

A Necessary Condition for A Happy Family: Propositions for Parent Safety Training of Infants and Toddlers

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Abstract

This study has focused on the transfer of infants and Toddlers-protecting responsibilities from families to infants and Toddlers education agencies due to an increase of a double-income family and nuclear family. It is because there is insufficient safe play space from the moment when infants and Toddlers return from infants and Toddlers education agencies to home due to a high crowding of housing and increase of vehicle, and there can be difficulties to take responsibilities of infants and Toddlers safety with a mere recognition and effort of parent. Thus, to suggest a safety education through mutual contact between the communities and agencies supporting parent role in a level of social welfare, its potential has been identified through a frequency analysis on 60 participants of experimental group who have trained a safety education and 60 participants of control group who have not trained a safety education. As a result of frequency analysis, the increase in safety condition in Korea, safety and development of infants and Toddlers, safety of play materials, and safety knowledge on general part of facility safety has detected and the practice of safety and safety consciousness has also identified to be more effective. The results of this study has shown a potential to verify its efficacy if it is verified through an elaborative model of safety education based on parents of young infants and Toddlers family.

Keywords: Family, Happiness, Infants and Toddlers, Parent, Parent Safety Education.

1. Introduction

The infants and Toddlers who experience critical period that a fundamental base of human development forms is an existence who requires to be nurtured healthy and to be protected in a safe home and society. As a society becomes to modernize, a safety of infants and Toddlers is a problem to be considered. Along with the nuclear family, the increase of working couple has weakened infants and Toddlers protection function of family, and concentrated house, manhattanization, and increase of vehicles have promoted an absence of safe play space. In addition, during childhood, the curiosity and impulse on environment is strong in nature, on the other hand, physical development including a capacity for locomotion and agility is poor and judgement ability on perception ability and circumstance is insufficient. Because of that, it is a period that risk of safety accident is high. The safety accident of infants and Toddlers is unfortunate for both individual and society, however, it has been increased because of insensitivity towards safety of our society and indifference to safety accident of infants and Toddlers(KCA, 2011). In addition,

78.3% of safety accidents of children are occurred from child below 7 years old and 62% of safety accidents are occurred within home(KCA, 2011). Because of changes of family structure and entry of women in public affairs, despite the fact that many infants and Toddlers spend most of their times at daycare center and kindergarten, when taking a closer look at actual accident circumstances, it can be known that the infants and Toddlers safety accidents are frequently occurred at home rather than educational agencies. Thus, the home that is considered to be the safest place is vulnerable to a safety of infants and Toddlers.

To prevent this, if the safe home environment should be created for the prevention of safety accident in the daily life by parent and if parents do

their role as a primary manager leading for infants and Toddlers to have proper recognition and attitude, this study expects that safety accidents at home can be enhanced. Thus, this study has its aim to identify safety accidents of infants and Toddlers and to confirm the possibility of safety education on infants and Toddlers parents through a connection with infants and Toddlers education agencies as a solution. To achieve this, by conducting a safety education on experimental group and comparing between experimental group and control group that has not received a safety education, the safety knowledge of parents who have learned safety education on a protection of infants and Toddlers from safety accidents at home has analyzed and the differences of safety sense and attitude in both groups have investigated to show an efficacy of future safety education.

2. Theoretical Background

2.1. Developmental characteristics and safety accident type of infants and Toddlers

The safety accident of infants and Toddlers usually occurs due to developmental characteristics of infants and Toddlers, thus, when fully understanding the developmental characteristics of infants and Toddlers, possible safety accident can be predicted and prevented. Therefore, this study has examined developmental characteristics of infants and Toddlers which have a closed relationship with safety and safety accident types based on them.

Because it is difficult to understand infants and Toddlers with other's point of view due to their high ego-centeredness of cognitive developmental characteristics, they are highly vulnerable to accidents while walking, especially not understanding perspective of drivers. In addition, since they like to adventure and to ride various rides, infants and Toddlers car crash and falling accidents with momentary carelessness are prevalent (Kim, 2006). The falling accident occurring frequently at home is happened in various types including an accident at stair, falling accident at furnitures and veranda.

During early childhood, infants and Toddlers have a tendency to place any items in their mouth which leads to choking accidents that coin, components of toy, and food block respiratory tract. In case of infants and Toddlers between 0 and 4 years olds, it is a dangerous accident causing 89.7% mortality (KCA, 2011). In addition, due to their desire to imitate others than any period, they are frequently facing safety accident by touching electronic products, and they are trying to imitate a jaywalking after observing adults jaywalk and that leads to a serious accident (Park et al., 2011).

The poisoning accidents caused by taking chemical products including a pesticide, bleach, cosmetic products left alone is one of the most frequent safety accidents occurred at home. 89% of poisoning accidents are occurred by infants and Toddlers below 5 years old (KCA, 2011), In addition, when infants and Toddlers are not satisfied their desire while playing with peer group, they may inflict or be inflicted an injury by expressing aggressiveness (Ha & Seo, 2014). Especially, infants and Toddlers who have aggressiveness temperamentally are easy to bumped into others to be exposed to safety accidents (Schwebel, 2000).

As far as fire accidents and burn accidents are concerned among safety accidents at home, the burn accidents is most frequent accidents next to traffic and falling accidents. The accidents related to a burn including hot water and bath water are one of the most frequently occurring accident at home (Kang, 2003). Moreover, compared with other safety accidents, scald can cause long-term external injury and may accompany psychological wound, thus, it requires special care at home. As one of the most frequently occurring accidents at home, the fretum and accidents related to jamming of either finger or toe can be prevented easily by physical environmental enhancement, for example, installing prevention devices and shock relieving devices.

2.2. Parental roles for safety of infants and Toddlers at home

When it comes to a infants and Toddlers safety, as the most critical human environment, the safety accidents of infants and Toddlers are influenced by various impacts based on characteristics of parent. The nurture attitude of parent, especially, is closely related to safety accidents at home (Park et al., 2011). In case of infants and Toddlers who have grown up with parental overprotection, there are many cases that they are being exposed to a safety accident under the circumstances where parental protection is not existed, thus, they should be carefully watched. On the contrary, in case of infants and Toddlers who have grown up without parental protection, in the process of exploring environment with curiosity, infants and Toddlers can face serious accident (Kwak, 2000). Because of parents who behave with a safety frigidity in front of their children, before they establish knowledge and attitude toward safety, they may experience confusion. Thus, by having a democratic and healthy nurturing attitude, parents should help their children to have ability to protect themselves and they should guide them properly by understanding infants and Toddlers development (Jang & Yun, 2014).

In addition, parents should play a critical role to support their children to grow and develop in the safe environment. By considering safety in a perspective of infants and Toddlers, they are responsible for setting physical condition, for example, stairs, veranda, and window where falling accidents are easily occurred, a bedroom where crashing is easily occurred, a restroom, living room where slipping accident are easily occurred (Yun & Chung, 2012).

In addition, parents should do their responses as a manager of home education which is a beginning point of safety education. Because infants and Toddlers can raise safe attitude and habit when safety education is practiced continuously for a long term (Kang, 2003), the infants and Toddlers safety education is one of the assignment of parent that should be taken care of preferentially.

3. Research Method for a Proposition

As suggested at the theoretical background, given the development and safety accident type of infants and Toddlers, the role of parents is necessary for their safety through safety education knowledge and attitude changes. Therefore, this study proposes as follows.

Proposition 1. For the efficacy verification of parental safety education on safety accidents, first of all, the experimental group and control group should be set, and safety education should be practiced to experimental group. In case of control group, pre and post survey should be done to deduct efficient measures (See <Figure 1>).

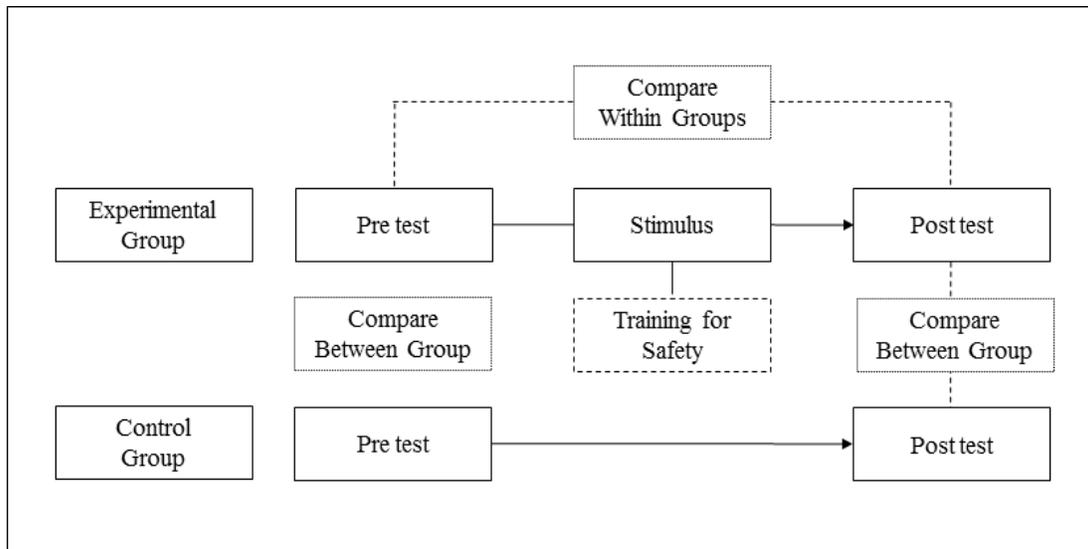


Figure 1: Research Methods

For a parental safety education on safety accident, much interests and efforts from infants and Toddlers education agencies and communities are required to connect with infants and Toddlers education agencies. Because most of parents are difficult to recognize an importance of safety, they have insufficient understanding on the connection

between development of infants and Toddlers and safety, and lack of actual knowledge, they are facing in a situation to practice infants and Toddlers safety education without systemic safety knowledge rather than finding a professional and inclusive safety data to teach (Kim, 2007).

Thus, the attitude and knowledge of both parent and their children can be differed if parental education on safety education suitable for developmental characteristics of infants and Toddlers is given and accident cases at home are shared to parents by analyzing cases of accident occurred at home.

Proposition 2. An efficacy should be maximized through a diversification of parental safety education contents.

By diversifying parental safety education contents, the safety education which can easily be boring can be conducted effectively. The examples are as follows.

First, safety supplies which can be proper to use at home should be supplied and safety education on them should be given. According to Purtscher & Mary(1998), the participation rate of parental safety education was high and efficacy has increased when information on safety supplies is provided along with the safety information.

Second, for parents who are difficult to visit infants and Toddlers education agencies to be educated, the parental education through internet should be conducted. To support this, parental education can be up-loaded at the homepage of infants and Toddlers education agencies and safety education video can be announced at the homepage. Third, rather than a passive lecture, a work-shop style education should be given and in case of evacuation practice and cardiopulmonary resuscitation, practical training should be given.

Forth, for a significance of family environment, safety level of environment should be inspected by conducting a visiting consultant.

Fifth, wide-range of safety education can be given when family members visit to community's safety education agencies.

Proposition 3. The efficacy of safety education conducted to father, mother and both should be examined.

Because the first priority of family safety is to build safe environment (Kim & Kim, 2007), building a safe environment by recognizing conditions threatening infants and Toddlers safety requires efforts from both father and mother. However, in the efficacy studies conducting parental safety education and showing changes in safety knowledge, practice, attitude, most of them were focused on mother (Kang, 2003; Kim, 2006). Thus, for safety education, it is desirable to compare education efficacy when given to father, mother and both, and based on that data, infants and Toddlers education agencies should utilize house visitation and internet to make both parent to participate in the education.

4. Possibility examination experiment on the efficacy of safety education

4.1. Subject of experiment

To examine possibility on the effect of parental safety education, the study was conducted on 60 experimental group from M daycare center at Seoul and 60 control group from D daycare center at Seoul. The population statistical background of parent is shown at <Table 1>.

Table 1: General background of study subject (N=120)

Background variable	Division	Experimental group	Control group
		Frequency(%)	Frequency(%)
Age of infants and Toddlers	3 years old	14	18
	4 years old	31	28
	3 years old	15	14
Age of mother	25 ~ 30 years old	4	6

	30 ~ 35 years old	18	24
	35 ~ 40 years old	34	22
	40 ~ 45 years old	4	8
Educational level of mother	High school graduate	14	20
	College graduate	40	38
	Graduate school graduate	6	2
Statue of safety education	Available	3	4
	None	57	56

Note) In case of parent, mother is limited as a subject

4.2. Experimental tools

As a questionnaire to measure safety knowledge and level of practice, the tools used in this study is made up with home safety part of safety checklist developed by American Academy of Pediatrics(1992) and revised "safe environment evaluation chart for home" of Ministry of Health and Welfare. The concrete contents of 43 questions asking safety knowledge of parent are composed of safety circumstances of Korea (3 items), jamming and fretum (2 items), falling (6 items), infants and Toddlers development and safety (6 items), fire and burn (7 items), choking (4 items), poisoning (7 items), electrical safety (3 items), toy and facility safety (3 items), bathroom safety (2 items). The questionnaire items for parental safety attitude are total 25 questions including 5 questions of consciousness, and 20 questions of practical safety practice. For example, the question on safety sense is "I never let my child at home by himself" and the questions on safety practice is composed of questions asking practical items that is there any furniture below the window.

4.3. Safety education contents

By conducting bi-weekly parental education to 60 experimental group for 2 months from September to October, 2015, total 8 sessions of parental safety education were practiced. 4 sessions of parental education have conducted and remained 4 sessions have given through a booklet and school newsletter. As a content of parental safety education, the contents judged to be suitable for experimental group among parental safety education practiced at the study of Kang(2003) have revised and used. The contents of parental safety education are shown at <Table 2>.

Table 2: Schedule of parental safety education, contents and education measures

Week	Contents of safety education	Measures of safety education
1st	Orientation Parental roles to prevent infants and Toddlers safety work-shop accidents at home	
2nd	Development and safety of infants and Toddlers	booklet
3rd	Let's prevent falling accident Safe environment at home	work-shop, video
4th	Let's make safety regulations of our home	Making and submitting safety regulations
5th	Fire safety	work-shop and evacuation drill
6th	Introduction of infants and Toddlers safety internet school newsletter	

	site	
7th	Bathroom safety, electronic facility maintenance	work-shop, video
8th	Emergency treatment at home	booklet

4.4. Experimental results

After conducting a parental education on infants and Toddlers safety accident prevention at home, the frequency results analyzing safety knowledge of experimental and control group based on parents of experimental group are as follows. While the correct answer frequency of experimental group for infants and Toddlers development and safety is 75%, that of control group is 37% which is approximately 38% lower than that of experimental group. It has also been confirmed that the correct answer frequency of experimental group for safety condition of Korea is 75%, however, that of control group is 43% which is approximately 32% lower than that of experimental group.

Compared with 86% correct frequency of experimental group on choking, the correct answer frequency of control group is 65% which is approximately 21% lower than that of experimental group who has received a safety education. It has also been reported that the correct answer frequency of experimental group for fire and burn is 76%, however, that of control group for that is 60% which is 16% lower than that of experimental group who has received a safety education. The correct answer frequency of experimental and control group for safety of toy and facility has shown to be 82% and 69% respectively. It has been identified that of experimental group was approximately 13% higher than that of control group.

After practicing parental education to prevent infants and Toddlers safety accident at home, as a result of analyzing the safety attitude difference between experimental and control group, it has been confirmed that 81.8% of experimental group has responded positively on safety consciousness, however, 60.6% of control group has responded positively which is 21.2% lower than experimental group. While 69.2% of experimental group has responded positively on the safety practice, 52.3% of control group has responded positively which is approximately 16.9% lower than experimental group who has received education.

5. Discussion & Proposition

The function of home to protect infants and Toddlers safely has decreased and infants and Toddlers safety accidents have increased annually with the safety insensitivity and indifference of infants and Toddlers safety accident that has been rooted in our society(KCA, 2011). Thus, this study has its aim to confirm the possibility of infants and Toddlers safety education through a connection with infants and Toddlers education agencies. To achieve this, by conducting a safety education on experimental group and comparing between experimental group and control group that has not received a safety education, the safety knowledge of parents who have learned safety education on a protection of infants and Toddlers from safety accidents at home has analyzed and the differences of safety sense and attitude in both groups have investigated to show an efficacy of future safety education.

First, because safety knowledge and attitude can be enhanced by 8 weeks parental safety education, if continuous parental safety education is given, it can be positively influenced on the infants and Toddlers safety accident prevention at home. Thus, the program that continuous parental safety education can be practiced should be developed by connecting each agency of community and infants and Toddlers education agencies.

Second, when it comes to contents or education measures for parental safety education program, the individualized program should be researched and developed. The program considering various characteristics of parent including a double-income family and the program which is subdivided for fathers should be practiced. In addition, by conducting a visiting safety education, various contents should be developed, for example, visiting low-income family to educate.

Third, by inducing continual parental participation, it should be done best to increase participation rate of parent. For parents to have safety sense and to have attitude to practice safety practices, the supplementary education should be provided within a proper time period.

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