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Safety Risks and Preventive Measures for college students based on the "Management-Education-Incentive" model

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ABSTRACT

With the rapid development of society and the reform of universities, campus security has become one of the issues of high concern. Contemporary college students are faced with some safety risks, such as fire safety, property safety, food safety, traffic safety, information safety, mental health safety, etc. The safety awareness education of college students needs to be strengthened. This paper analyzes several common security risks faced by college students at present and puts forward security risk countermeasures based on the 'Management-Education-Encouragement' model.

Keywords- Universities; student; safety; preventive measures.

CITATION OF THE ARTICLE



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I. INTRODUCTION

Universities are educational institutions with diversified educational mechanisms and a certain degree of openness. Due to their relatively large scale, most universities have a large building area, and there are much social personnel who rely on the student group of universities to make a living around them, which can be said to be a mixed environment. Due to the long-term isolation of college students in the campus learning environment, their thoughts are simple and their social experience is shallow, while the social security environment inside and around the campus is becoming increasingly complex, leading to frequent cases of infringement on the personal and property of college students. In addition, the forms of crime are constantly updating, making the safety issues of college students increasingly prominent [1]-[2].

II. COMMON SAFETY RISKS FOR COLLEGE STUDENTS

2.1. Property security risks

Theft is also common in universities, and the thieves may be on campus or off-campus personnel or colluded between them. In addition to cash, the stolen items are mainly high-end mobile phones or laptops, especially in public places such as libraries, which are prone to similar incidents. In addition, student dormitories will become the main venue for theft on campus, by stealing dormitory door keys and other means during students' classes and when there is no one in the dormitory. And there are also some temporary theft.

Robbery exists to some extent throughout the entire process of social development. Due to their lack of social experience and shallow understanding of the dangers outside, college students have weak awareness of safety precautions, making it the preferred target for many robbers. Especially at night, there are relatively few outdoor crowds, and college students who are alone outside are easily targeted. Furthermore, there are places such as game rooms and internet cafes, which are also high- incidence places for college robbery cases. In addition, there have been many college students who have been robbed in black cars in recent years.

In terms of information security, although various media and universities attach great importance to the issue of fraud and vigorously promote network security knowledge, there are still some college students who lack judgment, rational analysis ability, and necessary network security awareness, have poor awareness of prevention and rights protection, and have a high frequency of "campus loan" cases and "telecommunications fraud" cases. With the popularization of information technology, various

types of online fraud incidents have also been constantly fermenting in recent years. As the main group of internet users, college students are also prone to be deceived or lured by online fraud information due to their limited involvement in the world [3]. For example, common telecommunications fraud, phone card sales fraud, and online loans.

2.2. Personal safety risks

Nowadays, college students have a high awareness of food safety, have a certain understanding of food safety knowledge, and have a strong sense of supervision over school canteens. However, their performance in dealing with food safety issues for takeout is not optimistic. Many college students spend all day studying or playing in dormitories, and buying takeout food is a common occurrence. In recent years, the safety issues of takeout food have been continuously exposed. For example, takeout food contains pathogenic microorganisms or melted plastic products.

In terms of accommodation environment, safety awareness of some college students is lack, especially in terms of electricity use, escape skills, and fire management. Some students ignore school management regulations, use illegal electrical appliances in dormitories, charge battery cars on regular sockets, and even connect wires without permission. These behaviors pose significant safety hazards.

In recent years, sexual harassment, assault, and other issues among college students has been relatively frequent, with the harassment targets mostly being female students, such as sending harassing messages with pornographic information to female students or peeping at female students to use the restroom. Some harassers even collaborate to bully female students, which has brought a great psychological burden to the majority of college girls. Many girls who have experienced such incidents have psychological shadows, It has had a very adverse impact on their future life and work [4].

In addition, about traffic safety, although most students have some understanding of traffic safety knowledge, there are still some college students who do not comply with traffic regulations, have weak awareness of law compliance, and engage in some traffic behaviors, with extremely low attention to traffic safety. There are also drug safety issues. Due to various reasons such as low awareness of prevention or curiosity, college students may come into contact with and become infected with drugs, and then, after the onset of drug addiction, they may engage in a series of behaviors that harm themselves or others due to unbearable mental torment, and even embark on the path of illegal crime.

2.3. Psychological security risks

College students generally have a low awareness of psychological safety and lack basic knowledge of mental health and psychological adjustment abilities, leading to an increasing number of college students dropping out or dropping out due to psychological problems. Some abnormal or malignant events are occasionally reported in the newspapers.

Common psychological problems among college students include environmental adaptation issues, learning disabilities, interpersonal relationships, personality and emotional issues, job search and career selection issues, and psychological issues related to love and sex, leading to varying degrees of insomnia, anxiety, depression, irritability, and being lost on the internet.

From the above explanation and literature [5]-[6] it is not difficult to find that there are many safety issues among the student population. With the continuous development of society, the types of safety issues are becoming increasingly complex and diverse. How to strengthen targeted safety precautions for college students and maintain normal teaching and research order in a complex and severe public security environment has become a problem that universities must attach great importance to.

III. PREVENTIVE MEASURES BASED ON THE "MANAGEMENT-EDUCATION-ENCOURAGEMENT" (MEE) MODEL

3.1. Management

In 1916, Henri Fayol [7] of France proposed that management is an activity process composed of functions such as planning, organization, command, coordination, and control. That is, in social organizations, coordination activities are centered around people to achieve expected goals. Peter F. Drucker, the father of modern management studies, believes that "management is a kind of work with its skills, tools, and methods. Management is an organ that gives life, activity, and dynamics to an organization; management is a science, a systematic and universally applicable knowledge; and management is also a culture. In China, Wu Guangyang defines management as this. Management, as the name suggests, involves managing the most basic behaviors and implementing the initial ideal problems, which is called management. Regarding the safety precautions for college students, management is the first and foremost part. Specifically, from a management perspective, universities can comprehensively ensure campus safety from the perspectives of institutional construction, campus

"three defenses", home-school cooperation, and school local cooperation.

3.1.1. Campus "Three Prevention"

Every college student carries the hope of a family and is also related to the future of the country. Universities should fully attach importance to security work, with party and government leaders directly focusing on it. Campus security work should be included in the important agenda to ensure the implementation of the "three prevention" of civil defense, technical defense, and material defense.

The defense by peoples refers to the establishment and improvement of internal security organizations and systems in schools, the implementation of security responsibilities, the deployment of capable and high-quality professional security personnel, the hiring of formal and professional security companies to protect the campus, ensuring that the security department has the responsibility and authority to carry out work normally and fulfill its responsibilities. The so-called technical prevention refers to the installation of video surveillance, anti-theft alarms, access control intercoms, and other electronic management systems in key locations such as school gates, student apartments, teaching buildings, warehouses, important entrances and exits, and surrounding complex road sections. It is necessary to ensure that the campus has complete monitoring facilities, wide coverage, no blind spots, and can be monitored to every corner of the campus at any time. From the playground around the campus to the middle avenue to the corridors, classrooms, and dormitories in the teaching building, comprehensive coverage should be achieved. It is necessary to choose monitoring equipment with two-way audio transmission and real-time video recording function to provide hardware protection for the personal and financial safety of students. The so-called physical defense refers to the installation of protective fences, anti-theft doors, and lighting facilities in key areas, areas, and places of a school, the reinforcement and elevation of campus walls, and the installation of safety facilities such as fire protection, traffic safety, and food hygiene within the campus.

Colleges and universities should firmly establish the concept of safety first, fully recognize the importance of strengthening the construction of safe campuses, focus on improving campus and surrounding public security, food hygiene, fire protection, transportation, and other work. campus safety management and prevention work should be strengthened. A safe and harmonious campus environment for college students should be create.

3.1.2. Family-school cooperation

Family-school cooperation refers to a form of education in which families and schools cooperate and work together to educate people based on communication. Its purpose is to promote the healthy growth of the next generation. Former Soviet educator B. A. Cyxomjnhccknn said, "Schools and families should not only act together but also share the same ideals and beliefs"^[8]. Family education is the most primitive and fundamental source of human education. In the process of individual growth, the first awareness of safety often comes from family education. Many universities often overlook the importance and influence of family-school cooperation in the implementation of safety education. For the development of students, family education and school education must unite to form a strong educational force, laying a solid foundation for the development of college students.

For example, before starting a new school, a new student admission notice should be issued and a letter of notification should be sent to the parents to facilitate communication between families and school. Inform parents of the methods for illegal individuals to use leaked student information to engage in financial fraud, and promptly confirm the authenticity of transfers and remittances with the school. When new students enter the school, while organizing their parents to visit the campus, they also promote the necessity of joint prevention between home and school, fraud prevention knowledge, and how to avoid safety risks. During their time in school, students can organize school open-day activities to encourage parents to enter the campus and experience their children's college life. They can leave messages and have "fast food" conversations with parents, watch student performances, visit student works exhibitions, attend graduation ceremonies, etc. This can increase parent-child relationships and improve the effectiveness of family education. Through family-school cooperation, students can be urged to improve their awareness of safety precautions and reduce the occurrence of safety problems.

3.1.3. School-government Collaboration

University institutions also need to strengthen contact with local governments, implement territorial management, closely cooperate with urban management and public security, regularly carry out rectification of the campus surrounding environment, and implement long-term management. Strengthen investigation and firmly build a safety barrier for key regions and populations are important. Through the joint efforts of the government, schools, teachers, and students, we aim to build a safe and stable campus for students, ensure a normal and orderly security environment around the campus, and ensure that

every student can complete their studies happily and smoothly.

On the other hand, universities can serve local development in areas such as scientific research, technology, and economic growth, achieving "complementary advantages and win-win cooperation". Many countries and regions have experienced a phenomenon of further sinking of higher education institutions and closer interaction between higher education and regional economic development before and after entering a moderately developed state. Martin Trow, an American educational sociologist, pointed out that the growth of the quantity of higher education does not equal the realization of popularization. The higher education system must undergo profound structural and functional changes to adapt to this growth, otherwise it will hinder the further development of higher education. The functional transformation here should include the function of universities serving local areas.

3.2. Education

As schools become a barrier to student safety protection, college students should also strengthen their awareness of these issues, enhance their awareness of safety precautions, and actively learn safety response measures. Only in this way can they detect and take effective measures to avoid harm in the face of similar events as soon as possible.

The term "education" originated from the Chinese book "Mencius: Diligent Heart"^[9]. Broadly speaking, any activity that enhances people's knowledge and skills and affects their ideological and moral character is education. Education is seen as a subsystem within the entire social system, which allocates and undertakes certain social functions. Narrowly defined education mainly refers to school education, which refers to the activities in which educators, based on the requirements of a certain society or class, purposefully, systematically, and systematically exert influence on the physical and mental well-being of the educated, and cultivate them into the people needed by a certain society or class. Zhang Xiulin, a contemporary Chinese poet and cultural scholar, explained in his article "On Education" that education should be regarded as the impartment and dissemination of social culture^[10]. And social culture, including humanities and sciences, should include three levels of content. The first level refers to high-level culture, that is, abstract and invisible, such as social psychology, aesthetics, and value; The second level refers to those that come down from the first level, and although they cannot be seen to exist, their structure and mode of activity can be truly felt, such as political power and its institutions; The third level refers to surface culture, which refers to the culture of objects or materials that can be seen and touched.

As a university with a primary responsibility for education, safety education is indispensable. In today's information age, security education in the classroom, extracurricular skill training, and anytime and anywhere new media promotion can be combined and complement each other.

3.2.1. Curriculum education

Fully leverage the advantages of complete educational facilities and strong teaching and education capabilities in universities, and rely on elective courses and ideological and political courses to provide legal education and safety prevention education for college students. In education, emphasis should be placed on combining education with entertainment. In addition to conducting legal lectures, safety knowledge exams and competitions, safety-themed speeches, network security publicity weeks, and mock courts, student club activities can also be utilized to compile cases that occur among students into sketches and plays for various departments to tour so that safety knowledge can be integrated into campus cultural life and college students can improve their awareness of safety prevention, having a common value orientation and consciously taking action.

College student safety education includes personal and property safety education, fire safety education, outdoor activities and traffic safety education, food hygiene and safety education, network safety education, mental health education, and school discipline education. These seven contents cover most of the safety issues that college students may encounter in their studies, life, work, and entertainment, so it is necessary to strengthen education in these seven aspects. To do a good job in daily safety education for college students, the goal must be to improve their awareness of safety prevention, and the principle of "prevention first, education first" must be followed.

3.2.2. Skill training

To prevent the disconnect between student safety prevention theory and practice, universities often make great efforts to organize various safety lectures and knowledge competitions. However, there are often students who are unable to prevent and avoid infringement when encountering safety issues they have learned. Schools should strengthen the training of practical skills and techniques for students' safety precautions, such as conducting safety inspections, fire evacuation drills, earthquake evacuation drills, identifying emergency signs, and identifying scams to escape so that they can calmly respond to various safety problems and be familiar with how to receive timely assistance from the public, school security departments, and public security organs in emergency.

For example, skill training teachers can combine typical fire accident cases and use a comprehensive simulation training device for fire drills to provide systematic training on the relevant knowledge of initial fire extinguishing. Through learning, students have a deep understanding of fire extinguishing principles, fire classification, types of fire extinguishers, and correct selection, and then combine scene-based virtual simulation fire extinguishing operation training. Students are proficient in the correct use of commonly used fire extinguishers and have a more intuitive understanding of the extinguishing process of initial fires. This can greatly enhance students' fire safety skills and enhance their awareness of fire prevention and risk avoidance.

For example, skill training teachers can analyze commonly used medical first aid techniques in accident handling and provide detailed explanations on how to correctly perform cardiopulmonary resuscitation (CPR) in the event of sudden cardiac arrest or loss of autonomous breathing at the scene of an accident. Students can use simulated humans and assessment systems to practice the operating procedures and technical essentials related to CPR, laying a solid foundation for effectively responding to unexpected situations in the future and grasping the best time for first aid.

In terms of laboratory safety, chemical safety operation training devices and somatosensory HSE skill training devices can be used to enable students to learn the operation processes and personal protection-related knowledge of special operations, maintenance operations, and hazardous chemical safety operations. By simulating common accidents in the production process of typical processes, students can have a more sensitive understanding of the principles and basic processes of emergency response.

3.2.3. New media promotion

Modern society has fully entered the information age, ranging from the economic connections of countries around the world to playing games, shopping, and chatting. All activities are closely related to human society have been endowed with new-era connotations due to the popularity of the internet and new media. At the same time, the frequency of cybercrime is also increasing. Sampling statistics have found that online fraud accounts for 60% of the total number of fraud cases in universities, and has become the primary security issue for students. However, we cannot abandon the internet entirely due to choking. The future world is a world of networks. As the main force of the 21st century, students must be able to adapt to this high-tech society faster, have the ability to quickly and timely obtain effective scientific information from the outside world, and can disseminate scientific information, which is

scientific literacy. And the Internet has just adapted to this requirement.

New media communication mode has developed rapidly in the past decade and has spawned many new media forms, such as mobile TV, mobile TV, online video, blog, podcast, microblog, WeChat official account, etc. New media has brought new changes to the current safety education. At present, some colleges and universities have begun to apply new media to safety education, such as opening WeChat accounts of "Safe Campus", publicizing safety knowledge on the official accounts, rolling the latest campus safety information on campus using LED large screens, and sending holiday notes to teachers and students before holidays. However, in the information dissemination of safety education in colleges and universities, the functions and applications of new media are not fully explored. In safety prevention education, the efficient and fast communication role of new media should be more fully played, and the prevention requirements and case information at all stages should be timely pushed to students' mobile phones and computers through official websites, official accounts, WeChat groups, QQ groups, etc. so that students can use fragmentation time to learn safety knowledge. Specific measures include the following cases.

- (1) Developing a new media technology security education platform based on real-time characteristics;
- (2) Utilize interactive features to develop campus security apps and enhance student participation;
- (3) Explore new forms of safety education, such as small games, to combine education with entertainment;
- (4) Integrate traditional forms of safety education with new media dissemination.

3.3. Encouragement

As is well known, appropriate incentives are effective in management and education. Bernard Berelson, an American management scientist, believes that "all the conditions, hopes, desires, and motivations that one must strive for in the heart constitute motivation for people. It is an inner state of human activity" [11]. That is to say, the psychological process of continuously stimulating people's motivation and internal motivation, keeping their psychological processes in an excited state, and encouraging them to take action towards the desired goals. Providing spiritual or material rewards related to safety prevention among managers, teachers, and students can help consolidate the safety awareness of all staff and actively prevent safety risks.

3.3.1. Honor incentives

Honor motivation refers to achieving the goal of motivation by satisfying people's self-esteem needs. Abraham H. Maslow's hierarchy of needs theory suggests that everyone has need for respect. When a person's need for respect is met, a confident feeling arises that they are valuable, powerful, capable, positioned, useful, and essential in this world. Napoleon attached great importance to inspiring a sense of honor, advocating for "managing with honor without a whip". To cultivate and stimulate a sense of honor among the officers and soldiers, Napoleon made extensive announcements to the officers and soldiers who had made outstanding military achievements, while also awarding medals through the promotion of titles. This gave the officers and soldiers a sense of respect and value, thus inspiring all officers and soldiers to fight bravely for the honor.

There are many ways to carry out honor incentives in campus safety work, such as selecting advanced collectives and exemplary individuals in the management team; Select model dormitories, outstanding individuals, and competition winners in the student safety management team enhancing the internal motivation of teachers and students, stimulate enthusiasm for participation, strengthen a sense of belonging and responsibility, and actively participate in safety management and prevention.

3.3.2. Material incentives

Material motivation refers to the use of material means to provide material satisfaction to the motivator, thereby further mobilizing their enthusiasm, initiative, and creativity. The starting point of material incentives is to care about the immediate interests of the people and continuously meet their growing material and cultural needs. We know that material incentives are also important for motivating people. Provide certain material rewards to advanced collectives and individuals, with contributions as the main reward, making contributions the guiding goal, stimulating the enthusiasm and creativity of teachers and students, fully utilizing their intellectual and non-intellectual factors, to promote the next step of safety work. In addition, incorporating student safety information officers into the work-study system and establishing specialized positions can not only solve the livelihood problems of some impoverished students, but also ensure the scientific, standardized, and effective operation of safety work.

Material incentives should pay attention to fairness and rationality, and should not engage in "egalitarianism". In addition, material incentives and spiritual incentives should be closely linked and complementary to each other, allowing the motivated to have a sense of achievement.

IV. CONCLUSION

The safety work in universities is a long-term systematic project that requires close cooperation among universities, society, families, and individuals, strengthening management, improving methods, and jointly managing. The education administrative department should actively analyze and explore the new situation of safety risks for college students in the new era, continuously improve the education mechanism, effectively enhance the safety awareness and prevention skills of college students, and cultivate more high-quality talents for the country.

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