescribed by law should supervise based on the procedures, methods and timeframes prescribed by law.

2.3 Output This model can be beneficial to the committee or person considering the disciplinary procedures report can apply the research findings for consideration and determination of the disciplinary procedures of civil servants under their jurisdiction to ensure *accuracy, appropriateness, and fairness*. Moreover, it is also useful to the disciplinary officers in government agencies to apply the research findings to civil servant disciplinary procedures in their agencies to reduce the risk of disciplinary procedures achieving its objectives.

2.4 Feedback included

2.4.1 *Positive Feedback* was no appeal of the disciplinary order, no prosecution or the resolution of acknowledgment of disciplinary procedures.

2.4.2 *Negative Feedback* was to appeal, prosecute, or had the revocation/modification of the disciplinary order.

2.5 Environment

2.5.1 *Contributing Factors* were decentralized organizational structure and short chain of command. Corporate vision paid attention to disciplines and policies emphasized disciplinary procedures against offenders seriously.

2.5.2 *Obstacle Factors* were patronage system and accepting bribes to assist the accused. Details of the model are shown in Figure 2

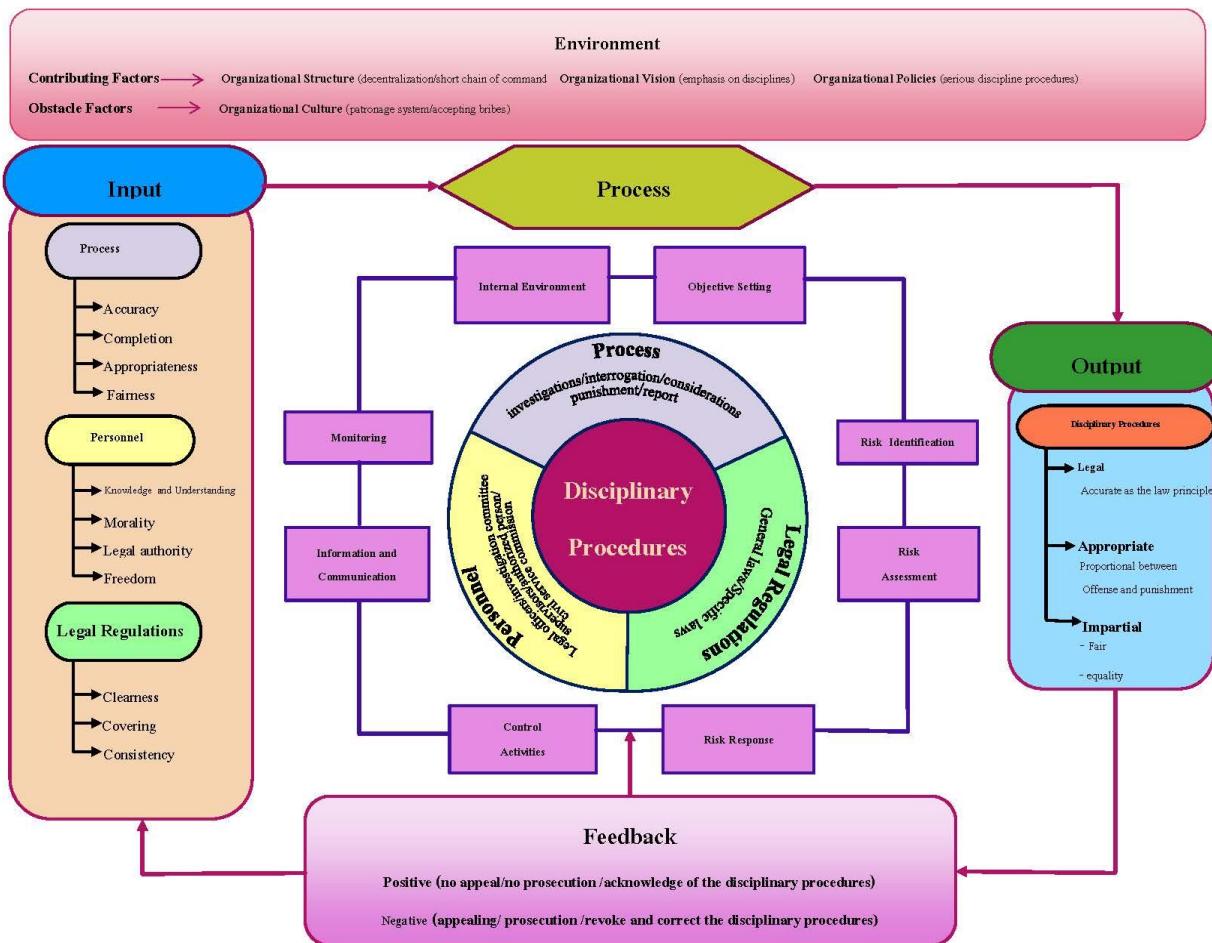


Figure 2 Risk Management Model of the Disciplinary Procedures for Government Teachers and Educational Personnel under the Educational Service Area Office

According to the results in validating risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office revealed that it had *accuracy and appropriateness*.

3. The assessment result of risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office as the aspect of feasibility and usefulness with the 2 target groups showed as the following.

Table 2 The opinions of directors of legal and litigation group

Components	Level of Opinions					
	Feasibility			Usefulness		
	\bar{X}	SD	Interpretation	\bar{X}	SD	Interpretation
1. Input	4.70	0.57	Highest	4.73	0.51	Highest
2. Process	4.12	0.84	High	4.21	0.84	High
3. Output	4.58	0.61	Highest	4.54	0.62	Highest
4. Feedback	3.58	1.00	High	3.91	0.97	High
5. Environment	4.58	0.61	Highest	4.54	0.62	Highest
Total	4.37	0.73	High	4.39	0.71	High

According to Table 2 the assessment results of risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office among the directors of legal and litigation group has been found that it had the feasibility and usefulness to apply the model and the overall was at a high level ($\bar{X} = 4.37$, SD = 0.73) and ($\bar{X} = 4.39$, SD = 0.71), respectively.

Table 3 The opinions of chairmen of the executive committee of the inspectorate areas

Components	Level of Opinions					
	Feasibility			Usefulness		
	\bar{X}	SD	Interpretation	\bar{X}	SD	Interpretation
1. Input	4.68	0.57	Highest	4.75	0.48	Highest
2. Process	4.41	0.83	High	4.47	0.81	High
3. Output	4.88	0.40	Highest	4.88	0.40	Highest
4. Feedback	4.07	1.07	High	4.23	1.08	High
5. Environment	4.17	0.88	High	4.28	0.87	High
Total	4.44	0.75	High	4.52	0.73	Highest

According to Table 3 the assessment of risk management model of disciplinary actions for government teachers and educational personnel under the educational service area office by the chairmen of the executive committee of the inspectorate areas revealed that the feasibility of applying the model as an overall was at a high level ($\bar{X} = 4.44$, SD = 0.75) and the usefulness of applying the model as an overall was at the highest level ($\bar{X} = 4.52$, SD = 0.73)

The result of implementation in this step was risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office. Moreover, this model had feasibility and usefulness for applying to the disciplinary procedures for government teachers and educational personnel under the office of educational service areas nationwide.

Discussion

1. According to the first objective as to study the problems, risk factors and contributing factors in disciplinary procedures of government teachers and educational personnel under the educational service area office, the overall *problems* of disciplinary procedures was at a moderate level. *The most problematic aspect is Legal and Regulations*. This may be due to the disciplinary procedures having many relevant laws. Many times, the provisions of the law conflicted with each other or were obscured, causing problems in interpretation. This result is consistent with the study of Laengsatan (2017), researched on legal problems related to appeals against disciplinary procedures in the case of the National Anti-Corruption Commission (NACC), disciplinary grounds; it revealed that the Civil Service Act of B.E. 2551 (2008) and the Organic Act on Counter Corruption B.E. 2542 (1999), mentioned the right to appeal against different disciplinary order. The Civil Service Regulations Act B.E. 2551 (2008), mentioned the right to appeal on factual and legal issues. However, the Organic Act on Anti-Corruption B.E. 2542 (1999) enforces to appeal only at the supervisor's discretion. Moreover, the results of Munrat (2018) study on the disciplinary actions, it revealed that several laws enforced the disciplinary procedures led government teachers and educational personnel not to understand disciplinary procedures. He also examined the Government Teachers and Educational Personnel Act B.E. 2547 (2004). He found that it did not specify the defining elements of the offense of committing a crime known as serious misconduct even though there was dismissal from the positions or dismissal from government service, which severely affects the rights and duties of the person being punished. The offenses are inappropriate with the nature of the offense. In addition, Namta and Suthumdee (2019) researched the disciplinary actions of civil servants and employees in higher educational institutions; the finding was that some sections of the Higher Educational Civil Servants Regulation Act B.E. 2547 (2004) was ambiguous in the definition as the term serious or non-serious discipline; therefore, supervisors using discretion to interpret them to favor benefits to personnel in their affiliation. Moreover, the results of a study on legal problems relating to non-serious disciplinary punishments in the Higher Educational Civil Servants Regulation Act B.E. 2547 (2004) summarized that some sections did not provide the legal effect in case of the violation by civil or failure to comply with such provisions. As a result, supervisors could not order punishment. It can support by Khamsingsri (2014) studied the issue of civil servants' disciplinary action problems. The results showed that a problem derived from the ambiguous statute, which is open to the commander's wide discretion. Disciplinary penalties were not of the same standard.

And disciplinary procedures for government teachers and educational personnel under the educational service area office had *risk factors on the Personnel the most* because they were the engines driving disciplinary procedures at all the process steps: investigations, interrogations, trials of guilt and penalties, punishment, and reporting. Therefore, whether disciplinary procedures will achieve their objectives depends primarily on the personnel involved. In particular, supervisors, authorized persons, and civil service commission considering disciplinary procedures must consider thoroughly and significant issues for the consideration to be done properly, appropriately, and fairly consistent with the main principles of the operation (the rule of law, the principle of conscience and fairness). As for the investigation committee performing fact-finding duties, must have morals and ethics and have knowledge and understanding of the rules and procedures of investigation.

This is consistent with the results of Thongphosri (2018), who studied the problem of non-serious disciplinary procedures for government teachers and educational personnel, he found that if disciplinary procedures are conducted by someone who does not have experience or a thorough understanding of the principles of investigation, it may cause the investigation to be impaired in the procedures required by law. According to Kaewchinda (2011), he explored the problem of objectivity in administrative considerations in the case of disciplinary actions of government teachers and educational personnel. His study revealed that individuals and civil service commission who consider disciplinary procedures, resolve and issue disciplinary procedures are stakeholders in matters under consideration that may result in bias and unfairness. Wongkam (2013), researched legal problems of control and review on disciplinary actions of teacher civil service and educational personnel. The findings pointed out that the organizations that monitored the exercise of supervisors' discretion at the educational service area office level lacked of independence and impartiality. Moreover, Churasri (2013) studied the legal problems related to the disciplinary actions of officers under The National Police Act B.E. 2547 (2004). The findings pointed out that the authorized person who issues a disciplinary action is the same person or a person in the same organization with the appellant punishing on. It was against the principle of neutrality and the principle of interest, which is a fundamental guarantee of fairness.

And the most contributing factors in disciplinary procedures which contribute to the achievement of disciplinary procedures were organizational structure must be decentralized and have a short chain of command, corporate vision valuing disciplines, policies emphasizing disciplinary procedures against offenders seriously, this may be due to the disciplinary procedure is relevant to the organization and the administrators.

2. According to the second objective as to create and validate risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office, the model had 5 components because the researcher used The System Theory for drafting the model. The overall of the model had *accuracy and appropriateness*. The reason for the accuracy and appropriateness of the model may be that the model components encompassed all relevant variables and were systematically interrelated, with input that was all core and essential variables for disciplinary procedures. There had a risk management process with a systematic process. There was a productive objective being clearly defined. There was feedback with a concrete indicator, and there were circumstances that may affect the achievement of the disciplinary procedures' objectives. Consequently, the model can be applied in risk management so that disciplinary procedures can achieve their objectives. That is, disciplinary procedures were lawful, appropriate, and fair, in accordance with "Legal Principles of Administrative Actions."

3. According to the third objective as to assess risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office, the overall assessment of the model as the aspect of *feasibility and usefulness was at a high level*. The model had such a high degree of implementation because it contained a detailed description of the individual components that discipline practitioners were generally familiar with and understand. Moreover, the format was clear and uncomplicated and can be easily adapted. Additionally, the reason the model had such a high degree of usefulness in its implementation may be that the model was responsive to the need to reduce the risk of

disciplinary procedures truly. The researcher collected problematic information and risk factors from disciplinary practitioners as a direct source of information. It was possible to create a realistic and responsive risk management model to resolve issues related to disciplinary procedures risk.

Conclusions

1. The results of studying problems, risk factors and contributing factors in disciplinary procedures for government teachers and educational personnel under the educational service area office.

problems in disciplinary procedures consisted of 3 aspects: Process, Personnel, Legal and Regulations. The highest level was Legal and Regulations.

risk factors of disciplinary procedures there were 3 aspects same as the problem, but the highest level was Personnel.

contributing factors to disciplinary procedures, the organizational structure must be decentralized and have a short chain of command, the organizational vision must focus on disciplines and the organizational policies must seriously emphasize disciplinary procedures.

2. The results of creating and validating risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office.

The model that will allow disciplinary procedures achieving objectives consisted of 5 components:

1. Input included 1.1 *Process*: must be in accordance with the rules, complete, appropriate, and fair; 1.2 *Personnel*: must have knowledge of investigation, morals, legal authority and independence without intervention; 1.3 *Legal and Regulations*: must be not ambiguous, cover the case, and are consistent with the current situation or the law together; 2. Process of risk management employed with 2.1 *Internal Environment*: requires the personnel to adhere to the correctness, ethics, transparency, and perform duties by adhering to the rule of law coupled with moral principles; 2.2 *Objective Setting*: must be lawful, appropriate and fair; 2.3 *Risk Identification*: the risk factors included 3 aspects: Process; incorrectly, incomplete, not suitable, and unfair. Personnel; lack of knowledge and morality, no legal authority, and no freedom. Legal and Regulations; unclear provisions, did not cover some cases, conflicts among themselves and was not consistent with the situation; 2.4 *Risk Assessment*: the highest risk is Personnel, followed by Legal and Regulations, and Process, respectively 2.5 *Risk Response*: Process; rehearsing for an understanding of the investigation, and examination of procedures; Personnel; enhance their knowledge, morals, discuss with the relevant agencies, request personnel from other agencies to join the operation; in terms of Legal and Regulations; interpreting legal and regulations was appropriate, adhered to laws of higher rank, applied the law that is very close to the statute, and applied the principles of conscience and fairness to the use of legal and regulations; 2.6 *Control Activities*: the preventive utilizing a method of presenting a legitimate opinion for the consideration, the use of competent people to join the operation. The revision was performed by means of review when mistakes were found, analyzed the cause and corrected it; 2.7 *Information and Communication*: information used to support disciplinary procedures must be accurate, complete, adequate, and communications between relevant parties must be accurate and precise; 2.8 *Monitoring*: supervisors or assigned persons followed up disciplinary

procedures to investigate, expedite, and monitor disciplinary procedures based on the procedures, methods, and timeframes prescribed by law; 3. Output: the outcomes of disciplinary procedures were lawful, appropriate, and fair; 4. Feedback: the positive feedback of was there is no appeal, no prosecution, or the resolution of acknowledgment of disciplinary procedures. The negative feedback was that there was appealed, prosecuted, or had the revocation/modification of the disciplinary order; 5. Environment: organizational structure must be decentralized and have a short chain of command, the organizational vision must focus on disciplines and the organizational policies must emphasize disciplinary procedures seriously. The obstacle factors included the organizational culture as patronage system and accepting bribes to assist the accused. And the overall results of validating risk management model were *accurate and appropriate*.

3. The results of assessing risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office.

The overall results of the assessment on the *feasibility* of model application were *at a high level* and the results of overall opinions on the *usefulness* aspect were *at a high level* as the same.

Suggestion

Suggestion for implementing research findings

1. Policy Aspect (Legal and Regulations Component)

1.1 The government agency administrators should implement risk management model of the disciplinary procedures for government teachers and educational personnel under the educational service area office to formulate guidelines for disciplinary procedures of civil officials under the jurisdiction for reducing risks and leading disciplinary procedures achievement.

1.2 The authority person should amend the legal and regulations used in disciplinary procedure to be clear, cover and consistent.

2. Practical Aspect (Personnel and Process Components)

2.1 The civil service commission or person considering disciplinary procedures should apply the research findings relating to risk factors of disciplinary procedures for consideration and determination of disciplinary procedures against civil officials to reduce the risks and lead the disciplinary procedures for achievement.

2.2 The educational service area offices, schools, and government agencies should implement the risk management model of the disciplinary procedures for civil officials under the jurisdiction to reduce the risk and achieve the disciplinary procedures.

Suggestion for further research

1. The researcher should study a risk management model of disciplinary procedure for personnel in private organizations.

2. The researcher should study a risk management model of disciplinary procedure for civil servants and employees in higher educational institutions.

3. The researcher should study problems arising from adoption of risk management model of the disciplinary procedure for government teachers and educational personnel under the educational service area office in order to improve a more complete model.

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