

Research Article

Effects of Teachers' Supervision on the Safety of Kindergarten Pupils in the Central Region of Ghana

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Abstract: The supervisory role of kindergarten teachers is primarily concerned with supervising and managing the efforts of their learning environment to create safe, positive learning environments for all learners, as well as ensuring that no child is left alone or unsupervised by teachers or caregivers while under their supervision. The purpose of this study was to examine the effects of teachers' supervision on the safety of kindergarten pupils in Komenda Edina Eguafu Abirem (K.E.E.A.) Municipality in the central region of Ghana. Qualitatively, the Instrumental Case Study Design was employed in this study to gather information on the participants. The population consisted of 227 Kindergarten teachers in the KEEA Municipality of Ghana. Convenience sampling technique was used to select sixteen (16) public kindergarten teachers for the study. The main instrument used for data collection was semi-structured interview guide. The data were analyzed thematically. The analysis of the data was done with the help of online qualitative software, Taguette version 1.3. Using the Taguette, the researchers highlighted quotes and phrases from the interviews that were significant to the study. The study supported that, establishing a well-conducive school environment enhance teachers' supervision which goes a long way to ensures learners' comfortability and safety; maximize learners' academic performance; lessen fear in learners; promote teaching and learning; and support learners' participation in play experiences. It is recommended that, key players in education such as Ministry of Education and Ghana Education Service should investigate the effect of teacher supervision on learners' safety vis-a-vis with its educational implications. It is also recommended that, kindergarten teachers should be encouraged to supervise their learners to guarantee positive outcomes of promoting learners' comfortability and safety; maximizing learners' academic performance; promoting teaching and learning; and contributing to support learners' participation in play experiences.

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1. Introduction

Safe schools should be everyone's concern and responsibility because children are the most valuable resource because they hold the future of the state and the nation in their hands. The teachers' relationship with the children is essential to their well-being and security in the school setting. This relationship is developed when teachers highlight the importance of creating a positive learning environment, which is when the children feel encouraged and respected in whatever they are doing and learning is readily learned [1]. Making sure that children and teachers are safe in the learning environment involves engaging in behaviours and practices that keep them from being exposed to danger or injury. It appears that making changes to children's learning environments can help them navigate a world that is more child and teacher-friendly, and it is a widely accepted

method of lowering the danger of injury. A universal method of coping with the changing behaviours of young children, numerous measures can be implemented to guarantee that the children are secure and that their learning settings are not severely damaged. A child's health and well-being are immediately impacted by accidents, even if the injuries are mild in nature. In order to keep children safe, a kindergarten teacher's primary responsibility is to supervise children at all times [2].

Using a hierarchy of supervision practices, on a conceptual model for teachers' and parents' supervising behaviours that allows for systematic measurement of the relationship between supervision and injury risk. Attention to the children's behaviour was identified as one component, followed by proximity to the child and continuity in supervision as the other two were identified as additional dimensions [3]. Models of supervision have focused on various components of supervision: the variables related to the need for supervision; the supervisor's ability to choose the appropriate level of supervision; the appropriateness of the response to hazardous situations; the physical closeness of the supervisor to the child; the level of interaction the teacher engages in with the child; and whether supervision is continuous or intermittent [4]. Similarly, the National Center on Early Childhood Health and Wellness identified six strategies of active supervision which includes: Setting up the environment, Position of the teacher, scanning and counting, Listening, anticipating children's behavior harm and engaging and redirecting [5]. Again, in reference to the New York State Child Day Care Regulations, children cannot be left without competent supervision at any time of which competent supervision includes awareness of and responsibility for the ongoing activity of each child. It requires that all children be within a teacher's range of vision and that the teacher be near enough to respond when redirection or intervention strategies are needed [6]. Based on these practices of supervision, teachers responsible for supervising the children must at all times: be alert and responsive; know where children are; be able to see or hear each child; be close enough to the child to render immediate assistance; and provide supervision appropriate to the individual age, needs, capabilities, activities, and location of the child. In safe and well-supervised environment, children seem to learn the most effectively [7]. When teachers closely observe children and intervene, when necessary, a well-supervised setting can lessen the likelihood of a child being injured. When it comes to kindergarten schools, the supervisory role of teachers is primarily concerned with supervising and managing the efforts of their learning environment to create safe, positive learning environments for all children, as well as ensuring that no child is left alone or unsupervised by teachers or caregivers while under their supervision.

1.1. Effects of Teacher Supervision on the Safety of Kindergarten Learners

The creation of a set of activities relating to physical safety, social safety, and emotional safety is a necessary part of the process of gradually improving school safety [8]. In terms of a child's physical, social, and cognitive development, the learning environment has a significant influence. If you have a child that is very young, it is essential to reinforce safety [9]. Child care, health, hygiene, and sanitation are all impacted by unsafe school settings [10]. Given these factors, it is clear that increased safety in educational institutions is required in order to create a safe learning environment. It is important for children to understand that their teachers or caretakers will do all in their power to keep them secure [9]. It is beneficial to talk to children about the individuals who are working to keep schools secure, and to express gratitude to them for the excellent work that their teachers are doing [11]. Teacher supervision must be meticulously planned in order to ensure that children are extremely safe in a conducive learning environment. The following outlines the effects of Teacher Supervision on the safety of kindergarten learners;

First of all, having a well-equipped setting for teachers to supervise ensures learners' comfortability. Learner-teacher interactions that are warm, compassionate, and helpful

are associated with improved school performance and engagement, higher social competency, and a stronger readiness to take on difficulties, according to research [12]. Learners who are at higher risk for poor outcomes might benefit from nurturing connections with instructors and other adults, which can improve learners' learning, support their development, and promote their overall well-being, among other benefits [13]. Early childhood safety and threat issues tend to be more severe than those experienced by older children. A researcher argues that while there is no universal method of dealing with changing behaviours in young children, some strategies can be implemented to ensure that the children are safe and do not suffer negative consequences in their educational environments. Routines, norms, and rituals, as well as scheduling classroom activities, are examples of these methods. Importantly for this study, organizing the classroom in such a way that accidents can occur inside the learning environment are kept to a bare minimum increases the welfare and comfort of students, therefore boosting their ability to concentrate [2].

Secondly, a growing body of research indicates that a safe and healthy learning environment is essential for learners to maximize academic performance and learning [14]. Similarly, a study postulates that, school disorder directly and indirectly affects students' achievements. Specifically, recent literature demonstrates that unsafe schools will affect students' class attendance, engagement, and motivation [14]. In some cases, students in unsafe schools may suffer from mental health problems, such as reduced self-esteem, inability to concentrate, and depression [15, 16]. The Bureau of Labor Statistics noted that the fundamental duty of a classroom teacher is to make sure children are safe and able to learn efficiently. Even though studies correlate unsafe school with poorer academic performance in children, evidence still exists for teachers to assist in designing school safety-sensitive programming and initiate a new pathway of research on the relation between school safety and students' academic performance [17].

Once again, school-based supervision aids in removing fear from learners. Children's learning abilities have been shown to be negatively impacted by fear at an early age, according to research [18]. Another theory proposed by a researcher is that when children come into contact with elements that pose a threat in a building, they develop fear in two brain structures known as the amygdala and the hippocampus, with the possibility that these fears will become severe enough to interfere with children's learning and cognitive capacity [19]. Parents' concerns about their children's safety at school have increased from 27 percent in 2017 to 35 percent this year, according to a new survey, while 20 percent of parents' report that their children have expressed concerns about their own safety at school [20]. According to Evans and Lovell prolonged exposure to these dangers instils dread in the minds of young children, and excessive exposure to fear and feelings of anxiousness may result in stress, which can have a detrimental influence on early learning and subsequent school performance. Clearly, these threats cause the majority of youngsters to be afraid, which, in turn, reduces their ability to learn since fear prevents them from paying attention to what is being taught. Despite the fact that dangers and accidents might occur in a child's surroundings, it is critical to recognize that providing adequate infrastructure and greater monitoring can help to reduce the emotional anxiety that children feel. This results in the kid establishing a good view of school and, as a result, has a beneficial impact on their learning ability [19].

In addition, Learners' inquiry and play behaviours are further encouraged through active supervision. Children's play should be joyful, and their learning possibilities should be encouraged, with the assistance of adults supervising them [21]. The safety of school playgrounds, has an impact on learners' involvement in outdoor activities. As a result, Macharia observes that, despite the fact that proper supervision of learners while utilizing schools' playgrounds was intended to provide control of children's activities and to decrease emergencies in schools, learners were insufficiently supervised outside of the classroom [22]. Teachers can identify chances to assist and improve on children's playing

experiences by paying close attention to their children's play activities. Accidents in the children's surroundings are prevented from occurring because of the rapid intervention of teachers through their monitoring. For instance, when the supervisor is near to a child who is at risk of falling from a great height, he or she can act swiftly to prevent the child from falling. Having the supervisor close by and in close proximity to their play space helps children feel more comfortable.

Teachers' most principal job in the learners' environment is to supervise and guide children's behaviour, which is the most common function of a teacher. Kindergarten teachers, saw monitoring as their major role while working with children [23, 24]. Teachers' primary responsibilities were to keep the children safe and to provide direction to the youngsters. When learners are properly supervised, it may assist teachers understand more about their roles and responsibilities, as well as how learners can be involved and contribute successfully in their environments [25].

Furthermore, a safe and secure school atmosphere promotes and enables effective teaching and learning in educational institutions [26]. School safety is an important and indispensable component of the educational process. A learning environment that is both dangerous and insecure for both learners and staff cannot facilitate effective teaching and learning [27]. This assertion was confirmed by another study that, basic school learners and teachers in a marginal elementary school have reported being unable to concentrate in class because of fear of unsafe school environment [28]. To ensure that learners enroll, remain enrolled, and complete their education, educational stakeholders must create a safe and secure school environment. Only in this way can excellent education be provided to them [27].

Finally, effective supervision practice contributes to the creation of a safe atmosphere for overall academic activities by detecting risks that might jeopardize the fulfilment of educational objectives [29]. To ensure school safety, all teachers must be fully informed about potential dangers and must create a social atmosphere that is conducive to good teaching and learning processes [30]. According to. In order for a safety programme to be effective, it must first remove or decrease safety risks before any work is performed [31]. Despite the fact that children frequently test their talents, they are not always able to identify when they are in danger. Active supervision allows the teacher to readily recognize dangerous play behaviour in the children's play and to provide them with alternatives to their current activity.

Teachers' inactive supervision as a result of their carelessness, inattentiveness, ignorance, irresponsibility or negligence in practice [32]. Again, a similar study added that, despite the fact that teachers are responsible for the safety of their learners, they lack the knowledge and skills to deal with unsafe situations in an acceptable manner [9]. Lastly, the study found that, Ghana's basic schools did not have well-defined school safety rules since the Ministry of Education and the Ghana Education Service did not have such policies in place. It is very alarming and disturbing how inadequate teacher supervision can endanger the safety of kindergarten learners. The most serious part of it is that, this unsafe school environment can negatively affect children's learning abilities through fear [18]. Again, it affects learners' class attendance, engagement, and motivation [14]. In some cases, learners in unsafe schools may suffer from mental health problems, such as reduced self-esteem, inability to concentrate, and depression [15,16], to ensure that learners enroll, remain enrolled, and complete their education, educational stakeholders must create a safe and secure school environment. The purpose of this study was to examine the effects of teachers' supervision on the safety of kindergarten pupils in Komenda Edina Eguafio Abirem (K.E.E.A.) Municipality in the central region of Ghana. The study sought to answer the research question - How does teacher supervision affect the safety of kindergarten learners in the K.E.E.A. Municipality?

2. Materials and Methods

The philosophical underpinning to this study was based on interpretivism. Qualitatively, the Instrumental Case Study Design was employed in this study to gather information on the participants. According to Creswell (2013), the case study method explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information and reports a case description and case themes. Instrumental case study is to provide an insight into or to understand a phenomenon by studying a particular study [33]. The population consisted of 227 Kindergarten teachers in the KEEA Municipality of Ghana. In establishing a sample size for qualitative studies, researchers' recommended 15-30 for single case studies; Also, between 12 and 20 participants in interview studies; fifteen (15) as the smallest acceptable sample [34-36]. Convenience sampling technique was used to select sixteen (16) public kindergarten teachers for the study. Convenience sampling used by the researchers involved selecting participants that happen to be available and are willing to participate in the research at the time [37]. The convenience sampling technique was employed because it is faster and also enabled the study to sample the views of people willing and prepared to participate in the study. The researchers based on the homogeneity of the study participants and collected data from kindergarten teachers in a school that the researchers came into contact with in the cause of the study. The main instrument used for data collection was semi-structured interview guide. The data were analyzed thematically. The analysis of the data was done with the help of online qualitative software, Taguette version 1.3, using the Taguette, the researchers highlighted quotes and phrases from the interviews that were significant to the study.

3. Results on Effects of Teacher Supervision on the safety of Kindergarten Learners

The research question sought to establish the effect of teacher supervision on the safety of kindergarten learners. In order to attain this, information was sought from teachers for the study. A number of issues were brought to light from the views of teachers on how teacher supervision affects learners' safety. It is important that children to understand that their teachers or caretakers will do all in their power to keep them secure [9]. A study suggested that, if you have a child that is very young, it is essential to reinforce their safety [9]. Child care, health, hygiene, and sanitation are all impacted by unsafe school settings [10]. Teacher supervision must be meticulously planned in order to ensure that children are extremely safe in a conducive learning environment. In light of this, the study seeks to find from participants how the teacher supervision affects the safety of their kindergarten which includes; learners' comfortability and safety, learners' academic performance, fear in kindergarten learners, learners' involvement in outdoor activities, effective teaching and learning. The most pertinent issues collected from the participants were based on the views from in-depth interview of participants have been quoted and interpreted in the following sub-themes outlined.

3.1. Learners' Comfortability and Safety

Having a well-equipped setting for teachers to supervise ensures learners' comfortability. Learners who are at higher risk for poor outcomes might benefit from nurturing connections with instructors and other adults, which can improve learners' learning, support their development, and promote their overall well-being, among other benefits [13]. Early childhood safety and threat issues tend to be more severe than those experienced by older children, number of issues were brought to light from the views of teachers of the teacher supervision help learners to be comfortable and safe. All study participants maintained that, teacher supervision support learners' comfortability and safety. Some of the participant orated that, when their learners are safe, it helps their

attendance. Also, some participants were of the view that, when learners safe in their school environment, they feel happy and secured to play. While participants share that, teacher supervision prevents bullies in school hence, making learners free and safe. The following are the quotations of some participants:

"As long as you are there supervising them, they know that they are in safe hands so they feel comfortable, they feel safe, whatever that you want to impart to them too they acquire it easily." (KT 2)

Another participant also shared that:

"Teacher supervision creates a welcoming environment for them so when they are coming to school, they are happy. They know that, when I do this or when I'm hurt, madam is there to care for me." (KT 5)

To corroborate this statement, another participant noted this:

"...its very good because if a child gets to know that always madam is around watching whatever he/she does, the child brings out all what is within him/her, voiced out, open up, and able to express him/herself so you get to know those who are doing well and you get to know those that you are supposed to help them. But if you don't supervise, if you don't observe, they just do whatever they like." (KT 9)

In relation to this, this is what this participant has to say:

"...they feel secure there, because those that bullying them, when I am with them or supervising them, they will not be able to do that, so most of the kids will be safe and secure." (KT 15)

3.2. Learners' Academic Performance

Research indicates that, a safe and healthy learning environment is essential for learners to maximize academic performance and learning [14]. Similarly, school disorder directly and indirectly affects students' achievements. Specifically, recent literature demonstrates that unsafe schools will affect students' class attendance, engagement, and motivation [14]. In this study, all participants agreed that, when learners are housed in an unsafe school environment, it reduces learners' self-esteem, their ability to concentrate in school. Most participants remarked that, when teacher supervises learners, it makes learners feel safe and able to learn efficiently. From the interview, some participants made these connections and quotations:

"Actually, in my view, it promotes academic performance simply because with proper strictness in the classroom, the children pay more attention to the teacher whilst he or she is teaching, yes so I think is the best." (KT 1)

Similarly, this participant has this to say:

"...the academic performance will be successful because there's no harm, there's no threat in the classroom environment, they will be coming to school, and as they come to school, whatever you teach them, they will be picking some few things and achieve both will achieve your objective." (KT 4)

In the same vein, another participant said this:

"It will help in the academic performance. The child will be sound minded, because there is no pain, like he is free, no threat nothing like madam my hand is painning me, madam leg is painning me, my wound nothing like that. The child will be free to do anything... he/she will concentrate on whatever you are teaching." (KT 13)

3.3. Fear in Kindergarten Learners

All parents and children are concerned about school safety [20]. Children's learning abilities have been shown to be negatively impacted by fear at an early age, according to research [18]. Another theory proposed that when children come into contact with elements that pose a threat in a building, they develop fear in two brain structures known as the amygdala and the hippocampus, with the possibility that these fears will become severe enough to interfere with children's learning and cognitive capacity [19]. Clearly, these threats cause the majority of youngsters to be afraid, which, in turn, reduces their ability to learn since fear prevents them from paying attention to what is being taught. Participants interviewed shares similar concerns. Most of the participants mentioned that, poor supervision put fear in the learners in the sense that, learners fear to come to school. Some learners according to participant would even stop schooling because of fear posed by their environment. These fears according the most participants were as a result of poor teacher supervision and negative attitudes of teachers. This is what some participant had to say:

"Poor supervision put fear in some of the kids. A child might not even come to school because of the way maybe you shout on the child. Sometimes it pushes the child to stop coming to school. Because of fear he/she doesn't feel safe. Sometimes maybe if bullying too is there and you don't pay attention to it well, sometimes it starts put fear in the kids. When he is even coming to class, he is afraid that, a moment this child might bully me." (KT 6)

In similar view to how poor supervision put fear in learner, this participant connoted that:

"During breaktime some learners will be indoors, for them it means they afraid that they may get hurt or their friend may beat them. So, for them, they stay indoors, sometimes they play inside or they will be sitting down quiet, but as for some even when you are with them, they will not feel comfortable because they want to be free." (KT 15)

Another participant said this:

"The children of today fear canes, so when you are teaching and you use canes, they fear and so the moment you take canes they are afraid to extend that they will not really listen to what you are teaching. So, if you ignore canes, I think they will be friendly with you, and then they will pay attention to whatever you are teaching." (KT 11)

Another participant who had similar classroom experience on their learners, share her ordeal this way:

"...last 2 weeks, we attend to PLC, I was sitting at the meeting and one girl came to me, madam someone has use pencil to hit somebody's head. When the girl came and told me, I quickly run and it was severe because the blood that was coming that you will not even say it was pencil but the children said, the pencil was sharpened. So,

when teacher is here, they will hurt themselves, so is good for we the teachers to supervise the children every day, every time.” (KT 16)

3.4. Learners’ Involvement in Outdoor Activities

Learners' inquiry and play behaviours are further encouraged through active supervision. According to UNICEF children’s play becomes joyful, and their learning possibilities are encouraged with the help of adults supervising them [21]. The safety of school playground grounds has an impact on learners’ involvement in outdoor activities. Almost all participant related that, teachers’ presence on the playground creates a safe environment for children to play and learn. Some participant stated that, the prime responsibility is to guarantee the safety and well-being of their children in school especially during out-door activities. Also, some participants indicated that, teachers at the kindergarten centres can create chances to assist and improve on children's playing experiences by paying close attention to their children's play activities. Having the supervisor close by and in close proximity to their play space helps children feel more comfortable, some participant suggested. Some quotations of the participant are indicated below:

“When you are with them some of them feel free to play especially those that are afraid that they may get hurt. Because when you are there, they know that no one can beat them. So, for them they feel free to play.” (KT 15)

In relation to this statement, another participant orated that:

“When you know that, you are doing something and somebody is watching, you feel safe. So, you can do it very well. They know that my teacher is watching me, if I fall, my teacher will help me get up. If maybe accidentally use a sharp object and I get cut, my madam will treat for me and so I will feel happy and then play.” (KT 4)

When teachers supervise children’s play experiences, learner enjoy their own play. This is what this participant has to say:

“...because we are supervising, they bring out all what is within them so, they involve themselves in the play. For instance, if they come out to play and they observe teacher is watching them, they don't fool around they all concentrate on what the teacher is giving them; the rules of the game for them to participate well for us to get our objectives.” (KT 9)

In the same tangent, another participant shared this:

“Effective supervision makes the children happy so, in all they do, they will be happy to do it. So, the children will feel safe or protected to play the next time or always.” (KT 14)

To corroborate this statement, this participant mention this:

“Some children are very dull, when they see you, the madam is taking part of what they are doing and supervising them, it pushes them to engage themselves in the play. For instance, when they are singing, you are also taking part in dancing, when they are playing, you are also playing with them; it helps them be safe and take part in whatever they are doing.” (KT 16)

3.5. Effective Teaching and Learning

A safe and secure school atmosphere promotes and enables effective teaching and learning in educational institutions [26]. A learning environment that is both dangerous and insecure for both learners and staff cannot facilitate effective teaching and learning. To add to what studies have found, most participant support that, effective teacher supervision of learners contributes to creating a safe school environment that promote teaching and learning. In this study, most participants were of the view that, safe school environment makes teaching and learning easy. Also, safe learning makes teachers carry lessons systematically so as to make the teaching enjoyable. This what some participants had to say:

“When the school environment looks clean and conducive, the children will be very safe, for instance when the compound, classroom, washroom and the urinary are tidy and clean, they will not fall sick. But when the environment and the classroom is not clean and not safe, day in and day out the children will fall sick, so it will distract teaching and learning.” (KT 16)

Another participant connoted that:

“...because the child is happy to come to school every day or always, it helps teaching and learning because whatever you teach every day the child will be present to receive every instruction.” (KT 14)

To corroborate this statement

“If everything is safe, automatically teaching and learning will go on. When you come to school and everything is fine, the building is good, the environment is friendly for the pupils, classroom setting is comfortable, I don’t think why teaching and learning must not go on. Everything will go on well.” (KT 5)

Similarly, another participant mentioned that:

“It makes teaching and learning easy. I think everything is in order systematically so it makes the teaching enjoyable. For instance, if there is much proper supervision and the place is safe what even we teach them in the classroom even when they are playing or at the compound, they will be saying it.” (KT 1)

4. Discussion on Effects of Teacher Supervision on the safety of Kindergarten Learners

All Kindergarten teachers according to this study supported that, having a well-equipped school environment for teachers to supervise ensures learners’ comfortability and safety. Finding of the study suggest that, active teacher supervision makes learners feels that they are in safe hands and so, make them feel comfortable and safe to learn. In relation to this, findings of this shows that, teacher supervision creates a welcoming environment for children which makes learners feel happy to be in school. It was also observed that, teacher supervision makes learners feel secured against bullying from older children. In agreement to this study, a similar research identified that, effective learner-teacher interactions that are warm, compassionate, and helpful are associated with improved school performance and engagement, higher social competency, and a stronger readiness to take on difficulties [12]. It can be confirmed that, learners who are at higher risk for poor results might benefit from nurturing connections with teachers and other adults, which can improve learners’ learning, support their development, and promote their overall well-being, safety and comfort [13].

Again, the results of this study indicated that, teacher supervision has the propensity of creating a learning environment which is essential to maximize learners' academic performance. It was observed from the teachers that, proper supervision in the classroom incites children to pay more attention in class which promotes academic performance. Again, teacher demonstrated that, learners' academic performance will be fruitful there is no harm and threat for them. Also, findings of this study suggested that, when learners are sound minded without any form of threats, their concentration increases thereby, promoting their academic performance. These findings can be corroborated to research conducted by The Bureau of Labor Statistics noted that, the fundamental duty of a classroom teacher is to make sure children are safe and able to learn efficiently [17]. Previous study also established that, a safe and healthy learning environment is essential for learners to maximize academic performance and learning [14]. A similar, opined that, school safety plans that takes a balanced and comprehensive approach to school safety consisting of practical security measures with positive school climate help creates a firm, fair, consistent discipline that support cooperation and active learning [39].

Results of this study has established that, teachers' poor supervision put fear in learner. It was identified from the study that; learners encounter fear when teachers shout on them. Also, the study revealed that, bullying schools is one of the major causes of fear to learners. Beside the bullying, the result of the study shows that, learners have strong fear for canes. These fears are generated from poor supervisory practices of teachers and sometimes pushes the learners to stop coming to school. Apart from learners not showing up in school, this study come in line with a previous study that, learners' learning abilities have been shown to be negatively impacted by fear at an early age [18]. In the same tangent, traumatic events that young children go through presented their understanding of the impact that fear has on children's learning skills in their paper [18].

In this same study, results showed that, learners feel free to play when teachers supervise their play. Most of the teachers per the findings remarked that, effective supervision makes the children happy and feels safe or protected to play always. It was discovered from the study that, when teachers involve themselves in learners' play whilst supervising them, it energizes them to engage themselves more in the play. The findings of the study can be correlated to previous reports by UNICEF which confirmed that, children's play becomes joyful, and their learning possibilities are encouraged with the help of adults supervising them [21]. Also, recent research has revealed that increased supervision has a protective effect on children and is associated with less child injuries [40]. Additionally, teacher help to provide a safe atmosphere for children by taking into account their supervision and safety when participating in outdoor activities [41].

Lastly, the results of the study found that, teachers' effective supervision of learners help create a safe school environment that promote teaching and learning. The study discovered that, conducive school environment makes learners safe and active for learning. Again, it was found that, when the child is happy to come to school always, teaching and learning will be effective because whatever the teacher would teach will be grasped by the learners. The study subsequently revealed that, when the environment is friendly for the learners and classroom setting becomes comfortable and teaching and learning becomes easier. To corroborate to the findings of this study, earlier research stated that, safe and secure school atmosphere promotes and enables effective teaching and learning for learners and teachers in educational institutions [26]. In connection to this study, previous study posit that, all teachers must be fully informed about potential dangers and must create a social atmosphere that is conducive to good teaching and learning processes [30].

5. Conclusions and Recommendations

The study supported that, establishing a well-conducive school environment enhance teachers' supervision which goes a long way to ensures learners' comfortability

and safety; maximize learners' academic performance; lessen fear in learners; promote teaching and learning; and support learners' participation in play experiences. It is recommended that, key players in education such as Ministry of Education and Ghana Education Service should investigate the effect of teacher supervision on learners' safety vis-a-vis with its educational implications. It is also recommended that, kindergarten teachers should be encouraged to supervise their learners to guarantee positive outcomes of promoting learners' comfortability and safety; maximizing learners' academic performance; promoting teaching and learning; and contributing to support learners' participation in play experiences. For creating a well enabling, conducive and safe environment for effective teaching and learning in the kindergarten schools, the above recommendations must be taken into account.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Author Contributions

Conceptualization: CFA, GGF, and IA.; Methodology: CFA, GGF, and IA.; Software: CFA, GGF, and IA.; Validation: CFA, GGF, and IA.; Formal analysis: CFA and IA.; Investigation: CFA, GGF, and IA.; Resources: CFA.; Data Curation: CFA, GGF, and IA.; Writing – original draft preparation: IA.; Writing: CFA, GGF, and IA.; Visualization: CFA, GGF, and IA.; Supervision: CFA and IA.; Project administration: CFA, GGF, and IA; Funding acquisition: CFA, GGF, and IA.

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