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Research Article

A Systematic Review: Educational Supervision in Different Countries from Instructional Improvement Perspective

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Abstract

The systematic review was based on five different articles focused on educational supervision from five different countries searched and systematically reviewed. The purpose of systematic review was to identify, evaluate and summarize the findings of relevant individual previous studies over the issue related thereby making the available more accessible for decision makers. Twenty one literatures were searched and ten were screened. Five of them had different methods and the date of publication stated in the criteria became outdated. The remaining five articles were qualitatively conducted which were similar in methods included and systematically reviewed. Four important different excel spreadsheet protocol were prepared and attached to the appendix. Four important thematic area of the review selected to be analyzed were purpose of supervision, quality of a good supervisor, problem related to supervision, and approach to educational supervision (clinical supervision, peer supervision, collaborative supervision, self-directed and mentoring). The findings of the review revealed that several important of educational supervision for teachers' professional development and improvement of teaching-learning process. There are different approaches of educational supervision to support teacher professional development in order to improve teaching learning. The reviewer recommended that teachers to be able to carry out their role effectively, it is necessary to apply appropriate approach of supervision in the schools. Finance and shortage of experienced supervisor have impact on the role of supervision in the school system which proper attention should be given for effective supervision.

1. Introduction

The practice of supervision is widely accepted and applied in the fields of nursing and health care [5]. Even though this method hasn't been as widely applied, it also has a long tradition in teaching and education. The Oxford Dictionary's Britannica edition defines a supervisor as "one who supervises". "One who inspects and directs the work of others" is defined as "a person who exercises general direction or control over a organization; a body of workmen, etc." Supervision" refers to all actions taken by designated school officials to give guidance to all teachers and other educational staff members with the goal of enhancing instruction, as defined by Good's Dictionary of Education.

Another group of people might see supervision as a way to guide, encourage, stimulate, improve, and watch over partic-

ular groups in an effort to win their cooperation so that the supervisors can successfully carry out their supervisory duties [6]. Others may view supervision as a means of emphasizing the importance of positive workplace relationships while also getting employees to stop performing certain tasks as part of their jobs in an improper manner. Segun stated that much more focus is needed on the importance of school supervision in the contemporary educational system [15].

It's crucial to use a variety of supervisory techniques to give administrators, schools, and teachers all different options. Some of the frequently employed strategies for instructional supervision (formative evaluation) include clinical supervision, collaborative supervision (peer coaching, and mentoring), self-reflection or self-directed development, professional growth plans [16]. Supervision is conducted to find out the teacher in carrying out learning activities ranging from planning, implementation, and assessment activities. In order teachers to be able to carry out the tasks properly in school, it is necessary to always get refreshment in the form of technical assistance. Teachers receive this technical support in an effort to continuously build capacity. The support is provided in the form of academic oversight by the principal and school supervisor. However, there is a less follow up practices of supervision from school principal [14]. The main focus of a systematic review was to examine the practices of educational supervision in different countries in terms of instructional improvement perspectives. To this effect the following basic questions were raised.

1. What are the practices of educational supervision approach that enhance teachers' professional performance to improve teaching learning process?
2. How does the educational supervision improve the profession development of teachers to improve instructional?
3. What are challenges that related with educational supervision in the education setting?

2. Purpose of the Systematic Review

This systematic review aims to identify, evaluate and summarize the findings of relevant individual studies over the issue related thereby making the available more accessible to decision makers.

3. Methodology

The systematic review methodology, used in this review were review protocol, data included/excluded, finding/searching strategies, data selection process, data extraction, included/excluded, data synthesis, were included to the study as the following section.

3.1. Developing Review Protocol

The researcher used the data from the electronic Google website by downloading the previous articles which were related to the procedure, methodology, and similar prescription ideas used to evaluate.

3.2. Study Methods

The systematic review of the previous article based on educational supervision in different countries on the basis of approach to educational supervision purpose of supervision, quality of good supervisor and problems related to supervision. The systematic review used qualitative methods to synthesis and bring together and by providing from the literature of the article.

3.3. Review Criteria (Eligibility Criteria of the Included or Excluded Study)

The study area was focused on eligibility criteria that exclusion and inclusion depending on the conducted and the process of the publication criteria date and kinds of the publication characteristics of the methodology they need on the previous research purpose inclusion criteria were the article report findings.

1. A qualitative method of study was employed.
2. The publications of the article from 2010 to 2021 were included.

3.4. Database Searching Strategies

The searching for articles review was done through the following process: Several steps were followed to select relevant studies. Based, upon restriction on keywords of articles, searching of relevant literatures were undergone. The searching of primary data was taken more than three days in the case of new for the process of the systematic review. Within this procedure database searching strategies science direct, research gate literatures reviews have undertaken. In this way twenty-one articles were found to review which were related to each other in relation to educational supervision.

3.5. Study Selection Process

The data selection process began by reviewing the related title and similar methodology. Depending on the eligibility criteria reviewing the overall literatures applicable study procedures was required. Finally, the study area was found on twenty one studies. From these studies, ten studies were screened. Five of them were different in research methods and year of published criteria sated and five studies were conducted by using qualitative research methods. Therefore, the systematic review included and reviewed on the five literatures. The processes of literature searching identified as the following.
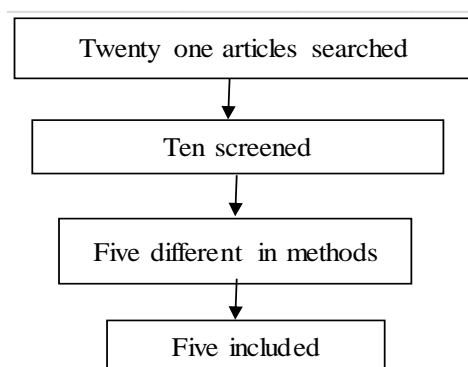
Figure 1. *Process of Searching a Systematic Review Study.*

3.6. Data Extraction

Regarding the data extraction process, the reviewer utilized the included search-reviewed excel spreadsheet, which was a crucial commitment. As a result, the recommendations, findings, and conclusions presented by the researcher or authors were extracted using an excel spreadsheet to ensure availability and to condense them into a single sheet, following the format of the data extraction system review.

3.7. The Appraisal of Included Quality

The article eligible for inclusion were undertaken the assessment quality of synthesis of the outcomes from a systematic review. To ensure the design and method of the study similar design approach was used. The qualification or the reliability of the review was exceptionally designed to conduct a qualitative methods description of the study approach.

3.8. Data Synthesis

The systematic review was synthesized in qualitative study methods which concluded the main issue of thematic review categorized into purpose of supervision, quality of a good supervisor, problems related to supervision and approach to educational supervision in relation to instructional improvement perspectives was selected to be synthesized.

4. Review Findings

The review was identified through purified research questions into the purpose and the objective of the study area by which protocol criteria were integrated into the inclusion or exclusion process. From the review findings, supervision is conducted to find out the teacher in carrying out learning activities ranging from planning, implementation, and assessment activities Supervision has been used for supporting teachers' professional growth and research for several decades. The study findings reviewed were synthesized systematically in the case of the thematic area.

4.1. Flow of the Review

Before crafting review questions, primarily, literature which is relevant to educational supervision article topics was critically selected. The title of the review concerned with the educational supervision was identified through purified research questions into the purpose of and the objective of the study area by which protocol criteria were integrated into the inclusion or exclusion process based on the following mechanisms.

4.2. Characters of Included Studies

The included study was conducted from the past 2010-2021 have been studied. The study area was different countries at school level on the issues of educational supervision instructional improvement perspectives. The five included reviewed were articles, searching through Google electronic system.

4.3. Report Achievement

The achievement of the report was highlighted under the purpose of supervision, quality of a good supervisor, problems related to supervision and approach to educational supervision such as clinical supervision, collaborative supervision, peer coaching, and self-directed development of educational supervision.
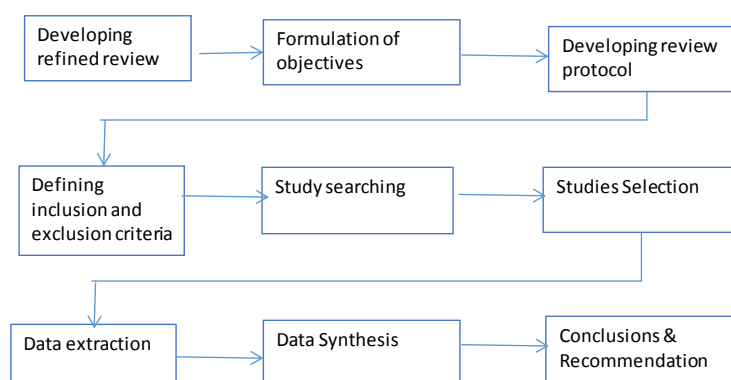

Figure 2. *The Flows of Review process.*

4.4. Setting

All the five studies reviewed were conducted in different countries based on educational supervision. The studies were directly focused on the educational supervision to ensure that each individual teacher within the school system has been performing the duties for which they are expected in order to improve teaching learning.

Table 1. Number of Article included, year of publication and Country.

No. of article & country	2010	2016	2020	2021	2021
Number of article	1	1	1	1	1
Country	Nigeria	Finland	Indonesia	Colombia	USA

5. Discussion

Based on the analysis of five reviewed studies, the reviewer has summarized some of more relevant results and contributes for significance of educational supervision and practices such as purpose of supervision, quality of good supervisor, problem related to supervision, and approach to educational supervision under taken are discussed as the following.

5.1. Purpose of Supervision

In any school organization, supervision can be carried out to varying degrees and in a variety of ways. Supervision in schools is very necessary to inform and discuss with teachers new and alternative methods of teaching [1]. It is to make available for teachers instructional materials which are useful for effective teaching and learning in education. For the instruction in schools to improve, effective supervision will be required. It incorporates checking, enquiry, fact-finding, keeping watch, survey, correction, prevention, inspiration, guidance, direction, diagnosis, and improvement [7].

Furthermore, contemporary teaching aids are being introduced and used in the academic process in schools. It appears that supervision has a significant role to play in determining the nature and content of the curriculum, choosing the organizational structure of the school, and leaving materials that will promote the educational growth and development of both students and the teaching staff in order to meet these demands [4]. Enhancing teacher effectiveness will enable them to make the biggest possible impact on the system's goal-achieving potential, [2]. In addition, another authors' highlighted supervision in schools is very necessary to inform and discuss with teachers new and alternative methods of teaching [13].

5.2. Qualities of a Good Supervisor

Supervisors are viewed as instructional leaders in their own right. A supervisor must have a few characteristics to succeed that will set him apart from those he is responsible for [4]. He must uphold his own principles while remaining adaptable, dependable, and respectful of the rights, dignity, and beliefs of those around him. He must also have a strong sense of self and act consistently and fairly toward others. A supervisor must have a clear understanding of what he wants from the supervision and how he can go about achieving the goals in order to accomplish the aforementioned purpose. Based on a teacher's needs and interests that affect student learning outcomes, supervision enhances instruction monitoring encourages inclusive teaching [11] A good supervisor, on the other hand, must be sincere, firm, approachable, prepared to assist others in solving their problems, and able to maintain a calm environment that will inspire those around him to work cooperatively. The effectiveness of instruction is significantly influenced by the supervisor's knowledge of educational principles and learning psychology [9]. Supervisor has always worked to improve teachers' ability to reflect, solve problems, make decisions, work collaboratively, and ultimately teach and learn [8].

5.3. Approach to Educational Supervision

Although several instructional supervision models and approaches were mentioned in the literature, this systematic review focused on the following five supervision approach.

5.3.1. Clinical Supervision

Clinical supervision is defined as face-to-face contact with teachers with the intent to improve instruction and increase professional growth [16]. The objective of this face-to-face (direct) interaction between teachers (supervisees) and supervisors is to improve the teachers' lesson plans [10]. The purpose of clinical supervision is to support teachers and gradually increase teachers' abilities to be self-supervising [17].

Pre-observation conferences, classroom observations, analysis and strategy sessions, supervision conferences, and post-conference analysis are all part of the clinical supervision process. Professional development and clinical supervision

are intertwined ideas and activities because there is a one-to-one relationship between bettering classroom instruction and fostering professional growth during the clinical supervision process [16]. Officially, beginning teachers who lack experience, teachers who are having problems and experienced teachers who need to improve their instructional performance can all benefit from clinical supervision.

5.3.2. Collaborative Supervision

In today's contemporary schools, collaboration is crucial. The directive and non-directive orientations of supervision are combined in the collaborative supervision approach. Teachers and supervisors collaborate, share ideas, and are both equally active. Through the development of a relationship that encourages collaborative knowledge creation, collaborative supervision encourages a sharing emphasis on the roles of language, conversation, self, and stories between the supervisee and supervisor.

5.3.3. Peer Coaching

Peer coaching is a type of supervision in which teachers in a particular school collaborate in pairs and small teams to observe each other's teaching and enhance curriculum. In other words, teachers support one another as they evaluate their own teaching methods and develop the new teaching techniques required to implement the knowledge acquired through curriculum development [3].

5.3.4. Mentoring

Mentoring involves the facilitations of instructional improvement when an experienced teacher (mentor) works with a novice or less experienced teacher collaboratively and nonjudgmental to study and deliberate on ways instruction in the classroom may be improved.

5.3.5. Self-Reflection

Teachers should have a professional and ethical obligation to reflect on what is happening in response to changing circumstances because the context of education is constantly changing. They can engage in reflective practices and self-evaluation as a result. Therefore, it suggests that in self-directed supervision, teachers work independently by taking charge of their own professional growth.

5.4. Challenges Related to Supervision

Supervision in the field is essentially faced with multidimensional problems. The problems include especially, in Nigeria poor styles by supervisors, financial constraints, lack of transportation facilities, poor motivation, insufficiency of relevant materials, lack of proper training and inadequate exposure of supervisors to new trends in education, negative attitudes of teachers to correction, resistance to change and innovation, lack of motivation among others [12]. These

might be problems for many developing countries to apply the role of supervision effectively.

6. Conclusion

Supervision could be a day-to-day guidance of all educational operations, coordination of the detailed work and cultivation of good working relationship among all the people involved in the teaching-learning process. There are different approaches of educational supervisiok2n to support teacher instructional improvement. Thus supervisors should device various techniques of supervision and apply the appropriate technique based on the experience of teachers. However, there is a less follow up practices of supervision from school principal [14].

In general, this systematic review results revealed that the role of educational suppression is very necessary to inform and discuss with teachers new and alternative methods of teaching. It is to make for teachers instructional materials available which are useful for effective teaching and learning in education and to support teacher professional development in order to improve teaching learning process.

7. Interpretations

Based on the major findings and conclusions drawn the systematic review the reviewer forwarded the following interpretations.

1. The supervision should interact with supervisors and teachers on a regular basis, and that interaction should include reflective dialogue on theory, research, and practice. These, research and practice can improve supervision, teaching, and learning.
2. The supervision style should be adjusted to the supervisee's personal learning style and area of need and interest.
3. Teachers to be able to carry out their role effectively, it is necessary to apply appropriate approach of supervision in the schools.
4. Finance and shortage of experienced supervisor have impact on the role of supervision in the school system. Therefore, these are the areas to which proper attention must be given for effective supervision of education in schools.

Abbreviations

PSTs	Pre-service Student Teachers'
SF	Solution Focused
SFS	Solution-Focused Supervision

Conflicts of Interest

The authors declare no conflict of interest.

Appendix

Table A1. The Review protocol.

No.	Objectives of the Review	Methods and processes to be used	Refined Research Question/s	Sources for Search	Search Strategy	Eligibility (Inclusion/exclusion) criteria			Study Focus Area	Data extraction Methods	Data Analysis/ Synthesis
						Date	Study Methods	Type of study/ Publication types			
1	focuse on supervisors' perceptions on the kind of supervision that supports the development of inclusive teacherhood the best.	Defin questions, Formulate objectives, Protocol preparation, Study selection, Data extraction, Data synthesis, Report the findings	what are the special features of supervision that supports the development of inclusive teacherhood and what is the supervision like?	Google search	Through electronic internet using important terms educational supervision of instructional improvement	2016	Qualitative	Article	Educational supervision	Using data extraction format developed on excel sheet	Qualitatively
2	to determine how students in an educational leadership preservice program perceived the effectiveness of solution-focused supervision (SFS) taught in an instructional supervision class.	Define questions, Formulate objectives, Protocol preparation, Study selection, Data extraction, Data synthesis, Report the findings	how do students perceive the effectiveness of solution-focused supervision strategies as practiced in a clinical supervision cycle? what solution focused-supervision techniques are used by aspiring educational leaders?	Google search	Through electronic using important terms such as search. educationala supervision of instructional improvement	2021	Qualitative	Article	Educational supervision	Using data extraction format developed on excel sheet	Qualitatively
3	to understand how field-based supervisory practices support preservice teachers' conceptualizations of reflective practice, curriculum inquiry, and social justice-oriented pedagogies.	Define questions, Formulate objectives, Protocol preparation, Study selection, Data extraction, Data synthesis, Report the findings	In what ways are preparation student teachings (PSTs) making meaning of curricular inquiry? In what ways are PSTs making meaning of reflective practice? In what ways do PSTs understand social justice pedagogy?	Google search	Through electronic using important terms such as educationala supervision of instructional leadership and more have been used	2021	Qualitative	Article	Educational supervision	Using data extraction format developed on excel sheet	Qualitatively
4	to analyze the capabilities of individual teachers, schools and educational systems for supervising teachers for improved instruc-	Define questions, Formulate objectives, Protocol preparation, Study selection, Data extraction, Data synthe-	How different models of supervision apply in order to improve teaching learning in school? How to enhance quality of instructional in	ResearchGate	Through internet using important terms such as educationala supervision of instructional im-	2010	Qualitative	Article	Educational supervision	Using data extraction format developed on excel	Qualitatively

No.	Objectives of the Review	Methods and processes to be used	Refined Research Question/s	Sources for Search	Search Strategy	Eligibility (Inclusion/exclusion) criteria			Study Focus Area	Data extraction Methods	Data Analysis/ Synthesis
						Date	Study Methods	Type of study/ Publication types			
	tion in school.	sis, Report the findings	school?		provement have been used					sheet	
5	to reveal a number of supervisory approaches that can be done by school principals and supervisors in order to improve teacher performance in managing learning in kindergartens in Dungaliyo District, Gorontalo Regency	Define questions, Formulate objectives, Protocol preparation, Study selection, Data extraction, Data synthesis, Report the findings	What are the role of role of supervision in improving the quality of teachers in order to carry out higher quality learning?	Internet	Through electronic Google using important terms such as educational supervision have been used	2020	Qualitative	Article	Educational supervision	Using data extraction format developed on excel sheet	Qualitatively

Table A2. Characteristics of Included Studies.

No.	Study Title	Author/Authors	Year	Aims	Study design	Participants/scope	Information contained	Quality Assessment (GRADE)	Country
1	The Principles and Practices of Supervision That Supports the Development of Inclusive Teacherhood	Alila et al.,	2016	to provide important practical information about the nature and principles of supervision.	Qualitative	supervisor site	about educational supervision	claster resource center	Finland
2	Empowering Teachers Through Instructional Supervision: Using Solution Focused Strategies in a Leadership Preparation Program	McGhee & Stark	2021	to determine how students in an educational leadership preservice program perceived the effectiveness of solution-focused supervision (SFS) taught in an instructional supervision class.	Qualitative	School level	about educational supervision	Primary school	USA
3	Exploring the Impact of FieldBased Supervision Practices in Teaching for Social Justice	Price-Dennis & Colmenares	2021	to understand how field-based supervisory practices support preservice teachers' conceptualizations of reflective practice, curriculum inquiry, and social justice-oriented pedagogies.	Qualitative	School level	about educational supervision	Elementary School	Colombia
4	Supervision As An Instrument Of Teaching – Learning Effectiveness: Challenge For The Nigerian	Bessong & Ojong	2010	to analyze the capabilities of individual teachers, schools and educational systems for supervising teachers for improved	Qualitative	School level	about educational supervision	Primary School	Nigeria

No.	Study Title	Author/Authors	Year	Aims	Study design	Partici-pants/scope	Information contained	Quality Assessment (GRADE)	Country
	Practice			instruction in school.					
5	Implementation Of Clinical Supervision To Improve Teacher Performance In Managing Learning In Tk Dungaliyo Gorontalo District	Rahmat	2020	to reveal a number of supervisory approaches that can be done by school principals and supervisors in order to improve teacher performance in managing learning in kindergartens in Dungaliyo District, Gorontalo Regency	Qualitative	kindergarten	about educational supervision	Preprimary	Indonesia

Table A3. Data Extraction.

No.	Study Title	Author/s and Year of publication	Purpose/s (Objective/s) of the studies	Major findings — Importances of educational supervision	Educational supervision success Factors
1	The Principles and Practices of Supervision That Supports the Development of Inclusive Teacherhood	Alila et al.	to provide important practical information about the nature and principles of supervision.	supports inclusive teacher hood by supporting and empowering teachers' in their work.	The principles of supervision are awareness of similar methods, careful planning of supervision, regularity, and long-term duration. The special practices of supervision are varied methods, attention to the supervisees' needs, and appreciation of the supervision process. supervision has been used for supporting teachers' professional growth and research for several decades. developing inclusive teacher hood in teachers both individually and communally in the school's work community.
2	Empowering Teachers Through Instructional Supervision: Using Solution Focused Strategies in a Leadership Preparation Program	McGhee & Stark	to determine how students in an educational leadership preservice program perceived the effectiveness of solution-focused supervision (SFS) taught in an instructional supervision class.	improve instruction based on a teacher's areas of interest and need that contribute to student learning outcomes.	The use of solution focused (SF) strategies produced positive outcome to empowerments of teachers. Solution focused structures and language promote d reflection, conversation, and empowerment of teachers. These positive dispositions toward solution-focused supervision, however, did not come without difficulties and initial doubt.
3	Exploring the Impact of FieldBased Supervision Practices in Teaching for Social Justice	Price-Dennis & Colmenares	to understand how field-based supervisory practices support pre-service teachers' conceptualizations of reflective practice, curriculum inquiry, and social justice-oriented pedagogies.	The iimplication of teachers' conceptualizations of reflective practice of pedagogy	-expand on the more traditional, pre-existing approaches (e.g., formal observations), and allowed to see how additional supervision practices such as video debriefs/observations, guided observations, Lesson Study and Intellectual Learning Communities allowed pre-service student teachers (PSTs) to hone and deepen stances regarding reflective practice, curricular inquiry, and social justice pedagogies. explore alternative models for supervision that include the cooperating teacher's use of the supervisory practices in their work with preparation student teachings when

No.	Study Tittle	Author/s and Year of publication	Purpose/s (Objective/s) of the studies	Major findings	
				Importances of educational supervision	Educational supervision success Factors
					providing feedback on teaching demonstrations and curriculum development.
4	Supervision As An Instrument Of Teaching – Learning Effectiveness: Challenge For The Nigerian Practice	Bessong & Ojong	to analyze the capabilities of individual teachers, schools and educational systems for supervising teachers for improved instruction in school.	To ensure that each individual teacher within the school system has been performing the duties for which he was scheduled.	Every teacher, every school, every educational complex has capabilities for supervising teachers for improved school instruction. The supervisor must be purposeful in thought, motivating and productivity of other human beings, creative in nature, humanistic in approach and capable of seeing beyond the level of those whom he or she has to help.
5	Implementation Of Clinical Supervision To Improve Teacher Performance In Managing Learning In Tk Dungaliyo Gorontalo District	Rahmat	to reveal a number of supervisory approaches that can be done by school principals and supervisors in order to improve teacher performance in managing learning in kindergartens in Dungaliyo District, Gorontalo Regency	improving teacher performance in managing teaching learning process	supervision is conducted to find out the teacher in carrying out learning activities ranging from planning, implementation, and assessment activities. In order teachers to be able to carry out the tasks properly in school, it is necessary to always get refreshment in the form of technical assistance. However, there is a less follow up practices of supervision from school principal

Table A4. Setting and final findings.

No.	Research Tittle	Author/s	Objectives	Year	Coutry	Institution	Main Findings	
							Importance of ES	Success Factors
1	The Principles and Practices of Supervision That Supports the Development of Inclusive Teacherhood	Alila et al.,	to provide important practical information about the nature and principles of supervision.	2016	Finland	Higher Education	supports inclusive teacherhood by supporting and empowering teachers' in their work.	The principles of supervision are awareness of similar methods, careful planning of supervision, regularity, and long-term duration. The special practices of supervision are varied methods, attention to the supervisees' needs, and appreciation of the supervision process. Supervision has been used for supporting teachers' professional growth and research for several decades. developing inclusive teacherhood in teachers both individually and communally in the school's work community.
2	Empowering Teachers Through Instructional Supervision: Using Solution Focused Strategies in a Lead-	McGhee & Stark	to determine how students in an educational leadership preservice program perceived the effectiveness of solution-focused	2021	USA	Higher Education	improve instruction based on a teacher's areas of interest and need that contribute to student learning outcomes.	The use of solutionfocused (SF) strategies produced positive outcome to impowerment of teachers. Solution focused structures and language promoted reflection, conversation, and empowerment of teachers. These positive dispositions toward solution-focused supervision, however, did not come without difficulties and initial doubt.

No.	Research Tittle	Author/s	Objectives	Year	Coutry	Institution	Main Findings Importance of ES	Success Factors
	ership Preparation Program		supervision (SFS) taught in an instructional supervision class.					
3	Exploring the Impact of FieldBased Supervision Practices in Teaching for Social Justice	Price-Dennis & Colmenares	to understand how field-based supervisory practices support preservice teachers' conceptualizations of reflective practice, curriculum inquiry, and social justice-oriented pedagogies.	2021	Columbia	Higher Education	The iimplication of teachers' conceptualizations of reflective practice of pedagogy	-expand on the more traditional, pre-existing approaches (e.g., formal observations), and allowed to see how additional supervision practices such as video debriefs/observations, guided observations, Lesson Study and Intellectual Learning Communities allowed PSTs to hone and deepen stances regarding reflective practice, curricular inquiry, and social justice pedagogies. .explore alternative models for supervision that include the cooperating teacher's use of the supervisory practices in their work with preparation student teachings (PSTs) when providing feedback on teaching demonstrations and curriculum development.
4	Supervision As An Instrument Of Teaching – Learning Effectiveness: Challenge For The Nigerian Practice	Bessong & Ojong	to analyze the capabilities of individual teachers, schools and educational systems for supervising teachers for improved instruction in school.	2010	Nigeria	Higher Education	To ensure that each individual teacher within the school system has been performing the duties for which he was scheduled.	Every teacher, every school, every educational complex has capabilities for supervising teachers for improved school instruction. The supervisor must be purposeful in thought, motivating and productivity of other human beings, creative in nature, humanistic in approach and capable of seeing beyond the level of those whom he or she has to help. poor style of supervisor, lack of training, lack of finance and transportation. The importance of different approach of supervision in school.
5	to reveal a number of supervisory approaches that can be done by school principals and supervisors in order to improve teacher performance in managing learning in kindergartens in	Rahmat	to reveal a number of supervisory approaches that can be done by school principals and supervisors in order to improve teacher performance in managing learning in kindergartens in Dungaliyo District,	2020	Indonesia	Higher Education	improving teacher performance in managing teaching learning process	supervision is conducted to find out the teacher in carrying out learning activities ranging from planning, implementation, and assessment activities. In order teachers to be able to carry out the tasks properly in school, it is necessary to always get refreshment in the form of technical assistance. However, there is a less follow up practices of supervision from school principal (Rahmat, 2020)

No.	Research Tittle	Author/s	Objectives	Year	Coutry	Institution	Main Findings	
							Importance of ES	**Success Factors**
	Dungaliyo District, Gorontalo Regency		Gorontalo Regency					
6	Summary						Supervision could be a day-to-day guidance of all educational operations, coordination of the detailed work and cultivation of good working relationship among all the people involved in the teaching-learning process. Supervision is in a sense, the back-bone of educational improvement. In the school context, supervision is viewed as the process of observation, discussion and decision-making by principals and inspectors of education to improve teaching-learning process. There are different approaches of educational supervision to support teacher instructional improvement. Thus supervisors should device various techniques of supervision and apply the appropriate technique based on the experience of teachers. However, there is a less follow up practices of supervision from school principal (Rahmat, 2020). In general, this systematic review results revealed that the role of educational suppression is very necessary to inform and discuss with teachers new and alternative methods of teaching. It is to make for teachers instructional materials available which are useful for effective teaching and learning in education and to support teacher professional development in order to improve teaching learning process.	

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