

# The teachers challenges in teaching safety education in early childhood education: A vision 20: 20:30

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## ABSTRACT

The preschool age represents a critical period of rapid physical, cognitive and psychosocial development in children. The quality and intensity of the care, nutrition, and stimulation that children receive during this time largely determine the level of physical and cognitive development they can achieve. This paper examines the potential challenges and learning opportunities that self-directed learning environments offer teachers from the perspective of teaching safety education in early childhood education. The challenges facing the early childhood education sector in the country today are the lack of educational facilities in schools, the lack of a structured curriculum, inadequate funding and the quality of teacher training and qualifications. This white paper addresses these challenges. Suggestions have been made to address these issues.

**Keywords:** teacher's problems; safety education; and early childhood education;

## 1. INTRODUCTION

In recent decades there has been universal interest in the benefits surrounding early childhood education and the crucial role early childhood development plays in the Society. Economic and social growth has been internationally recognized and acknowledged (Dodge, 2014). Pre-kindergarten generally means education before formal education begins or before a child reaches the age for compulsory education. In Nigeria, it covers the period from birth to 6 years of age. According to the Education Act, children must attend school or be educated from the age of six. It is self-evident that education is an activity with an inner meaning. It is the process of initiating knowledge and understanding, which in turn regulates the attitudes, emotions, desires and behaviors of the recipient. She cited him as a major force in expanding economic, intellectual, social and cultural opportunities. The value of education in changing character and attitudes is as important as its ability to transform and transform human potential for desired development.

Early childhood education (ECE) (sometimes referred to as early childhood care and education - ECCE) refers to the education children receive in early childhood. Early childhood is a critical period in the development of a child's mental function. It is known that this development, which includes the emergence of abilities and skills in areas such as language, motor skills, psychosocial cognition and learning, is strongly influenced by external factors, including the type of educational environment in which children initially find themselves. Life expectancy is 6-8 years (Bowman, Donovan, & Burns, 2011).

According to Orji (2012), safety education is the acquisition of knowledge, skills, attitudes, practices and information to ensure a safe life for oneself and others. It is the act of developing the practices, knowledge and skills that lead to a safe life. Accident prevention training. Safety education is the sum total of events that a person experiences throughout his life that have had an effective and positive impact on him (Nwabuwe, 2019). Training involves developing the specific emotions, attitudes, personality traits, habits, knowledge and physical skills necessary for safe behavior. This training develops an understanding of safety awareness, attitudes and personal responsibilities in individual and community programs for personal safety and accident prevention.

Education has become one of the most powerful weapons known to reduce poverty and inequality in modern societies. It is also used to lay the foundation for the sustainable growth and development of the nation. Specifically, Early Childhood Care Education (ECCE) is a level of education that encourages the development of competencies and skills in areas such as cognition, reading and writing. In other words, it helps eliminate illiteracy, one of the strongest predictors of poverty (Bruns, Mingat & Rakotamalala 2013). Early childhood education (ECCE) is therefore the only level of education that is widely available in both developed and developing countries, urban and rural, and both private and public education sectors (Akinbote, 2020). This explains why pre-primary education (ECCE) is the largest sub-sector in all education systems and offers a unique opportunity to contribute to social change through the education of young people (UNESCO 2011).

Recognizing that unequal access to educational opportunities is one of the strongest correlates of social inequality, the Nigerian Federal Government has begun to massively expand access to preschool/kindergarten. rice paddy. Implementation of Vision 20:30 is part of a broader development initiative to become a progressive and sovereign nation as outlined in Vision

2030, which articulates the goals and processes to achieve Nigeria's aspirations in education. Vision 2030 provides a framework of development principles that take into account of Nigeria's unique needs and priorities to achieve the core development goal of sharing national happiness. Human development, culture and heritage, equitable and equitable development, governance and environmentally sustainable development are the cornerstones of this vision (UNESCO 2011). Vision 2030 provides desired long-term outcomes and milestones for each development sector. Education is recognized as both a fundamental right and a prerequisite for achieving the broader social, cultural and economic goals set for the country as part of this national vision.

Currently, Nigeria has little policy framework for early childhood education (ECC) programs. However, there is a growing understanding and acceptance of the growth requirements of early childhood and the importance of a positive and stimulating environment. ECC is recognized as a priority globally and is part of Nigeria's educational framework and engagement. The first challenge is to increase awareness and understanding of what ECC entails, and to dispel the notion that ECC does not extend beyond institutions such as day care centers and day care centres. The focus is on home and family. In these environments, children's safety is very important both at home and at school. Nwabuwe (2019) suggests that teaching safety at this level is important, that is 1). Acquire knowledge and skills in the field of security, 2). Increased safety awareness, 3). Promote safety habits and attitudes, 4). Prepare individuals and groups for emergencies, 5). Preventing accidents with technology and science, 6). Be aware of the safety of the environment and equipment. Teaching safety procedures at an early age goes hand in hand with the adage, "Educate your child the way it should be so that when he grows up he will not deviate."

## 2. LITERATURE REVIEW

### Teachers Challenges in Teaching Safety Education

The rights of every child and every child to survive, protect, develop and participate are central to schools and the educational communities that surround them. This means that the emphasis is on learning that gradually strengthens children's ability to act independently through the acquisition of relevant knowledge, useful skills, and appropriate attitudes. (Bernard, 2019). Most daycares and Kindergartens are privately owned but must be registered with the government and follow federal guidelines. Only the rich can afford to send their children to nurseries and kindergartens because they are usually very expensive. A rapid turn of events hampered progress. In 1991, only 4.7% of preschool children were in preschool (Nwabuwe & Nwabuwe 2011). This program called for community-based childcare. In 2010, some communities began building their own kindergarten and preschool facilities using federal funds and international grants and loans to support the UBE program (Maxwell; Lim, & Early, 2016). Based on this assumption, the following challenges were investigated.

### The Curriculum

The curriculum is a part from the traditional roles of teachers, teachers are now curricular specialists, diagnosticians, health care providers, family counselors, adult educators, program managers, child development specialists, child advocates, and mental health professionals. are expected to serve as specialists in Many others are too numerous to list (Maxwell; Lim & Early, 2016). At the same time, the teaching profession is facing new educational ideas and is under increased scrutiny by professional groups. This is certainly a difficult task, but as professionals, it is important to be able to convince the public that our children know what they need to know and when.

As professionals, educators must take responsibility for their problems and lead by example in solving them. Early childhood jobs are not for the faint of heart or the timid. We have dynamic, demanding and complex jobs. Educators are the first line of defense in teaching and teaching young children. The impact we create today will be felt tomorrow and by generations to come. This is how our heritage is revealed. An effective kindergarten curriculum must combine educational stimulation with appropriate care and involvement from families and kindergarten teachers. Interpersonal relationships between young children, teachers and parents are essential for the development of social and intellectual competencies (Nwabuwe & Nwabuwe, 2011). Most institutions lack basic learning resources and the national curriculum is not yet widely used. Urban kindergartens in Nigeria can be very expensive, but they are often seen as relatively poor in the quality of education they provide to children. A primary goal of kindergartens in Nigeria is to provide children with physical security and care during the absence of their parents (Ajibola, 2018). Much less attention has been paid to the important educational components necessary for early childhood development. All children aged 0-5 years will be supported to enhance their intellectual, emotional and physical development through a programme that enables them to grow in their familiar and natural environment. Priority will be given to home- and family-based approaches, with additional inputs from institutional structures and options, which recognise the increasing diversity of life-styles and settings in which children are now being raised.

Although there is no national curriculum, what a great number of nursery school/ Early Childhood Care Centres curriculums in Nigeria have in common is less structured or guided playtime and more studying. "A common method of teaching in Nigerian nursery school is learning by rote or recitation in unison in class." Nwabuwe & Nwabuwe, (2011) stated that the emphasis in Nigeria's nursery school education/ Early Childhood Care Centres has been on children's regimentation and obedience training. They further argue that "the concept of governing, monitoring, interfering, and controlling (inspection) summarizes teachers' consistent actions to maintain order and discipline in the classroom... 'Regimentation' is perhaps the best word to describe the classroom." This emphasis in the ECCE curriculum is less effective in increasing school readiness, or worse, can generate negative effects on a child's early development. The quality of the ECCE curriculum in private kindergarten/early childhood education centers in Nigeria's urban areas differs from that in rural areas. "While no single curriculum or pedagogical approach can be identified as optimal, children are typically enrolled in well-designed,

high-quality ECCE that meet designated, sector-wide integrated curriculum goals. Joining a program prepares you to learn more and meet the complex demands of formal schooling." (Bowman, Donovan, and Burns 2011). No structured curriculum as to what safety measures should be, is taught to the child at this age for uniformity, while a formal policy on ECCD is being developed. Though appreciable progress has been made in early childhood care and education in the past four years due to government policy requiring every public school to have a nursery school/ Early Childhood Care Centres linkage, the proportion of children enrolled in Early Childhood Care Centres still remains low at approximately 2.3 million children. This represents about 21 percent of the population of children in this age group (UNESCO, 2011).

### The Facilities

Another major issue in Nigeria's early childhood care and development is the poor state of the infrastructure like well structured-classrooms, equipment like radio, television, computer, internet and light, facilities and learning resources (curriculum). Mainstreaming of the early childhood education course into pre-service teacher training from the 2008/2009 session is expected to provide strategic solutions to some of the itemized problems. There are also poorly equipped libraries, laboratories, first aid kits, and subject room issues for hands-on classes in many preschool/kindergarten centers. Most of these are not equipped with essential books and current journals and magazines, Ayo & Adebisi (2018) core book and current affairs magazine. Connezio, & French (2022) found that many preschools/daycare centers and elementary schools lack safety equipment/labs, and many facilities lack basic tools and equipment such as lifebuoys, nasal masks, and eyes. I found something Goggles and protective equipment. They also explained that many schools do not have special facilities for teaching these core subjects. Here, too, the teaching and learning process is inhibited and the overall development of the child within the school system is delayed.

### 3. RESULTS AND DISCUSSION

There are still funding issues. What about lower grades? Teachers' low self-esteem hindered their contribution. Psychologically, they don't give you what you need in the classroom. why? Because the social package isn't good enough. All of these issues are related to lack of funding. It's a shame that in fiscal year 2008, 13% of the federal budget was allocated to education, while in 2009 it fell short of the UNESCO criterion/threshold of 26%. This attitude is despicable to education (UNESCO 2011). too low! She made it clear that education is a very low priority for the Nigerian government. There are many other words that describe the government's attitude towards gossip. Irresponsible, short-sighted, cynical and distrustful. UNESCO states in its charter that 26% of the country's annual national budget is spent on education, while Nigeria spends less than 13% on education. It's sad that 13% is still used for education. It is understood that many issues are plaguing the sector.

#### Teacher Quality

Another problem is the low professional competence of her teachers and guardians in Nigeria's early childhood education system. While urban kindergartens/kindergartens have teachers with post-secondary education (Nwabuwe & Nwabuwe, 2011), the situation is even worse in rural areas. . The majority of rural kindergarten teachers do not receive education in the field of child education that they receive at vocational schools or vocational schools. A significant number of college graduates specialize in childcare (Dodge, 2014). The quality of education provided by Nigeria's public sector is characterized by low teacher competence, lack of teacher support in the classroom, low quality of textbooks and learning materials, and lack of systems to assess student learning outcomes, It was uniformly poor, with essential education and lack of resources for education. Research material and weak governance and management of the sector (Federal Republic of Nigeria (2014), Jaiyeoba, 2017). Teachers have very limited, if any, formal training in child development, equipment handling techniques and emergency safety, accident rates and opportunities for new training are very limited (Nwabuwe & Nwabuwe 2011). They further showed that caregivers in these day care centers were generally unskilled: about 85% lacked basic qualifications and more than half had no formal education.

### 4. CONCLUSION

Early childhood education needs urgent policy attention. According to international studies, this sector is worth investing in to lay the groundwork for future results. Investment in early childhood education across the region is largely left to the private sector/community and religious initiatives. Aid standards are weak and only recently have efforts have been made to introduce aid regulatory frameworks in this area. This study examined the current state of early childhood education in Nigeria in relation to the implementation of the National Vision 20:2030. It is recognized that underachievement in the country's primary, secondary and tertiary education institutions stems from the poor and unreliable foundations laid at the pre-K level. We also found that low funding and facility availability for epilepsy, low qualifications of teachers at the pre-primary level hamper efficient and optimal performance at the educational level, and the popular A Nigerian Vision will be available at 20:30 30.

### RECOMMENDATION

In order for a crèche to be approved as an institution, an appropriate institution evaluation should be conducted, including:

- a) A well-structured curriculum that meets the needs of children.
- b) Safe classroom environments and physical spaces on campus.
- c) Staff are trained and certified as Physical Education and Health Education (PHE) and Child Psychology Teachers/Caregivers.

To maintain standards and consistency in your system, you can:

- a) Appropriate monitoring of facilities by trained personnel from the Department of Education's Division of Early Childhood Care should be conducted on a regular basis to ensure compliance with the Code of Ethics.
- b) Classroom teachers should be inspected regularly to assess curriculum implementation/use of available resources.
- c) To develop teachers who support children's physical, intellectual, moral, social, aesthetic and linguistic development to achieve Vision 20; 20:30.
- d) Introduce teachers to child care techniques and help identify needs to achieve Vision 20. 20:20 • To be able to select, prepare and use different types of resource materials and develop a sense of involvement and appreciation for local resources (people and materials) and their use. Developing scientific and technical knowledge and a repertoire of games, songs and literature for children.

## AUTHOR'S CONTRIBUTIONS

The author discussed the results and contributed to from the start to final manuscript.

## CONFLICT OF INTEREST

The author declare that he has no competing interests.

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