

THE IMPACT OF MARZANO'S TEACHING SUPERVISION ON SCHOOL ENVIRONMENT: A MODEL FOR INSTRUCTIONAL IMPROVEMENT

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Abstract

With the emphasis on accountability in educational reform, principals must prioritize instructional leadership in their position of leading a school. The objective of this study was to examine the influence of Marzano's instructional leadership model on enhancing the skills and abilities of Principals, teachers, and students. The research was carried out in the Latehar district of Jharkhand, India. The intervention involved providing training to school principals and teachers on Marzano's supervisory model, engaging them in book readings and conversations, and facilitating the implementation of this approach in their respective schools. The study investigated the influence of instructional leadership in this model on both the overall school climate and the six dimensions of school climate: supportive principal behavior, directive principal behavior, restrictive principal behavior, collegial teacher behavior, committed/intimate teacher behavior, and disengaged teacher behavior. The study also analyzed the impact of the intervention on the frequency with which a principal observed a teacher to enhance instruction. The study concluded that the instructional leadership training and the application of Marzano's Supervision Model did not result in a statistically meaningful influence on school climate. Nevertheless, the study revealed a notable disparity in the frequency of teacher evaluations conducted by principals to enhance instruction. This disparity was observed among the principals who received instructional leadership training and implemented Marzano's supervision techniques and those who did not receive the training and did not implement Marzano's supervision. The main feature of this study is to identify the importance of Marzano's teaching supervision model in secondary schools. Therefore, more actionable, and concrete feedback has been collected by the researcher due to implementing this model in secondary schools. Additionally, the study revealed a notable disparity in the frequency of teacher evaluations conducted by the principals, as reported by the teachers, both before and after the principal's involvement in instructional leadership training and the implementation of Marzano's Model.

Keywords: Marzano's teaching supervision model, Secondary schools, Teachers, Students, School principal, Education process

Introduction

Background of the Study

The sixty components of the “Marzano Teacher Evaluation Model” are intended to guide instructors' educational activities. Domain 1 has forty-one items, Domain 2 contains eight, Domain 3 contains five, and Domain 4 contains six. Below is a summary of each domain's details (Tayebwa, Ssempala & Nachuha, 2021). The model is made up of four domains, or areas of knowledge, that are intended to lead a teacher step-by-step through the planning, application of instructional techniques, awareness of classroom settings for learning, and professional duties phases of teaching. The Marzano instructional framework consists of four domains: Collegiality and Professionalism, Reflecting on Teaching, Preparing and Planning, and Classroom Strategies and Behaviours (Deniz & Erdener, 2020). These models' instructional strategies include: *Finding Commonalities and Differences*; *Summarising and Taking Notes*; *Providing Feedback and Reinforcing Effort*; *Homework and Practice*; *Nonlinguistic Representations*; *Collaborative Learning*; *Setting Objectives and Receiving Feedback*, *Developing and Examining Theories* (Marzano, Frontier & Livingston, 2011).

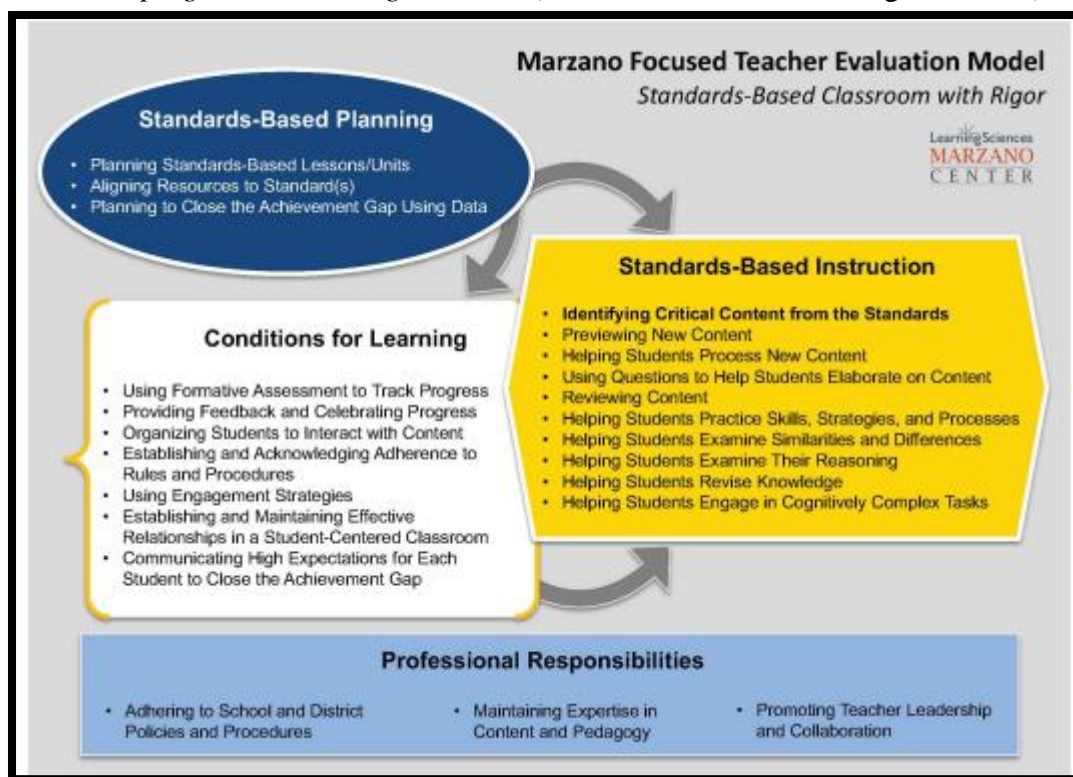


Figure 1: Marzano Teacher Evaluation Model

(Source: Marzano, Frontier & Livingston, 2011)

According to Marzano, teachers who establish objectives and assess students' comprehension will be successful. Instructors ought to commend students for their accomplishments as well. It should be necessary for a teacher to go back and repeat some ideas if pupils don't get them. His study focuses on generalizing the learning process into tools that

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instructors and students may use for education. The Dimensions of Learning were developed to enhance curriculum, assessment, and classroom instruction at both the district and school levels (Cansoy, Kılınç & Türkoğlu, 2024). In order to assess teacher effectiveness across four areas of expertise—standards-based planning, standards-based instruction, conditions for learning, and professional responsibilities—the Focused model condenses quantifiable teacher actions and skills into 23 crucial behaviors.

Here are the six phases of vocabulary education suggested by Marzano:

First, provide an explanation. The instructor gives a clear and understandable explanation, illustration, or description of the new phrase to the class (Narinesingh, 2020).

Step 2: Reestablish.

Step 3: Exhibit.

Step 4: Have a discussion.

Step 5: Edit and Take Stock.

Apply in Learning Games is Step Six.

Aim

The main aim of this study is to find out the importance of the Marzano Teacher Evaluation Model to the improvement of the education system.

Research Objectives

RO 1: To identify the role of the Marzano Teacher Evaluation Model for the education system

RO 2: To discuss the role of the Marzano Teacher Evaluation Model from the perspective of the school principal

RO 3: To analyze the role of the Marzano Teacher Evaluation Model for teachers

RO 4: To evaluate the importance of the Marzano Teacher Evaluation Model for students

Research Questions

RQ 1: Which domains are effective for Marzan teaching model for the secondary education?

RQ 2: Which factors are essential for evaluate the teachers efficiency by Marzan model?

RQ 3: What are the advantages of implementing Marzan model for the principal of the school?

RQ 4: What is the importance of the Marzano Teacher Evaluation Model for students?

Hypothesis

H 1: There is a positive relationship between Marzano Teacher Evaluation Model and teachers

H 2: There is a significant relationship between Marzano Teacher Evaluation Model and students

H 3: There is an effective correlation between Marzano Teacher Evaluation Model and school principal

Literature Review

Discuss the role of the Marzano Teacher Evaluation Model for teachers

The Marzano Focused Teacher Evaluation Model is more closely tied to strict state criteria, is more focused and efficient, increases scoring accuracy, and helps administrators provide instructors with more specific, useful feedback. As stated by Evans (2022), in an effort to close performance disparities, teachers monitor student development using a variety of

metrics, such as formative and summative examinations. Instructors provide students the chance, strategies, criticism, and resources they need to evaluate one another and themselves. This model is based on the previous work which is related to the teaching process. Therefore, this model helps to understand the teachers to identify the strategy of the education system for secondary education. This model is used across various schools, states, and districts for evaluation of the teachers. On the other hand, as argued by Kuviyo, Piliyesi & Kanga (2022), this model helps to develop the skills of the teachers with proper feedback as well as development. Consultant for, Marzano the foundation of the professional development carried out with a variety of schools around the nation is the Focused Teacher Evaluation Model. Learning Science International offers web-based solutions for collecting, reporting, and aggregating data on the status and development of teachers.

InTASC Model Core Teaching Standards	Marzano Focused Teacher Evaluation Elements
Standard 1: Learner Development	1, 3, 15, 19, 20
Standard 2: Learning Differences	3, 19, 20
Standard 3: Learning Environments	15, 16, 17, 18, 19, 20
Standard 4: Content Knowledge	1, 2, 4, 22
Standard 5: Application of Content	1, 2, 10, 11, 13
Standard 6: Assessment	14
Standard 7: Planning for Instruction	1, 2, 3
Standard 8: Instructional Strategies	4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Standard 9: Professional Learning and Ethical Practice	21, 22, 23
Standard 10: Leadership and Collaboration	1, 2, 3, 22, 23

Figure 2: Marzano Focused Teacher Evaluation Elements

(Source: Marsukin et al. 2024)

Classroom strategies and behavior are the first domain of this model. Providing a clear learning goal is the main strategy that has been used in the education system, therefore, tracking the progress of the students and celebrating the success of the learners are two other elements that have to be used to develop the skills of the teachers. As commented by Marsukin et al. (2024), maintaining the rules of the classroom helps to improve the effectiveness of the education system. Therefore, as per this model, the physical layout of the classroom has been organized which helps to improve the teaching process. According to this model, students are able to interact with other students about their new knowledge which helps to improve the education process. Therefore, with the help of a total of 41 domains, the education system has been improved, and it also helps to improve the skills of teachers.

Analyze the importance of the Marzano Teacher Evaluation Model for students

The Marzano Teacher Evaluation Model helps the teacher to identify the strengths and weaknesses of the students. Therefore, as per this model, the proper structure of the education model is also identified which helps to improve the teaching process. As stated by Ozdemir & Sahin (2020), proper evaluation of the teachers is a necessary matter because they give teachers a means of being held responsible for their instruction, teacher evaluation systems are crucial

to the academic performance of their students. They can also assist in directing professional development opportunities and assist in identifying areas in which instructors require improvement. Assist pupils in engaging with new information. Give pupils access to low-stakes competitions and simulations. On the other hand, as opined by Altun & Sarkaya (2020), interact with pupils, letting them share about themselves and pointing out times when they aren't paying attention. Establish and uphold norms in the classroom. Moreover, the instructional classroom framework has to be identified with the aid of this teaching model. A positive attribute of the students is an important factor that helps to improve the education process. Moreover, students become more attracted to the institute, and it helps to improve the knowledge transformation process. The model is made up of four domains, or areas of knowledge, that are intended to lead a teacher step-by-step through the planning, application of instructional techniques, awareness of classroom settings for learning, and professional duties phases of teaching. As opined by Marzano, Frontier & Livingston (2011), enhancing student learning is the main goal of assessment and evaluation. Evaluations and assessments are crucial instruments for developing curricula and instructional strategies that meet the needs of students.

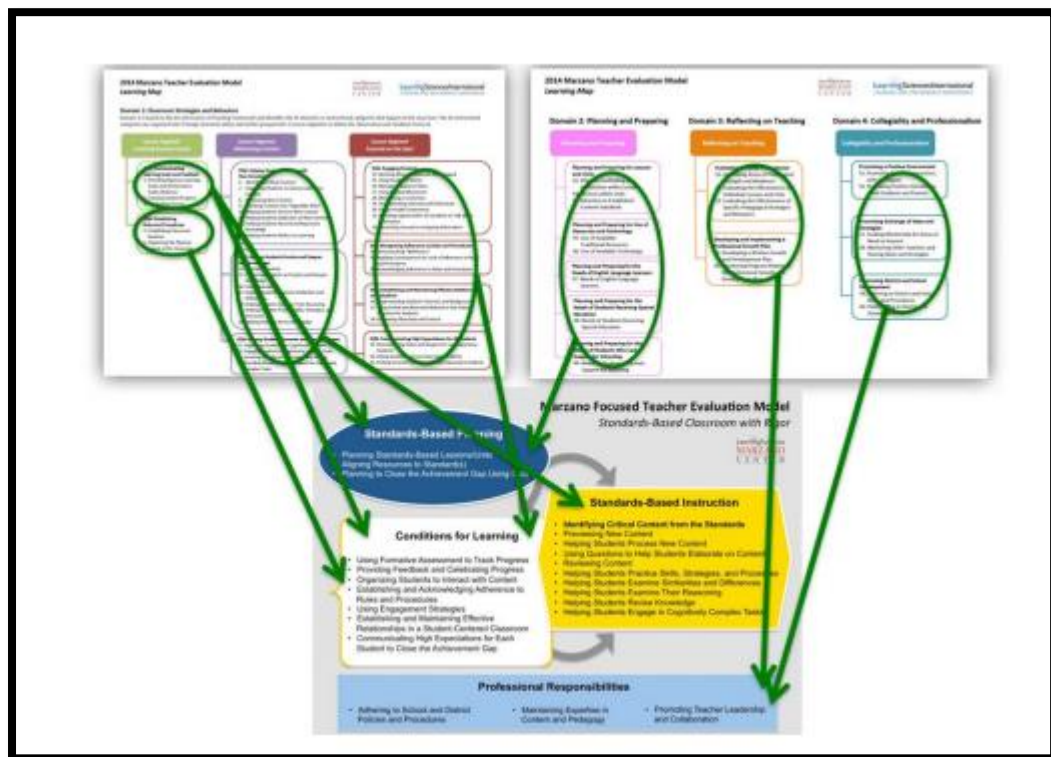


Figure 3: Focused Teacher Evaluation Model for standards-based classrooms
(Source: Gebremeskel & Ambaye, 2022)

Standard-based planning has an effectiveness to improve the education process, and it also helps to develop the relationship between the students and the teachers. Therefore, standard-based instruction also helps to improve the effectiveness of the business, and it has a significant impact on the development of the organization. As highlighted by Gebremeskel & Ambaye, (2022), the model is made up of four domains, or areas of knowledge, that are

intended to lead a teacher step-by-step through the planning, application of instructional techniques, awareness of classroom settings for learning, and professional duties phases of teaching. The systematic method of ranking and evaluating educators' effectiveness as teachers is known as teacher evaluation (Akram, Munir & Bilal, 2021). The purpose of teacher performance assessments is to support teachers' professional development while also helping to improve the educational experience for pupils.

Methodology

The main part of the research is data collection, therefore, in this study, the primary quantitative data collection process has been used. With the support of this data collection process, real-time and up-to-date data have to be collected. Statistical information is gathered with the aid of this research process. Moreover, with the help of 10 research questions and 55 respondents, researcher is able to collect proper information about the Marzano Teacher Evaluation Model (Christopher, Osaki & Makundi, 2024). This data collection technique becomes bias less, and it is able to gain authenticated information about the study. This research method becomes faster than any other method and is capable of gaining information from the large sample size. After that, more reliable result has to be collected with the help of this data collection process, and it helps to improve the efficiency of the data collection process (Saad & Sankaran, 2021). Additionally, confidential findings are another key term that has to be highlighted with the help of this data collection process. Moreover, the importance of the Marzano Teacher Evaluation Model for the education process has been analyzed with the help of this primary research.

“Positivism” research philosophy has been used within this data collection process, and it helps to collect generalizable information that is related to this study. High-validity data has to be collected by this research philosophy and researchers are also able to gather a wide range of data within a short period of time. After that, SPSS software was used to analyze the collected data statistically (Raza et al. 2022). Therefore, based on the demographic analysis, the response rate of the respondents is collected. Moreover, statistical analysis also helps to find out the correlation among the variables with the aid of the significant value of the components. Therefore, in this study, the “Marzano Teacher Evaluation Model” is the dependent variable. On the other hand, the “perspective of a teacher, the perspective of students, and the perspective of principal” are the main 4 independent variables according to this study (Al-Hussein & Hussein, 2022). With the support of these variables authenticated topic-related information has to be gathered, and it has a significant impact on the study.

Findings and Analysis

Demographic Analysis

Gender

What is your gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	32	58.2	58.2	58.2
	Male	19	34.5	34.5	92.7
	Prefer not to say	4	7.3	7.3	100.0
	Total	55	100.0	100.0	

Table 1: Gender

(Source: IBM SPSS)

As per Table 1, it has been conducted that, 32 female participants are allowed to take part in the data collection process. Therefore, 19 male participants are also allowed to take part in this method. Additionally, 4 respondents do not prefer to take part in this method. With the help of this survey analysis, it has to be highlighted that, Marzano's teaching supervision model has a positive impact on the secondary school.

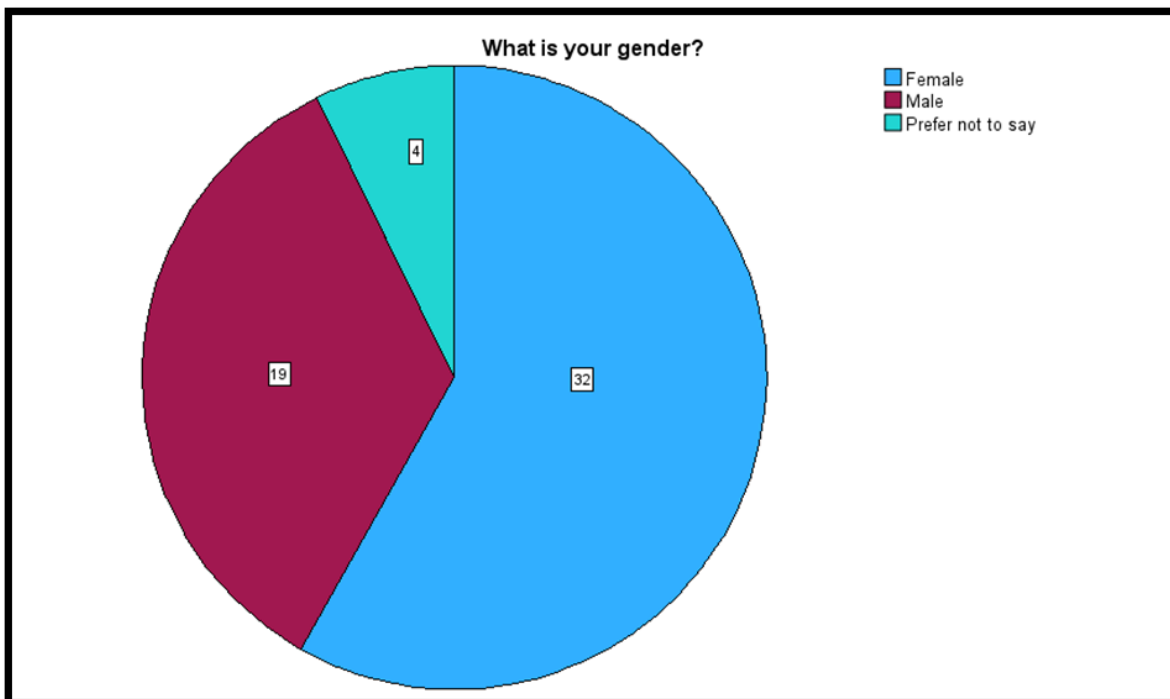


Figure 4: Gender participants

(Source: IBM SPSS)

According to the statistical analysis, it has to be highlighted that, 58.2% of respondents are able to take part in this research process and it has to be the maximum response rate. Therefore, male respondents have a 34.5% response rate. Additionally, the “Prefer not to say” category respondents have a 7.3% response rate, and it is considered the lowest response rate of this data collection system.

Age Group

What is your age group?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25year-35years	9	16.4	16.4	16.4
	35year-45years	13	23.6	23.6	40.0
	45years-55years	23	41.8	41.8	81.8
	55years-66years	10	18.2	18.2	100.0
	Total	55	100.0	100.0	

Table 2: Age of participants

(Source: IBM SPSS)

As per Table 2, the frequency of the participants has to be evaluated. As per this statistical analysis, it has been highlighted that 9 respondents belong between the 25 to 35 years age group. Therefore, 35 to 45 years age group respondents have 13 frequencies. After that, 23 participants belong to the 45 to 55 years age group, and the 55 to 66 years age group respondents have 10 frequency.

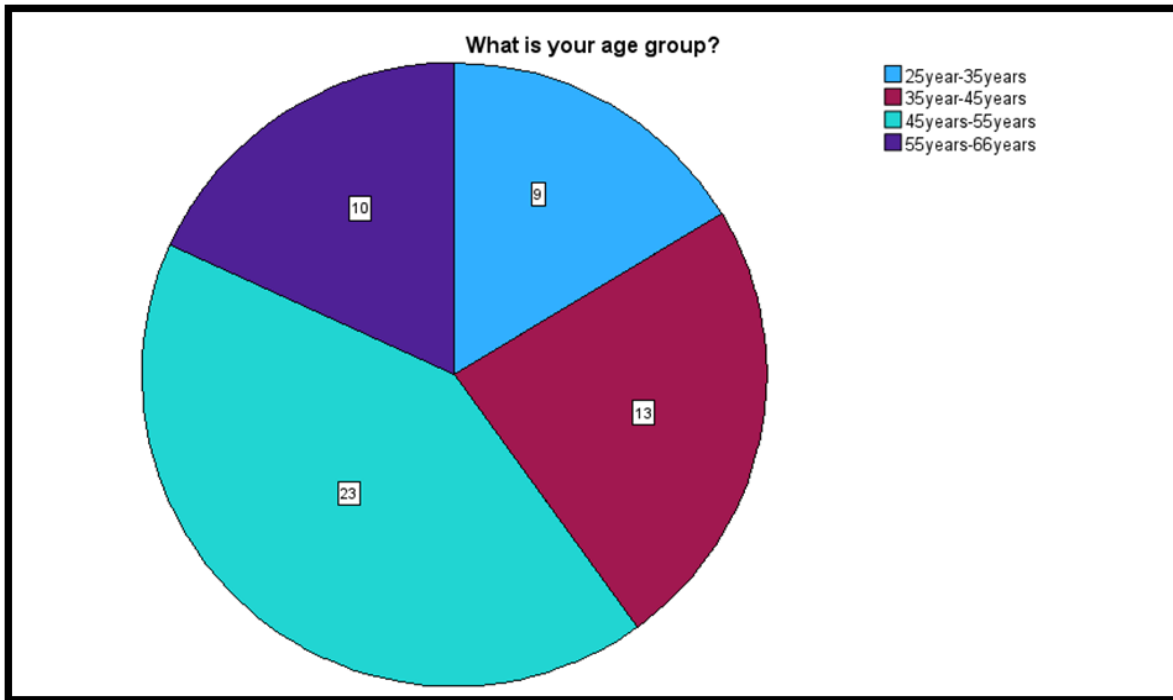


Figure 5: Age Group participants

(Source: IBM SPSS)

As per Figure 5, it has been identified that the maximum frequency of the respondents is 41.8%, and this response rate is carried out by the 45 to 55 years age group. Therefore, the 25 to 35 years age group of respondents has a 16.4% response rate and it is the lowest response rate according to this study, on the other, the 35 to 45 years age group of respondents has a 23.6% response rate. After that, the 55 to 66 years age group of respondents has an 18.2% response rate.

Marital Status

What is your marital status?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	40	72.7	72.7	72.7
	Unmarried	15	27.3	27.3	100.0
	Total	55	100.0	100.0	

Table 3: Marital Status

(Source: IBM SPSS)

As per Table 3, it has been concluded that, 40 respondents belong in the married category. Therefore, 15 respondents belong to the unmarried category. As per this response

rate, the importance of Marzano's teaching supervision model has to be evaluated, and its role in the secondary school is also identified.

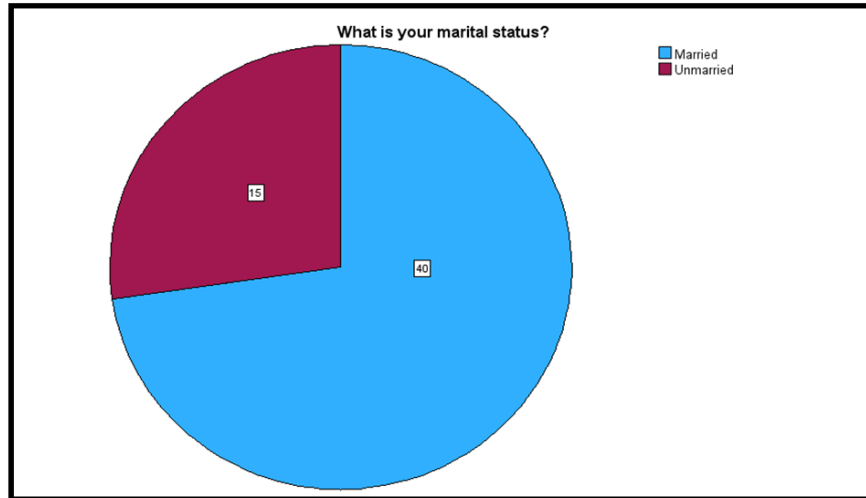


Figure 6: Marital Status

(Source: IBM SPSS)

Figure 6 is based on the response rate of the participants according to their marital status. As per this study, the maximum number of respondents belongs to the married category, and their response rate is 72.7%. After that, the unmarried category has a 27.3% response rate, and it is considered the lowest response rate.

Statistical Analysis

Descriptive Statistics

Descriptive Statistics								
	N Statistic	Minimum Statistic	Maximum Statistic	Mean		Std. Deviation Statistic	Kurtosis	
				Statistic	Std. Error		Statistic	Std. Error
Role of HR (DV)	55	1	5	3.35	.154	1.142	-.007	.634
Recritment process(IV1)	55	1	5	3.38	.155	1.147	-.541	.634
Workplace culture(IV2)	55	1	5	3.53	.142	1.052	.576	.634
Selection Stratagies(IV3)	55	1	5	4.02	.157	1.163	1.419	.634
Valid N (listwise)	55							

Table 4: Descriptive Statistics

(Source: IBM SPSS)

Table 4 is based on the "Descriptive statistics" of the respondents. As per this study, the "Mean value" of the dependent variable is 3.35, and it has a 0.154 Standard error value. Therefore, the first variable has a 3.38 mean value and a .155 standard error value. Moreover, the second and third variables have .142, and .157 standard error values respectively. Additionally, these variables have .142, and .157 mean values respectively.

Regression Analysis

Hypothesis 1

Model Summary^b

Change Statistics										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.774 ^a	.599	.592	.730	.599	79.318	1	53	<.001	1.912

a. Predictors: (Constant), Recruitment process(IV1)

b. Dependent Variable: Role of HR (DV)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.223	1	42.223	79.318	<.001 ^b
	Residual	28.213	53	.532		
	Total	70.436	54			

a. Dependent Variable: Role of HR (DV)

b. Predictors: (Constant), Recruitment process(IV1)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.737	.309		2.386	.021
	Recruitment process(IV1)	.771	.087	.774	8.906	<.001

Table 5: Regression Analysis

(Source: IBM SPSS)

Table 5 is based on the “Regression Analysis” of the variables. According to this statistical analysis, the “R-value” is .774, therefore, the “R square value” of the first variable is .589. On the other hand, as per this test, the “Adjusted R Square value” is .592. Therefore, as per the “ANOVA” table, the F value of the variable is 79.318, and according to the coefficient table, the t value is 8.906. With the help of these values, the importance of Marzano’s teaching supervision model for the teachers, and the students for the education system has to be evaluated.

Hypothesis 2

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.617 ^a	.380	.368	.908	.380	32.496	1	53	<.001	1.827
a. Predictors: (Constant), Workplace culture(IV2)										
b. Dependent Variable: Role of HR (DV)										

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	26.772	1	26.772	32.496
	Residual	43.664	53	.824	<.001 ^b
	Total	70.436	54		

a. Dependent Variable: Role of HR (DV)					
b. Predictors: (Constant), Workplace culture(IV2)					

Coefficients ^a					
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t
1	(Constant)	.984	.432		2.277
	Workplace culture(IV2)	.670	.117	.617	5.701

a. Dependent Variable: Role of HR (DV)					
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Table 6: Regression Analysis

(Source: IBM SPSS)

As per Table 6, the “R-value” of the variable is .617, therefore, the “R Square value” is .380. Moreover, as per this table, the “Adjusted R Square” value is .368. Moreover, according to “The ANOVA table”, the F value is 32.496, moreover, the coefficient table finds out the t value 5.701. This regression analysis helps to find out the value of Marzano’s teaching supervision model and identify the factors that help to execute this model in the education system.

Hypothesis 3

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.581 ^a	.338	.325	.938	.338	27.004	1	53	<.001	2.380
a. Predictors: (Constant), Selection Strategies(IV3)										
b. Dependent Variable: Role of HR (DV)										

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	23.774	1	23.774	27.004
	Residual	46.662	53	.880	<.001 ^b
	Total	70.436	54		

a. Dependent Variable: Role of HR (DV)					
b. Predictors: (Constant), Selection Strategies(IV3)					

Coefficients ^a					
Model		Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t
1	(Constant)	1.052	.459		2.292
	Selection Strategies(IV3)	.571	.110	.581	5.197

a. Dependent Variable: Role of HR (DV)					
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Table 7: Regression Analysis

(Source: IBM SPSS)

According to the “Regression Analysis” table, the “R-value” of the thief hypothesis is .581. Therefore, the “R Square, and the Adjusted R square value” as per this table are .338, and .325 respectively. Moreover, according to “The ANOVA table”, the F value is 27.004, furthermore, the t value as per the coefficient table is 5.197.

Correlation Analysis

		Correlations			
		Role of HR (DV)	Recritment process(IV1)	Workplace culture(IV2)	Selection Strategies(IV3)
Role of HR (DV)	Pearson Correlation	1	.774**	.617**	.581**
	Sig. (2-tailed)		<.001	<.001	<.001
	Sum of Squares and Cross-products	70.436	54.745	39.982	41.655
	Covariance	1.304	1.014	.740	.771
	N	55	55	55	55
Recritment process(IV1)	Pearson Correlation	.774**	1	.798**	.648**
	Sig. (2-tailed)	<.001		<.001	<.001
	Sum of Squares and Cross-products	54.745	70.982	51.927	46.618
	Covariance	1.014	1.314	.962	.863
	N	55	55	55	55
Workplace culture(IV2)	Pearson Correlation	.617**	.798**	1	.749**
	Sig. (2-tailed)	<.001	<.001		<.001
	Sum of Squares and Cross-products	39.982	51.927	59.709	49.473
	Covariance	.740	.962	1.106	.916
	N	55	55	55	55
Selection Strategies(IV3)	Pearson Correlation	.581**	.648**	.749**	1
	Sig. (2-tailed)	<.001	<.001	<.001	
	Sum of Squares and Cross-products	41.655	46.618	49.473	72.982
	Covariance	.771	.863	.916	1.352
	N	55	55	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8: Correlation Analysis

(Source: IBM SPSS)

As per Table 8, the variables' “Correlation value ” must be highlighted. According to this table, the significant value of the first variable is .001, this value is lower than .005, which means that a correlation is highlighted between the dependent and first independent variable. Therefore, the second variable also has .001 significance which also carried a significant relationship. After that, the third variable has .771 significant value which is greater than .005. Therefore, as per this study, it has been conducted that, there is no correlation between these two variables. As per these significant values, the correlation between Marzano’s teaching supervision model and the secondary education system has to be identified.

Discussion

Overall discussion about this study has been highlighted in this section. As per this study, the importance of the Marzano Teacher Evaluation Model has been evaluated. According to this study, it has been concluded that, a scientific-behavioral evaluation approach like the Marzano Focused Teacher Evaluation paradigm makes the assessment process easier to understand and increases observer reliability by using objective measures that are in line with certain standards-based procedures. Therefore, the effect of this model on the teachers, students, as well as principals is also discussed in this study. Four parts make up Marzano's breakdown of the cognitive system: retrieval, understanding, analysis, and knowledge utilization (Okia, Naluwemba & Kasule, 2021). Every process is derived from every other

process. Students' modeling skills, systematic thinking, and causal reasoning can all be enhanced by models. They provide students the chance to investigate phenomena, interpret them, and come up with answers to issues. In the classroom, using models may help students understand concepts and develop their problem-solving skills (Marzano, Frontier & Livingston, 2011). Moreover, the effectiveness of the teaching process based on this model has been discussed within this research process.

The primary data collection method used in this study was to gather real-time information. Therefore, with the help of SPSS software researcher is able to analyze the collected data statistically. Significant correlations among the variables have to be identified, and it helps to improve the effectiveness of the study (Altun & Sarkaya, 2020). Therefore, in the findings section, data has been analyzed, therefore, based on demographic and statistical tests a real-time information, has to be collected which helps to identify the importance of this teaching model in the education system.

Conclusion

The main feature of this study is to identify the importance of Marzano's teaching supervision model in secondary schools. Therefore, more actionable, and concrete feedback has to be collected by the teachers due to implementing this model in the secondary schools. Moreover, teachers as well as students both benefit from this model. This study is focused on the main domains of this model. After that, the regional standard of the state has to be improved by adopting this model in the secondary education. These serve to direct the development of teaching abilities, to identify and reward quality in instruction, to support instructors in concentrating on student outcomes, and to organize activities related to in-service education.

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