

Research on the Investigation Status of Primary School Safety Education in a County of China

Yin Weiwei

¹*School of Education, Anyang Normal University, Anyang, 455000, Henan, China*

²*Postgraduate Centre, Management and Science University, Section 13, Shah Alam, 40100, Selangor, Malaysia*

Abstract

Life education is based on respecting and protecting students' lives and emphasizes the importance of life safety. Safety education is an important part of life education. This paper mainly studies the safety education in primary schools of a county in China. Through investigation, it is found that there are some problems in the current safety education in primary schools, such as the weak safety awareness of students, the shortage of teachers specialized in safety education, the simple content of education, the lack of practice base of safety education and the single form of education activities. On the basis of in-depth analysis of the reasons, the relevant suggestions are put forward, such as cultivating students' safety awareness, strengthening the construction of safety education teachers, enriching the content and form of safety education, establishing and improving the management mechanism of safety education, strengthening the cooperation with social families and so on.

Key words: A county in China; Primary school safety education; The status quo

1. Introduction

Since 1996, China has designated the last Monday of March as the national "Safety Education Day" for primary and middle school students. The establishment of this system is to comprehensively and deeply promote the safety education of primary and secondary school students, reduce the incidence of all kinds of casualties, do a good job in the safety protection of primary and secondary school students, and promote their healthy growth. [1] Yuan Guiren, Minister of Education of China, stressed that safety is the most important thing for schools. Without safety, education reform and development would be impossible to talk about, and students' growth and talents would be impossible to talk about. We should make greater efforts, take more effective measures and establish more perfect systems to ensure school safety. [2] In the new situation, the school safety problem is still prominent, therefore, strengthen students' safety education, enhance safety awareness, improve preventive measures, to reduce and avoid the occurrence of safety accidents, there are still a lot of work to do, arduous task. [3] At

present, safety education for primary school students has become an important issue that needs education departments, schools, families and individuals to face together.

Safety education is an important part of life education. The theory of life education was first proposed by Jay Donner Waters in 1968 [4]. As for the research on the ultimate purpose of life education, Professor Feng Jianjun from Nanjing Normal University believes that life education is a whole-person education [5]. In short, the essence of life education is to let people learn to deal with the contradictions in life, cultivate students' awareness of life safety, and form a healthy and sound view of life education.

The Guidance Outline of Public Safety Education for Primary and Secondary Schools [6] issued by the Ministry of Education of China points out that to carry out public safety education, it is necessary to make scientific planning, adjust measures to local conditions, and set the specific contents of safety education in different stages, modules and step by step. The focus of the program is to help and guide students to understand the basic knowledge and laws and regulations of protecting individual life safety and maintaining social and public safety, to sort out and strengthen safety awareness, to correctly deal with the relationship between individual life and self, others, society and nature, to understand the methods of security and to master certain skills. Scholar Bi Yixing [7] defined the scope and content of safety education in primary and secondary schools from the perspective of practice, including traffic safety, domestic violence, campus violence injury, electricity and gas safety, drowning injury, food hygiene safety, campus stampede, accidental injury, disaster prevention and refuge, and other nine contents.

2. Methods

Questionnaires were issued to some students and some teachers in five primary schools, and on-site interviews were conducted for some teachers. To understand students' understanding of safety knowledge, teachers' understanding of safety education and their work, the composition of school safety education resources, and the implementation of school safety education. Through collating and analyzing the survey and interview data, the existing problems of primary school safety education are found, so as to lay the foundation for the relevant feasible suggestions.

Subjects & selection method:

Literature method: Through consulting a large number of literatures and related data, the seriousness of the current primary school students' safety education problem is understood, and then the school is deeply investigated to carry out safety education for teachers and students. Questionnaire survey method: Questionnaires are distributed randomly, and students and teachers are asked to fill in the questionnaires anonymously as truthfully and effectively as possible. Interview method: Interview some teachers in the school and make records. Count and analyze the data and draw conclusions.

In this survey, 1100 students and 90 teachers were randomly selected from five primary schools A, B, C, D and E in A certain district as the respondents of the questionnaire, and another 25 teachers were selected as the interviewees. SPSS21.0 statistical software and Excel2016 statistical tools were used for data statistics and analysis.

3. Results

3.1 Survey results and interview results

3.1.1 Survey Results

Five primary schools were given 1,100 student papers and 90 teacher papers respectively. A total of 1100 papers were issued to students, 1056 questionnaires were collected and 1050 were valid, with effective recovery of 95.45%. A total of 90 teacher papers were distributed, 87 questionnaires were collected and 87 were valid with effective recovery of 96.67%.

Table No. 1: Students' cognition of safety knowledge

Questions	Options	Number of people	Percentage
Do you know anything about safety?	Understand	373	35.5%
	Understand a little	472	45.0%
	Do not understand	205	19.5%

According to the survey of students, 35.5% of students know about safety knowledge, 45.0% know a little about it, and 19.5% don't. It can be seen that students are lacking in the understanding of safety knowledge.

Table No 2: Teachers' cognition and working situation of safety education

Questions	Options	Number of people	Percentage
Do you understand the work of safety education for primary school students ?	Understand	24	27.6%
	Understand a little	53	60.9%
	Do not understand	10	11.5%
Do you impart safety knowledge to students when teaching subject knowledge?	Often	23	26.4%
	Occasionally	38	43.7%
	Never	26	29.9%

Among the teachers, 27.6% knew about safety knowledge, 60.9% knew a little about it, and 11.5% knew nothing about it. Whether teachers teach safety knowledge in subject

knowledge, 26.4% often, 43.7% occasionally and 29.9% never teach safety knowledge. It can be seen that teachers' cognition of safety education is not enough, and they also lack professional knowledge of safety education, and they also lack safety education for students in the teaching process.

Table No 3: Composition of school safety education resources

Questions	Options	Number of people	Percentage
Does your school give out textbooks on safety knowledge? (students)	Yes	336	32.0%
	No	462	44.0%
	I don't know	252	24.0%
Are there full-time safety teachers in your school? (students)	Yes	173	16.5%
	No	429	40.9%
	I don't know	448	42.6%
Do you think your school has rich resources for campus safety education? (teacher)	Very rich	0	0.00%
	Common	28	32.2%
	Not rich	59	67.8%

According to the survey, as for the composition of safety education resources in schools, 32.0% of the students believed that there were textbooks on safety knowledge issued by schools, 44.0% did not, and 24.0% did not know. 16.5% thought that schools had full-time safety education teachers, 40.9% thought that they did not, and 42.6% did not know. For the teacher's paper "Are the resources of your school's campus safety education rich?" The teachers think that the resources are very rich, generally rich accounted for 32.2%, think not rich accounted for 67.8%. Therefore, the school in the safety education resources constitute is not rich, or even lack.

Table No. 4: Implementation status of safety education in schools

Questions	Options	Number of people	Percentage
How often does your school conduct safety education? (teacher)	Every day	0	0.00%
	Every week	21	24.1%
	Every month	42	48.3%

	Do not know	24	27.6%
Does your school have a practice base for safety education? (teacher)	Yes	8	9.2%
	No	66	75.9%
	Do not know	13	14.9%
What is the effect of safety education in your school? (teacher)	Really well	3	3.5%
	General	51	58.6%
	Badly	33	37.9%

When asked how often safety education is conducted in schools, 24.1 percent of students said they are able to conduct safety education every day, 48.3 percent said they are able to conduct safety education only once a month, and 27.6 percent said they do not know the status of safety education. The results of the survey on the safety education practice base showed that 9.2 percent of the three schools surveyed had a safety education practice base, 75.9 percent did not, and 14.9 percent did not know. Only 3.5 percent said the effect of school safety education was good, 58.6 percent said it was not good, and 37.9 percent said it was bad. Through the questionnaire survey of teachers, it is found that the implementation of safety education in schools is not ideal.

3.1.2 Interview results

Twenty-five teachers were randomly selected from three primary schools for interviews, and the interview results were as follows.

Question1: Do you know the safety hazard in the school?

It is found that most students and teachers know more about the hidden safety risks in the explicit aspects, but not enough about the hidden safety risks.

Question2: What kind of safety education have you given to your students?

It is found that teachers also carry out different aspects of safety education to students in the teaching process, but most of them are common safety problems in life, and they also take the form of simple preaching, and the depth of knowledge of safety education is not enough.

Question3: What problems do you think exist in safety education in schools?

It is found that there are many problems and difficulties in carrying out safety education. On the one hand, some teachers have less safety knowledge and cannot give students professional education; On the other hand, there is a lack of practical activities, and even some parents do not cooperate in the safety education work, such as online courses in the student safety platform APP, and some parents cannot urge their children to finish the study carefully.

3.2 Problems existing in the current situation of primary school safety education

Through the comprehensive analysis of literature, questionnaire and interview results, and through the field investigation of primary school campus, the following aspects are summarized.

3.2.1 The safety awareness of students needs to be strengthened

Safety education should be a long-term and systematic project. Although some schools have carried out safety education publicity month or publicity day, some special education, but some schools have fast-food type of supplementary safety education knowledge. Schools should pay more attention to safety education, or pay more attention to it. Through the investigation, it is found that if schools and teachers ignore the safety education problem, the self-protection consciousness of primary school students and the ability to distinguish right from wrong will be relatively poor, and it is easy to breed safety problems.

3.2.2 Shortage of teachers for safety education and simple education contents

The lack of safety knowledge of teachers, the lack of professional safety education personnel in schools and the lack of specialized safety education courses lead to the simple content of safety education. More work is done by homeroom teachers, but homeroom teachers only explain traffic safety, extracurricular activities, fire, water, electricity and theft, and other common sense, ignoring students' mental health education, sex safety education, network use safety education and other issues related to students' future study and life. In schools, teachers are the main educators of students. If teachers lack the cognition of safety issues, there will be no innovative development of safety education, and safety education will become a mere formality. The survey found that some teachers did not regard safety education as a habit, and spent less time on safety education. They mainly used class meetings to carry out some subject education, and the content was not comprehensive enough, so they could not make safety education routine.

3.2.3 Lack of safety education practice base, single form of activities

Safety education for primary school students should not only emphasize theoretical learning, but also strengthen practical practice to enhance the effect of safety education. Therefore, the practice base of safety education is the place where the safety knowledge learned is applied in practice. But unfortunately, the above data show that primary school students safety education practice base and facilities are still lacking. Most of the schools focus on basic forms such as themed class meetings and lectures, lacking real operations and drills, as well as rich and diverse safety education and practice activities. Students' learning enthusiasm is not high, participation is relatively low, encountered specific security problems or do not know how to solve. In short, safety education, as an important work of schools, will not attract students' attention and love to safety education activities if the educational activities are traditional and undiversified and lack of innovation.

4. Discussion

4.1 Cause analysis of existing problems in primary school safety education

4.1.1 Primary school students lack the understanding of the danger of things

Primary school students are in a special period, curiosity is strong, lively and active, danger prediction and prevention consciousness ability is weak, to the danger of things lack of understanding. Through interviews and field observation, some elementary school students were found to have risky behaviors. For example, there are children chasing on the corridor or stairs between classes. If they accidentally hit other students in the process of chasing, or some students fall down the stairs, the consequences will be unimaginable. If schools and parents do not pay enough attention to children's safety education, it is easy to cause safety accidents. For example, primary school students in electricity, fire and transportation and other aspects of the lack of safety awareness, do not pay attention to safety risks, and often take chances, will be careless about safety accidents. There are also some primary school students do not realize how much harm safety issues will bring to themselves or others, fighting, bullying and other behaviors. In addition, primary school students are mainly studying and living in the campus, with less contact with the society, so they have less understanding of the illegal elements in the society and are not aware of their harm. They are easy to be used and misled by criminals, so that there will be the problem of minor children being tempted to commit crimes. It can be seen that the primary reason for the weak safety awareness of primary school students is the lack of recognition of dangerous things.

4.1.2 The school lacks a sound safety education system

A sound safety education system is an important guarantee for the smooth implementation of school safety education. However, through the investigation, it is found that most schools have not formed a good safety education system. The time arrangement of safety education is not fixed and the assessment system is not perfect. Most schools have not yet incorporated safety education into their teaching plans. The school safety education system is not perfect, which affects the effect of safety education.

4.1.3 Schools lack of safety education and training for teachers

Professional safety education teachers come from professional learning and training. At present, teachers lack the knowledge of safety education. In the final analysis, schools lack teacher training in safety education. Most schools not only do not have full-time teachers responsible for safety education, but also do not train their teachers accordingly. For example, they did not send school teachers to go out for training, nor did they regularly invite professional firefighters or safety officers into the school to do professional training for teachers. The lack of professional teachers is bound to affect the development of safety education.

4.1.4 The school lacks a reasonable safety education evaluation system

Some schools still take academic performance and safety knowledge as the main evaluation content, and ignore the evaluation of students' practical ability, resulting in the phenomenon of simple safety education content and single form. Because some common sense

of safety in life cannot be fully accepted in school, such as the use of gas, school teachers can only teach students how to use, but cannot carry out the actual operation. This requires students to combine the theoretical knowledge of the school with family and social practice organically.

4.2 Strategies to strengthen safety education for primary school students

4.2.1 Focus on cultivating students' safety awareness

Primary school students are at the peak of physical and psychological development. We should pay attention to cultivating students' safety awareness and the ability to deal with emergencies, and learn to use the most effective way to protect themselves and others' safety. Teachers should make plans for safety education, and let students understand the seriousness of safety accidents and the importance of safety issues through case explanation and students' personal experience, so as to stimulate and awaken students' awareness of protecting life. Excavate unsafe factors, supervise students' daily behaviors and give regular safety tips to keep students alert. Cultivating students' self-safety awareness is an effective measure to improve students' ability to avoid safety and self-protection.

4.2.2 Strengthen the construction of teachers for safety education

The school safety education work wants to have the development, must have the full-time teacher troop. On the one hand, training full-time safety education personnel. On the other hand, schools should strengthen the training of safety education for all teachers according to the law of students' physical and mental development and the actual needs of the development of safety education for middle school students in today's society, so that teachers can improve their professional knowledge and ability of safety education in the training, so as to ensure the professionalism and quality of safety education. Through the establishment of safety education and training institutions, regular teacher training is organized, and judicial workers, firefighters and other professionals are hired to conduct formal safety education and training for teachers. For example, the specific requirements of preventing crowding and stampede, food poisoning and campus fire are explained to teachers, so as to enhance their understanding of the importance of safety work and encourage them to think about safety education and management. To build a professional team of teachers for safety education.

4.2.3 Enrich the content and form of safety education

Carrying out a variety of safety education activities is more conducive to stimulate students' interest in learning safety knowledge, so as to improve the effectiveness of safety education. The forms of safety education activities for primary school students should be rich and diverse. It can be a school-wide multi-theme safety education knowledge contest, or a performance with safety as the theme. It can also be a situational simulation exercise to strengthen safety education, such as safety self-rescue drill, fire drill, rescue of electroshock personnel and other drills, so that students can experience the value of life in the simulation of the situation, so as to improve their self-protection ability. Through the establishment of a special safety education practice base, let the students personally observe, experience, understand the importance of safety issues. In addition to social security, public health, accidental injury, natural disaster and other aspects of safety education, but also pay attention

to the network and information security education. Now although the Internet brings us a lot of convenience, it also has some adverse effects. Due to their imperfect understanding of things and strong curiosity about new things, primary school students are easily affected by bad information on the Internet, such as game addiction, addiction to scrolling tiktok, Internet violence, and pornography and so on. Teachers should guide students to use the Internet correctly, such as not chatting with strangers, not adding strangers' QQ and WeChat, not opening unknown links easily, not using Internet addiction, etc. We can make students realize the disadvantages of the Internet through group discussion, group debate and teacher comment. Meanwhile, attention should be paid to students' mental health education. With the rapid development of society, there are also some problems that cannot be ignored in the psychological aspect of primary school students. In view of the psychological problems of different students, flexible and diverse methods are adopted to guide them. The school should carry out the corresponding mental health education course; perfect the life education course and so on. Guide students to have a correct understanding of life, learn to respect life, enrich life connotation, and promote physical and mental health growth.

4.2.4 Establish and improve the management mechanism of safety education

The effective and smooth development of safety education requires a sound management system. Establish a sound safety supervision and inspection mechanism; strengthen the supervision and inspection of safety education. This requires the joint participation of the school committee and all teachers to establish a safety supervision and inspection group with the principal as the core, the vice principal or the director of moral education as the head of the safety management leading group, and the safety education commissioner and the head teacher as the members. In line with the principle of "who is on duty, which is responsible" carefully supervise and implement safety management. Improve the evaluation system of safety education. Schools should innovate the safety education management mode according to their own development characteristics, refine the safety management system, and adhere to the method of combining theory with practice. Through the development of safety education management assessment mechanism, safety education has always been an important part of school education, so that students and teachers can participate in the practice. Related departments regularly to the school for safety inspection really reflect the campus safety problems; find out the need for improvement, so that the safety management system is more and more perfect. In order to evaluate safety education, it is necessary to establish a scientific and comprehensive evaluation based on the law of children's physical and mental development and safety education policy, with the healthy growth of students as the core.

4.2.5 Construction of school, family and social integration of safety education

The smooth development of school safety education needs social support, so the cooperation between school, family and society should be strengthened. Education departments should formulate a more perfect safety education system for schools and increase the management of various safety systems in schools. Public security departments occasionally go to schools for students to carry out legal knowledge education, enhance students' understanding of legal knowledge, and improve students' safety awareness. The health

department should strengthen the supervision and inspection of the food and beverage, snacks and other sanitation near the school, and those who do not meet the conditions and standards should be strictly dealt with and punished. The traffic department should pay strict attention to the traffic situation near the school gate, to ensure the safety and smooth passage of students in the process of going to and from school, and often to the school to popularize the relevant traffic safety knowledge to students. Fire departments should often go to schools to explain fire safety knowledge to students, organize fire safety lectures and fire drills and other activities. Secondly, family is the base of safety education, and life education plays a crucial role in family education, so schools should strengthen cooperation with families. To improve parents' safety literacy, parents' safety knowledge should be enhanced and parents should be involved in school safety education. Through the training of safety skills for parents, let parents master scientific safety education methods and clarify the importance of safety education. Carry out the corresponding safety education propaganda activities, and spread the relevant legal knowledge to parents. Establish a "Parents' Safety Committee" to advise on the shortcomings in school safety education, and to enable parents to play an active role in school safety education, etc.

Conclusions

Primary school students as the hope of the family, the future of society, physical and mental security is crucial. Only by paying attention to the safety education of primary school students can effective measures be taken in time to solve the problems existing in the safety education of primary school students. Schools, families and society must not slack off in the safety education. The safety of students is closely related to the stability of families and the harmony of society. In today's society, the safety problem is like a ticking time bomb, which may explode if a little neglect. Therefore, we should combine safety knowledge with life practice through safety education, so that primary school students can abide by laws and regulations, respect life, and establish the consciousness of safety first. School, family and society work together to create a safe and harmonious environment for children to grow up physically and mentally.

References

- 1) <https://baike.baidu.com/item/%E5%85%A8%E5%9B%BD%E4%B8%AD%E5%B0%8F%E5%AD%A6%E7%94%9F%E5%AE%89%E5%85%A8%E6%95%99%E8%82%B2%E6%97%A5/2906694?fr=aladdin> (Baidu Encyclopedia “National Safety Education Day for Primary and Secondary School Students”)
- 2) Ministry of Education. Minister of Education Yuan Guiren: Safety is the most important thing in schools. *China Education*, Vol.4, No.11, 2016.
- 3) Ke Yican. Discussion on Student Safety Education under the New Situation. *Fujian Forum (Social Science Education Edition)*, No.4, 2008.
- 4) Jay Donna Waters. *Life Education*. Chengdu: Sichuan Normal University Press, 2006.
- 5) Zhao Hong, Zhang Jilin. Safety Education cannot be ignored. *Teacher in Charge*, No.7, 2009.
- 6) http://www.moe.gov.cn/jyb_xxgk/moe_1777/moe_1778/tnull_27696.html (Guidelines for public safety education in primary and secondary schools)
- 7) Bi Yixing. *On Safety Education in Primary and Secondary Schools*. Tianjin: Tianjin Education Press, 2006.