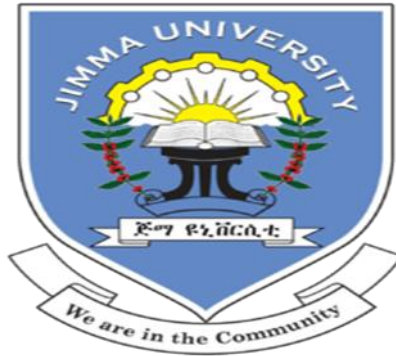


The Relationship between Supervisor's Behavior and Teachers

Motivation in Secondary Schools of Ilu Aba Bora Zone

By: - Dejen Tadesse Woyesa



Jimma University

College of Education and Behavioral Science

Department of Educational Planning and Management

A Thesis Submitted to the Department of Educational Planning and Management
in Partial Fulfillment for the Requirements of Masters of Arts Degree in
School Leadership

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LIST OF ABBREVIATIONS

CRC:	Cluster resource center
CSB:	Considerate supervisor behavior
EM:	External motivation
ISSB:	Initiative structure supervisor behavior
IM:	Internal motivation
IIEP	In the international institute for educational planning
MOE:	Ministry of Education
SBRTM:	Supervisors behavior related to teachers motivation
SRQ:	standardized questionnaires
SPSS:	Statistical package for social sciences

Abstract

The purpose of the study is to investigate the relationship between supervisor's behavior and teacher's motivation in secondary schools of Ilu Aba Bora zone. Seven secondary schools in the zone were selected through multy-stage cluster sampling technique. The study employed descriptive survey method and used mixed method so as to benefit from the strong sides of both quantitative and qualitative approaches. It further used secondary school teachers, (systematic sample technique) principals; vice-principals and internal supervisors or department heads were selected through availability sampling technique as sources of data. 113 teachers and 21 school leaders (principals, vice-principals and department heads) were participated from the sampled schools. Accordingly, questionnaires and interviews were employed to collect data from these potential sources of data. The quantitative data (data collected from teachers using questionnaire) were analyzed using both descriptive and pearson correlation statistics whereas the qualitative data (data collected from the principals and vice-principals using interview) were analyzed first by describing them in detail using respondents words, categorizing them in to themes and finally examined using pertinent words. Moreover, data collected from above-mentioned sources were all together increase the validity of the research findings. The result of this study showed that, the relationship between supervisor's behavior and teacher's motivation in secondary schools of Ilu Aba Bora zone is not to the desired level; from the correlation analysis result, the study further shown that, the relation of supervisor's behavior and teacher's motivation statistically significant relation existed between them. Thus supervisors of the study area are likely to have job relationships characterized by mutual trust, respect for subordinates 'ideas, and consideration of their feelings, but they neglected active role in directing group activities through planning, communicating information, scheduling supervision session, trying out new ideas to define, structure their roles to those of subordinates toward goal attainment. Not only these supervisors of the study area have lack of budget allocation to motivate teachers, insufficient training and experience as well as lack of merit system in assigning (selecting supervisors) are some bottlenecked for cluster school supervisors. Finally the researcher recommended that the school supervisor must balance both considerate behavior and initiated structures in order to success made on work, must have to get annual budget allocation from government side to motivate teachers. Governments should trained supervisors and fill the sets standards of education status which match the right person (those MA) holders with school leader.

CHAPTER ONE

Introduction

Under this part of the study, background of the study was carefully selected from the previous works of scholars and researchers. The background of the study focused on the statement of the problem, basic research questions, research objectives, significance, scope and limitation as well as organization of the study was discussed as follows.

1.1 The Background of the Study

An extensive literature has indicated that professional competencies of teachers, leadership, supervision and support system, students' characteristics, parental involvement, instructional resources, institutional factors, the language of instruction, and policies, are major factors contributing to the quality of teaching and learning. Among those, perhaps the most important factor, with a long-lasting impact on students' learning, is the teachers (UNESCO, 2015a; UNESCO, 2015b; Stronge, 2007). This indicates that to ensure the quality of teaching and learning in schools, teachers should continuously improve their teaching competencies. What a teacher learned at school, college, and the university is only a beginning of knowledge. In this regard, all teachers require continuing support through professional development programs, from government, development partners, supervisors, local administrative echelons, to enable them to reflect on better teaching practices, foster motivation and help them to adapt to the dynamics of educational changes resulting from technology, globalization and other societal trends (Eshetu, 2019; UNESCO, 2015b).

Recognizing the importance of a well-organized and structured support systems in schools, numerous studies have illustrate how supervision can meet developmental needs of teachers, help ensure effective working conditions, and provide them with information and resources that facilitate classroom practices to ensure students' learning and achievement (Tsakeni, Munje & Jita, 2020; Indeed, improving the quality of teaching and learning is multifarious, and it demands high efforts and commitment of teachers and supervisors. However, teachers are in the center of the teaching improvement process, and supervisors are considered as driving forces that stimulate, support, guide and facilitate the commitments of teachers towards the improvement of the teaching and learning process in the schools. Thus, to make the supervision practices productive and result-oriented, the competencies of supervisors in using sound principles, techniques, methods, models, tools, and processes of supervision are paramount. Similarly, the way teachers gain professional support from supervisors and apply

their supervisor's feedback is vital in the outcomes of supervision practices (Firth & Pajak, 1998).

Currently, supervision practices in Ethiopian primary and secondary schools are implemented at three levels. The first level of supervision is called school inspection which is carried out by the inspectorate division of district (woreda) education offices. These work units have been conducting a full inspection of all schools every one, two, or three years. Its main purpose is to evaluate the overall performance of the school improvement program and determine the status of each school based on a four-step

The second level of supervision is school-based or in-built supervision. This type of supervision is less formal and it has been conducted by school principals, department heads, and senior teachers with the purpose of mentoring and providing professional support to novice and under-performing teachers in the schools. The third level of supervision is cluster supervision. This is more formal and is carried out by a cluster resource center supervisor, who is assigned to provide supervision support to 3 - 5 schools organized in the same cluster. Cluster supervision is a formal supervision system aiming to provide supervision support to teachers and other school personnel in administrative and pedagogic activities. This type of supervision exists in southern and eastern Africa, including Ethiopia (UNESCO, 2015b). The purpose of school clustering is organizing 3 - 5 closer schools together, to provide administrative and pedagogic support to teachers and school leaders, by creating additional leadership structures closer to the school level (Giordano, 2008; UNESCO, 2011; De Grauwe, 2001)., It is considered as an effective decentralized means of education management, with meaningful community participation in school affairs (Kasahun & Mitiku, 2017). In this regard, the roles of cluster supervisors are vital for ensuring curriculum implementation, providing support to teachers and school leaders, conducting research, program evaluation and monitoring, and coordinating the overall education quality improvement activities in the school system (Tesfaw & Hofman, 2014).

Cluster schools supervisors are those responsible for creating and articulating a vision of high standards for learning at schools that can be shared by the school and the surrounding community. They are expected to have the willing to examining their own assumption, beliefs and practices. Furthermore, they should understand and apply research foster a climate of continuous improvements among all members of the school community and thereby

commit themselves to high levels personal performance in order to ensure implementation of the shared vision of learning.

School supervisors are expected to undertake three set of tasks including control (in a sense of monitoring compliance requirements and providing feedback), support, evaluation and liaison at schools to achieve unification and standardization of the school system. They must be able to facilitate both vertical and horizontal communication (work as liaison). They are also promoting communications vertically by informing schools with polices and rules and the ministry with the needs and realities in the schools: and horizontally through facilitating interactions, networking between school functions. The realization of these all task of school supervisors, however, require the development and implementation of a common professional standard for the supervisors as an integral part of ensuring quality learning and teaching at all schools (standard for school supervisors:MOE,2012)

Supervisory behavior is simply things supervisors do. Supervisory behavior can be considered as a stimulus for the behavior of teachers. Alternatively, it can be considered as a response to the behavior of teachers. Wiles (1967) described the supervisor's role as one of "supporting, assisting and sharing rather than directing.

Sergiovanni & Starratt (1971) they emphasized that what differentiates supervisory behavior from other forms of organizational. Behavior is "action to achieve goals through other people. For example a principal who works to improve the effectiveness of the educational program for students by helping teachers become more effective in the classroom is behaving in a supervisory way.

Supervisor behavior is important in educational activities. Also Peretomode (2007), suggests that the purpose of behavioral supervision in schools is to directly influence the behavior of teachers and the teaching processes employed to promote students learning to ensure that each individual teacher within the school system has been performing the duties of which he was scheduled and to cooperatively develop favorable climate for effective and learning. Supervisor behavior render a number of purpose curriculum development, improvement of staff development and improvement through in service education staff development through providing workshops, conducting clinical supervision and others.

Supervisory behavior is activity chosen by supervisor or persons involved in cluster school supervisory responsibilities that set out to influence other persons and situations with respect to the take of directing the education of youth (Good, 1973).It has paramount significance for

staff development, in service program, in the form of workshops, seminars, conferences, faculty meetings, summer courses, extension programs

The derived categories of supervisory behaviors are listening: in that the supervisor sits and looks at the teacher and agreements his or her head to show understanding. Clarifying: - thus the supervisor asks questions and statements to clarify the speaker's point of view. Encouraging:-The supervisor provides acknowledgement responses that help the speaker continue to explain his or her position. Reflecting: - so that he supervisor summarizes and paraphrases the speakers message for verification of accuracy. Presenting is in which the supervisor gives his or her own ideas about the issues being discussed problem solving. The supervisor takes the initiative usually after preliminary discussion of the issues or problems in pressing all those involved to generate a list of problem solution; similarly negotiation is also the supervisor moves the discussion from possible to probable solutions by discussing the consequences of each proposed action, exploring conflict or priorities, and narrowing down choices with questions.

Directing is the supervisor tells the participants either what the choices are or the supervisor tells the participants what is to be done or standardizing is in which he supervisor sets the expected criteria and time for the decision to be implemented according to the objectives that have been designed by the ministry of secondary school supervision services... Expectations are conveyed with words and reinforcing is the supervisor strengthens the direction and the criteria to be met by telling of possible consequences. (Glickman, 2010).

Effective supervisory behaviors listed by Campbell, J. M. (2000) are: clarifies expectations and styles of supervision maintains consistence of theory and current research provides frequently scheduled supervision, accessible and available, encourages the exploration of new ideas and techniques. In addition, he/she is personally and professionally matured, willing to serve as a model, perceives growth as an ongoing process, able to assess learning needs of the supervisee, provide constructive of criticism and positive reinforcement ,invested in the supervisee`s development, has the ability to be present and immediate, has an awareness of personal power, accepts and celebrate diversity. Hence, Supervisor to be effective he/ she need to has supervisory leadership skills, and behaviors that help to support teachers in their day to day activities such as listen, encourage teachers to explore their own investigation, negotiate with teachers and other staff members (Sule,2013). And also supervisors should acquire positive attitude towards teachers' activities, good communicators, they should be

desire for the job. Moreover, supervisors to be acquired personal qualities and characteristics such as, people oriented, open and flexible, respectful, trust worth, supportive, intelligent and tolerant.

The main objective of supervisor behavior is for the improvement of teaching and learning for the attainment of educational goals. The teachers and the learning environment which are considered instrumental to students' learning become the immediate focus of supervision. It systematically helps students to understand themselves, get in touch with their own feelings and monitor their own behavior (Onasanya, 2006). For effectiveness, supervisor behavior is mostly needed at the secondary school. Supervision also helps to improve the effectiveness of teachers so that he or she can contribute maximally to the achievement of system goals (Archibong, 2010).

Since, supervisor behaviors constitutes the leverage point for instructional improvement, teacher's competence and efficiency of the educational system while unsupervised instruction may mar the standard of education, it is therefore suggested that supervisors as a catalysts should facilitate the implementation of the various sets of instructional activities geared towards an effective, practical, energetic and qualitative educational system that will improve the teaching-learning situation in the input - process - output framework without which the educational endeavors may be an exercise in futility(Archibong,2010).

Dörnyei & U shioda (2011) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession.

Teacher motivation depends critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teachers 'controlling is most crucial at the school level, where the importance of teachers' work and their competence in performing are crucially influenced by the quality of both internal and external supervision. Teachers have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may be observed to undertake a task for its own sake, for the satisfaction it provides or for the feeling of accomplishment and self-actualization. On the other hand, an extrinsically motivated teacher may perform the activity or duty in order to obtain some reward such as salary. Extrinsic motivation plays an important part in people's life. It is pre-eminent in influencing a person's behavior.

Teachers are one of components in the management of the school having a very strategic role in the effort to develop the potential of learners forcing him to always play an active role in as a professional in areas of learning. Realizing the implementation of a good teacher performance requires some supporting factors both internally and externally. Internal factor is the motivation of the teacher's own work, to possess desire to do the work in accordance with the standards prescribed or expected. In addition to employee motivation, there are some external factors that can support the performance of teachers including the leadership of supervisors in conducting direction, guidance and provision of care that is done continuously and sustainably. Internal factor is the motivation of the teacher's own work, to possess desire to do the work in accordance with the standards prescribed or expected.

Supervisors and teachers work together in order for goals to be met and success to be reached. It is important to keep a positive relationship between them. This can be done by improving the interpersonal and communication aspects of supervisors. By improving on interpersonal and communication skills it is enhancing the teacher's perceptions of supervisor effectiveness.

The balance of communication is very valuable to a positive relationship. Open communication allows others to feel welcomed to come and talk about any issue or positive experience about the school, classroom or life. Learning occurs when open communication is present. Therefore, supervisors must recognize that teachers as major contributors to the efficient achievement of the school's success (Abbasi et al.2000).

1.2 Statement of the problem

Education is prominently determine the development of nation; it is a key to civilization, a means to skip from poverty, it is a means improve the life standards of nation, communicate with the word ,transmit knowledge , economic stability and political power , To keep all this ,education system needs continuous professional supports ‘‘For this educational supervision has a great role in the process of improving teaching learning process, to increase the professional competency of teachers and enhance the potential skills of teachers to solve their immediate problems.However the historic role of supervision and control, it is not surprising that most teachers do not equate supervision with collegiality (Gordon, 1997; 118)

(sergiovann ,2007) state that ‘‘one problem with traditional conceptions of supervision is that they equate hierarchy with expertise by assuming the supervisors as a group always know

more about teaching than teachers as a group at that time the supervisors were abuse the role and responsibilities given by the government as a result teachers understand supervisors as inspection and control.(Rue and Byars,1990) states the main objectives of educational supervision were improving the teaching learning process,

The supervisor behavior role is one of the functions of a school operation that has been and continues to be a very challenging aspect of administration in secondary schools. This challenge involves a continuous process of assisting teachers to improve their instructional performance in accordance to the professional code established by the ministry of Education(Manas, 2012).

According to stadan (2000) a good school supervisor should be approachable, good listener, very patient, and should be a strong leader. Moreover, supervisors also should have ability to motivate people as well as create a feeling of trust in others. The qualities mentioned above are used as a mechanism for achieving harmonious relationship between supervisors and those for whom they are responsible and for providing adequate communication systems between supervisors and teachers. Not only that, the strategies of leadership which are able to improve the performance of employees, such as recognition performance, awards, office workers for promotion, salary increases, become very important aspects. Thus employees are comfortable with the conditions of service given and they will be motivated to make improvements in their performance.

MoE (2012) indicated that cluster supervisors are not part of the line managers but they play a role in monitoring, supporting, evaluating and linking schools vertically and horizontal. And school supervisors are an important to improve the quality of teaching and learning in the schools very closely (MoE, 2006).

In spite of the efforts being made by the Ethiopian Government to improve the quality of education through the instructional supervision of teachers for effective management and teachers motivation seem to be relatively low in secondary schools of IluabaAbor zone, compared to with other zones of Oromia regional state (oromia education report 2009) .This situation has become a matter of concern to supervisors, teachers, government educational offices of different levels. The decreasing teacher's motivation may be attributed to the supervisors' behaviors. Moreover, on these topic areas, recent study not conducted in secondary school of Ilubabor zone. This is also another problem that was filled by this current

study. Therefore, the main objective of this study is to assess the relation between supervisors behavior and teachers motivation in the case of selected secondary school of Ilubabor zone. To achieve the intended objective the following basic research question was addressed

1.3 Basic research questions

1. To what extent does considerate supervisor's behavior reflected in secondary school of Ilu Aba Bora zone?
2. To what extent does initiative structure supervisor behavior reflected in secondary schools of Ilu Aba Bora zone?
3. What is the level of teachers motivation in secondary schools of Ilu Aba Bora zone?

1.4. Objectives of the Study

1.4.1. General Objective

The main objective of this study was to assess and give solution to the relation between supervisor behavior and teachers motivation in the case of selected secondary school of Ilu Aba Bora zone.

1.4.2. Specific Objectives

The specific objectives of this study were to:

- Identify the considerate behavior of supervisors that has been reflected in secondary schools of Ilu Aba Bora zone.
- Assess the initiative structure behavior reflected in secondary schools of Ilu Aba Bora zone.
- Identify the levels of teachers' motivation in secondary schools of Ilu Aba Bora zone
- Assess the relation between supervisor's behavior and teachers motivation in secondary schools of Ilu Aba Bora zone.

1.5. Significance of the Study

This study was important for Ilu Aba Bora zone secondary school Students, teachers, supervisors, principals' and for woreda educational office to provide information on the relation between Supervisors' behaviors and teachers motivation. It enables them to develop common understanding, provide them relevant and up to date information to enhance their awareness on the current relation between Supervisors' behaviors and teacher's motivation. The result of this study would help the supervisors to reconsider the relation between

Supervisors' behaviors and teacher's motivation and expected that the study contribute to improvement of quality education by initiating responsible bodies in schools supervisor behavior and teachers motivation that ultimately would end with the maximum learners' achievement.

On the basis of the information that gained from the results of the study, they would plan on the relation between Supervisors' behaviors and teacher's motivation in the secondary schools of Ilu Aba Bora Zone, in a way it supports teacher's motivation. The result of this study would be important for supervisors to look and reflect on their own views, commitment problems and challenges, and also benefits of supervisors' behaviors for teacher's motivation. Additionally the result of this study used as the sources of information for the future researchers those who will be interested to conduct research on the area,

1.6. Delimitations/scope/ of the Study

The boundary or the scope of the study was restricted to some selected Governmental secondary schools of Ilubabor zone .The study was focused on the relation between supervisors' behaviors and teacher's motivation. It assessed the extent at which Supervisors' behaviors benefits for teacher's motivation. For the sake manageability, the study was delimited to the relationship between supervisor's behavior and teacher's motivation only in seven governmental secondary schools of Ilu Aba Bora zone. Primary schools, private, religious and nongovernmental schools were purposely excluded from the study.

1.7. Limitation of the study

It is obvious that research work could not be free from limitation, that matter of this study was also constrained with some limitations. One of the limitations was that most of the teachers, principals and vice principals, were burdened by routine office and teaching activities and they were not devoted to fill the questionnaires and interviews on time. Some of teachers who have enough time were also unwilling to fill in and return the questionnaires as per the required time. In spite of these shortcomings, however, attempt made the study was as complete as possible. Also to collect the data from the respondents on the schedule, the distance of each woredas, research experience and reference books determinant the researcher.

1.8 .Organization of the study

The research report was arranged in to five main chapters. The first chapter deals with the problem and its approach that include background of the study, statement of the problem, objectives, significance, delimitation of the study, operational definition of key terms and organization of the study. Chapter two presents the review of related literatures. Chapter three deals with the research design, methods, source of data, sample and sampling techniques, instruments, procedure and methods of data collection. Chapter four includes the data presentation, analysis, and interpretation. Finally, chapter five deals with summary, conclusion and recommendation of the study.

1.9. Definitions of Basic Terms

School based supervisor: Supervisor services carried out by senior teachers working in the same school

Cluster schools supervisors a cluster resource center supervisor who is assigned to provide supervision support to 3 - 5 schools organized in the same cluster.

Supervisory behavior: is implying things supervisors do. Supervisory behavior can be considered as a stimulus for the behavior of teachers

External Supervisor: - A type of supervisor support provided by expertise from outside of the school.

Motivation: as the intensity of a person's desire to engage in some activity.

(Extrinsic) External motivation: refers to a person's external rewards like money or fear of punishment.

(Intrinsic)Internal motivation: people learn from experience, adventure and challenge.

Secondary school: It is a schooling of four years duration of consisting general secondary education grade (9-12)

Woreda: It is an administration level below zone

CHAPTER TWO

REVIEWS OF RELATED LITRATURE

2.1. Concept of supervision and Supervisor Behavior

" Harris (1963) defined supervision as: what school personnel do with adults and things for the purpose of maintaining or changing the operation of the school in order to directly influence the attainment of the major instructional goals of the school. Supervision has its impact on the learner, then, through other people and things.

Wiles (1967) described the supervisor's role as one of supporting, assisting, and sharing, rather than directing.

Sergiovanni & Starratt (1971) pointed out those newer patterns of supervision depend largely upon promoting the personal and professional growth of the entire staff. They defined supervision as: "a process used by those in schools who have responsibility for one or another aspect of the schools' goals and who depend directly upon others to help them achieve these goals.

Supervision According Syaeful Sagala (2006), supervision is assisted effort given to teachers in performing professional duties so that teachers can help students to learn better than before. Thus, supervision can also be interpreted as an aid in the development of better learning or an activity that is provided to help teachers carry out their work to become more optimal. This way, supervision has a function to direct, coordinate, develop, guide and organize others in achieving the objectives which are set out in the school situation leading to the sense that supervision has a significant meaning to give help and guidance. Supervision is essentially the practice of monitoring the performance of school staff, noting the merit and demerits and using befitting and amicable techniques to better flaws while still improving on the merits thereby increasing the standard of schools and achieving educational goals.

.Sergiovanni & Starratt (1971) presented a synthesizing theory of supervision. The theory identifies and describes three sets of variables. One set, the organizational success variables, represent the output which results, from school efforts and activities. Another set, the initiating variables, represents those assumptions, actions, belief patterns, and modes of operation which are best- described as administrative and organizational. The third set, the mediating variables, constitute the fabric of the human organization of any school. The theory suggests that working to affect change in the mediating variables (which include such variables as teachers attitudes, levels of job satisfaction, commitment to school goals, levels

of performance goals held levels of group loyalty, degree of confidence and trust, sense of power and influence will in the long run increase the schools' effectiveness. Sergiovanni and Starratt defined the newer patterns of action by supervisors which attempt to change the mediating variables as enlightened supervision. They contended that "Enlightened supervision fully coordinates, develops, and utilizes the resources of the human organization."

A philosophy of direction and control may be appropriate for certain individuals. Once again a supervisor will need to take into account individual differences in worker motivation and primary life interest. Sergiovanni and Starratt (1971:86) made a similar point: Enlightened supervision recognizes that forces in the client may require the supervisor to behave in a variety of ways. Highly dependent teachers will need. Paternalistic supervisory environments and non-committed teachers will require close-controlled supervisory environments. Nevertheless they added that "the enlightened supervisor works to end client dependency and to increase client commitment.

Sergiovanni & Carver (1973:63) stated that "esteem is the most powerful motivator for today's teachers." Teachers need to feel important as persons (self-concept) and as recognized, respected, and competent professionals (professional concept). To this end, they suggested (1973:118) that the supervisor is responsible for "insuring that the new teacher's career in the school is characterized by early, if not immediate, success." Sergiovanni & Starratt (1971:49) stated that "a more equitable distribution of power, authority, and status is a prerequisite for the success of enlightened supervision." It seems likely that many teachers will increase their self-esteem by participating in meaningful decisions related to their work. It is obvious, then, that the success of a supervisory program will depend on the general supervisory climate in the school and on the educational leadership abilities of the supervisor.

Rubin (1975) identified four areas of professional growth of teachers 1. Growth in sense of purpose, philosophy and meaning with respect to education. 2. Growth in one understands of students. 3. Growth in one's knowledge of subject matter. 4. Growth in one's mastery of technique. In each of these areas, teachers need to talk with other teachers. This interaction is the life blood of professional growth and of educational program development. Professionals in schools need opportunities for mutual exchange of information, and ideas

Sergiovanni & Starratt (1971:180) stated that "Emerging supervisory practices are characterized by an increased emphasis on professional work groups." They added that: In

enlightened supervisory environments supervisors work with teachers, teachers work with teachers, and teachers work with students in problem-solving, feedback, evaluation, and decision-making relationships which focus on improving the educational program and increasing teacher-learner effectiveness. Sergiovanni and Starratt (1971:180) stated that "Enlightened supervisors use group methods (of supervision). "Teams of experts (including, for example, the principal, a department head, and one or more colleagues skilled in the teacher's specialty) secure, over a period of time, a valid and reliable sample of the teacher's total behavior. This implies the availability. Of time for committees to meet for pre-visitation and post-visitation conferences with the teacher for group discussions aimed at the sharing of mutual problems,

2.2. Objectives of Supervision in education

The ultimate aim of supervision is the improvement of teaching and learning for the attainment of educational goals. The teachers and the learning environment which are considered instrumental to students' learning become the immediate focus of supervision. It systematically helps students to understand themselves, get in touch with their own feelings and monitor their own behavior (Onasanya, 2006).

The value of supervision to teaching and institutional management cannot in any way be under-estimated. It is a program that helps teachers to analyze their professional programs and educational inadequacies which when put together contribute immensely to the falling standard of education. One of the most crucial reasons for carrying out supervision in schools is to ensure that each individual teacher within the school system performs scheduled duties. Supervision also helps to improve the effectiveness of teachers so that he or she can contribute maximally to the achievement of system goals. The National Policy on Education (2004), states that to ensure quality control in the school it is necessary to have good teacher and supervisors.

The primary responsibilities of the supervisor are to see that high standard are maintained and that school are run in accordance to the laid down regulations. The ministry of education appoints principal to improve and maintain standard of school through their supervisory functions.

Also Peretomode (2007) suggests that the purpose of instructional supervision in schools is to directly influence the behavior of teachers and the teaching processes employed to promote students learning to ensure that each individual teacher within the school system has been

performing the duties of which he was scheduled and to cooperatively develop favorable climate for effective and learning. Based on the review of relevant literature for the study it could be deduced that there is still a need to invest age the state and reference in teachers supervision as evident in inadequacies in the learning resource, instructional supervision and evaluation which have perhaps have been responsible for the steady decline in students' academic performance, which forms the basis of carrying out this research. The poor academic performance can also be attributed to ineffective instructional supervision.

Supervision render a number of purpose curriculum development, improvement of staff development and improvement through in service education staff development through providing workshops, conducting clinical supervision and others. It has paramount significance for staff development, in service program, in the form of workshops, seminars, conferences, faculty meetings, summer courses, extension programs. Intra school and inter-school visits and sharing experience are some of the useful means to be utilized supervision that to realize effective staff professional development (Musazi, 1987 as cited in Haile, 2006).

Landers and Myres (1997), supervision implicitly or explicitly pressurizes schools to change and improve their curriculum catch up, the dynamic needs and aspiration of society. The school curriculum should come under close analysis so that it can be meaningful to pupils. There needs to be an assessment as to how and to what extend should the school curriculum be changed, modified, improved and developed. On the other hand, supervisors, through their supervisory and evaluative roles are required to identify staff members who are in need of professional development, who need to improve materials, what is more? Supervision through staff development program should perpetuate inquiry encourage reflection, build problem solving skills, and help teacher make more informed decisions about their practice. To emphasize supervision and teacher development goes hand in hand so as to supervisors help teachers to see more clearly and the real end of education and the special role of the school in working towards the realization of end, support teachers understand clearly the learning problems of their pupils and provide them with the necessary care. In addition they provide for effective leadership in democratic way, promoting the professional ideas of the school and its activities, the in service growth of teachers and bringing schools closer to community circle

2.3 Purposes of Schools Supervisors

Manual (2001), the head teacher should visit teachers in their classes. The major concern of school supervisors is to enhancement of the quality of instruction in schools. Harris (1963) perceived supervisors as “what school personnel does with adults and things for the purpose of maintaining or changing the operations of the school in order to directly influence the attainment of the major instructional goals of the school. Supervisors have its impact on the learner through other people and things” From the above, the role of supervisors will include: deciding the nature and content of the curriculum, selecting the school organizational patterns and materials that will enhance educational growth, improvement of teacher effectiveness. Ensuring that teachers are performing their duties as scheduled, improvement of the incompetent teachers, providing a guide for staff development, determining the effectiveness of the teachers’ classroom management, determining the ‘tone’ of the school, determining special abilities possessed by teachers and deciding whom to be transferred, retained, promoted or disengaged.

The head teacher is usually the supervisor with in the school. He/ She is foremost an instructional leader. However, there are many other managerial activities expected of him/her in the school. It is regrettable that many head teachers do not often see themselves in the supervisory role of promoting the quality of teaching and learning in schools rather they see their main roles to be those of teachers, administrators, and managers of personnel and finances, counselors and disciplinarians for students, liaison with parents and school board, Ministry of education, and supervisors of academic areas of the institutions. In carrying out the role of a supervisor, the head teacher should be visible in all corners and crannies of the school and not hideaway in his office all day long. In a school based supervision, the supervisor must help both new and experienced teachers with Planning their schemes of work and lessons and counsel them regularly; have authority, and use it with the teachers, to set school level objectives, and to determine the school’s activities to achieve those objectives; collect teacher`s lesson plans regularly and comment on them and be accessible to both teachers and students and listen to their concerns and interact informally with them, trust their teachers and delegate authority to them and check regularly on the safety and welfare of teachers and students and take care of problems as they arise. Adhering strictly to the above amount to a systematic and efficient supervision, which will result in an effective and efficient school characterized by: excellent achievement by many pupils in examinations,

excellent performance in games, sports, drama, debates, music, festivals etc. well 'behaved' pupils'; and the success of past students.

Wiles (1967) described the supervisor's role as one of "supporting, assisting, and sharing, rather than directing." Sergiovanni & Starratt (1971:9-13) pointed out that newer patterns of supervision "depend largely upon promoting the personal and professional growth of the entire staff." They defined supervision as a process used by those in schools who have responsibility for one or another aspect of the schools' goals and who depend directly upon others to help them achieve these goals.

2.4. Modern supervision

Supervision has vital position in education, now a day and then. This is because the dynamic behavior of the system, the historical background of educational supervision shows how supervision is changed time to time and put significant role in education. Modern supervision is different from the previous one in its many behaviors, functions, philosophy, objectives, approaches, tasks of supervisor and others. Mohanty (2008), Modern supervision is democratic and cooperative spirit of organization: democracy does not mean "Laissez-faire" which let everybody go one's own way. Rather it implies a dynamic, understanding and cooperative leadership role. Hence, supervision is concerned with providing effective leadership and implies cooperative working relationship. Maintenance of satisfactory interpersonal relationship: Supervision succeeds only to the extent that each person involved is regarded as a human being with a unique contribution to make in the education process. Supervision has to create better human relationship and maintain high-level of personal interaction.

Communicative: The supervisor is concerned with communication within a group as leadership depends on better social interaction. A good communication is related to good moral of teacher and free exchange of information helps in good planning.

Comprehensive in scope: Unlike the earlier supervision, the modern type is wider in scope not merely focusing on criticism of teachers in the classroom. Today supervision is directed at improving all factors involved in pupil learning. Teacher improvement should require the totality of the teaching- learning situation.

Creative: The purpose of supervision is to draw out the best in teacher to ignite teacher talents to stimulate the initiative to encourage their originality and Self-experience. It

emphasizes on their success and strengths and makes their weakness and failure side issue. The supervisor should have new ideas, resourcefulness and original thinking. The modern supervisor should know how to present facts in pleasant way and to work resourcefully.

Scientific: The supervisor makes use of scientific methods to effective improvement in instruction. Through supervisory experiments, action researches should make his performance more scientific and effective. He will encourage constructive and critical thinking among teachers and discourage flattering and biased opinions.

Experimental and auto- critical nature: In contrast to autocratic and authoritarian type the emerging concept of supervision stimulates experimentalism and self- critics. Current practice and emerging philosophy should always be of critical analysis. Any aspect of the learning situation found to situation, is dropped or modified accordingly (Qaisara and Muhammad, 2011).

2.5. Responsibilities of Supervisors

Supervisors usually wear two or three other hats, but their specific responsibilities tend to include mentoring or providing for mentoring of beginning teachers to facilitate a supportive induction into the profession, bringing individual teachers up to minimum standards of effective teaching, improving individual teachers' competencies, no matter how proficient they are deemed to be, working with groups of teachers in a collaborative effort to improve student learning. And also, working with groups of teachers to adapt the local curriculum to the needs and abilities of diverse groups of students and relating teachers' efforts to improve their teaching to the larger goals of school wide improvement in the service of quality learning for all children. These responsibilities involve supervisors in much more complex, collaborative, and developmental efforts with teachers, rather than with the more strictly inspectorial responsibilities of an earlier time (Education Encyclopedia).

2.6. Supervisory Leadership Skills

Supervisors are expected to be competent enough in supervisory leadership skills such as technical, conceptual and human relation skills which are important in as an administrative and academic leader which executing tasks relevant with supporting and assisting teachers for the improvement of teaching- learning process.

Technical Skill The supervisor needs a good knowledge of every operation or process under his control to be able eliminates common faults, wastage and any dangerous practices.

Practical and theoretical knowledge plus varied experience are essential to command, respect and help others. As Manmohan (2012), it is a proficiency in specific activity that involves methods, process, procedures, or techniques, individual performance expert their supervisor to be able to help with technical problems. Moreover, Allen (1998) contended this skill which involves process or techniques knowledge and proficiency area. In the context of education, technical skill refers to know how and understanding of process and techniques that enable teachers to perform a given task during teaching- learning process. For this reason, supervisors need to have competence regarding technical skills.

Those supervisors as technical advisors deal with their concerns in a variety of ways. They often serve as source of specific ideas and activities, they sometime plan with teachers new activities or instructional units and then actually work along with teachers in the class room to help implement these plans. They also demonstrate techniques of activities and allow the teacher to observe and critique the event, they offer teachers feedback through visit to classroom followed by conferences.

Human relation skill is the ability to work with understands, motivate, and communicate with individuals and the group. It also includes the ability to communicate with people, to resolve conflict, and to discipline, since the supervisors' job involves constant interaction with people, human skill is essential (Manmohan, 2012). Similarly, Terry, R., (1964) says that human relation skill is capacity to collaborate work with others to win cooperation and the capability to communicate ideas or believes to others. A supervisors endowed with human skills is said to have the skill of generating a friendly and conducive climate that may render the well- being satisfaction of all members and the organization; he/she is approachable in such a way that teachers can feel free to express problem of concept; he/she is able to provide constructive criticism and scaffolding in a positive and friendly way of acting the context of interpersonal relations; has he/she behaves with others, how he/she assess one's strengths or success, failures or lacks, he/she is able to decide the type of skills he/she develops working with others.

Conceptual skill refers to that the ability of manager to take abroad and far sited view of the organization and its future development, his ability to think in abstract, his ability to analyze the forces working in situation, his creative and innovative ability to assess the environment and the changes taking place in it (Tripathi & P.N. 1991).

2.7. The problems of Educational supervision

According to Merga Feyisa (2007) the problems of supervision are related to different areas:

2.7.1. Problem Related to the technique

Unskillful way of using class- room observation.

The wrong way of using class- room observation.

Lack of preparation for the supervisory.

Conference on the part of the supervisory.

2.7.2 .Problem Related to the Inadequacy of Supervisors

Lack of continuous training system for supervisors to update their educational knowledge and skills.

Lack of sufficient number of supervisors.

Lack of strengthening in built supervision to provide immediate supervisor activities at the grass-root level.

Lack of merit system in assigning / selecting supervisors.

Be short of know about management, pedagogical science and education and training policy to provide effective assistance for teachers.

2.7.3. Problem Related to attitudes

Lack of motivation and self- confidence on the part of supervisors.

Lack of commitment to provide honest services as effectively and efficiently as possible.

Low participation of females in educational supervision

2.7.4. Problem related to staff moral

Lack of moral on the part of teachers to become motivated, innovative and perform growth oriented work. When moral low, people do their work in arousing fashion at best they often with draw complain and become pessimistic.

2.7.5. Problem related to staff turn over

This is the high frequent change of personnel in educational organization due to various reasons.

2.7.6. External and school based supervision

External supervision is a type of supervision support provided by expertise from ministry of education, regional education bureau, zone education department and worked education office to improve the quality of education at school level. External supervision is conducted ones or twice a year. Due to this external supervision couldn't give the chance to clearly identify the weakness and strengthen of school. The major focus is to check and control the availability of educational facilities of laws, regulations, guidelines etc. at school level which is formulated by the government. On the basis of the feedback obtained it helps as inputs for the improvement of education policy implies that there is no continuous support and advice for school teachers for instructional improvement. Rather, simply obtaining information about instructional or school status distantly. In reality school / instructional improvement cannot be achieved by ones or twice observation of school in a year. Instead it needs continuous effort and close to school support for school head and teachers. (Abebe & Mitiku, 2006).

2.7.7. Problems of external supervision

Supervisory service in many countries is used to be provided mostly by personal external to school. Supervisor from regional or district offices visit and give support to teachers and school administration.

Thus, they have to move school to school. Lack of material and human resource, combined with the lack of staff and the over load of tasks, resulted in the absence of supervision staff in especially the most remote schools. In developing countries where communication and transport problem add to the difficulties, many schools remain unvisited for a long time. The schools that most suffer are those which are isolated a probably most in need of supervision and support (Carron & Grauwes, 1979).

Supervision service has a number of difficulties which greatly reduce its efficiency and ultimately affecting what is going is schools and in the class rooms. Some of the problems are which have longer life in supervision system and others are linked to recent changes. The problems can be summarized as.

- Deteriorating working condition under which supervision services operate.
- Conflicts between the different roles of supervision services are managed and monitored.

The working condition of supervisory services is affected by lack of staff and lack of budget. The numbers of teachers in schools are increasing at higher rate which in turn increases the demand for schools and teachers to be supervised. This was resulted while the number of supervisors has not been increased with the school teachers. Lack of finance is another problem are which affected the supervisory service there is no means of transport and communication travel , allowance and low pay for supervisors. In addition role conflict arises due to workloads supervision in some casa are used for all sorts of jobs some of which have little to do with supervisions. Supervisors are made to take part in administrative control and problems of discipline which makes their work more difficult and expose them to further criticism. Let us mention hare one example. In study on school functioning in India (Madhya Pradesh state) it was found that 80 percent of the visits of supervisors were routine and administrative nature just to solve practice problems related to the day to day school functioning (Corron & Grauwe , 1997).

Other problems of supervisory service originate from the way supervision is managed. This includes recruitment, and training of supervisors. In addition the professional support provided to supervisors themselves to enhance the quality of their performance also matter a lot. The reporting and follow up of the supervision system is an issue of management that has to do with the efficiency supervision.

Many countries have now recognized the weakness of centralized supervision some with are results of financial crisis while others stem from managing which made difficult the objective of improving the quality of education. Thus a need to improve or reform the existing supervision service is felt than ever before. Caroon & Grauwe (1997) noted that “Change in the inspectors is taking place in the more than have the member countries of European Union”

2.7.8. The views of the Supervisors

In the international institute for educational planning (IIEP) studies, when asked about their main problems, the most common reply of supervisors was excessive workload. In their view they are often responsible for too many teachers or schools and because they have too many different tasks many of which have little to do with supervision as such. In Korea, for

example 60 percent of supervisors considered “an excessive non- supervisory work load” as their main problem.

This has a number of negative effects. Administrative tasks , which are less crucial but generally more urgent are given more time than real pedagogical issues , when visiting schools supervisor spend little time on class room observation and when they do, their attitude is more evaluative than this brings us to another problem tensioned by the supervisors , that their work is more disciplinary than developmental. Supervisors every were including those in countries were specific support actors exist master teacher or resource persons for instance) claim that they would like to get more involved in teacher support and advice (Abeya & Tamitu, 2009)

2.7.9 The views of the teachers

Teachers seem to be in line with the supervisors when they feel that supervision work should be more developmental and less control oriented. It is not these teachers reject the idea of being controlled. What they dislike is rather the attitude of controllers. The two most frequent complaints are that so some supervisors are authoritarian, fault finding and bureaucratic, and moreover, biased, subjective and subjective. Unpleasant complains about supervisors work further include irregular and bad planning of visits , not enough time spent in the classroom and at times irrelevant advice. All this does not mean that teachers do not recognize the positive effects of supervisory work but rather that in their opinion the problem with supervisors is mainly an attitude one (Abeya & Tamiru, 2009)

2.8. School based supervision and support system

Teachers working in the same school or nearby locality have the chance to discuss on educational issues, work together and make classroom observations so as to improve the quality of education. Thus ,the teachers as well as the supervisors can identify their problems and find solutions in areas of school improving program particularly on teaching learning process in creating conducive school environment , school leadership and management and school community relation (St. Mary’s university College , 2007).

If learning is to be continuous and surrounded in the daily practice of teachers then supervisors will have to take the view that teaching to learn and learning to teach at the sometime must become a way of life in the school. Some teachers engage in teaching to learn and learning to teach with the help of designated supervisors and sometimes they work alone.









This powerful combination of practicing and earning to practice at the same time best takes place with the help of colleagues (Sergiovanni & strarratt, 1988). Our tradition in school improvement has been to invest in organizational structures that monitor what teachers do and how they do it. We have preferred this micromanagement of teaching and learning over strategies that emphasize improving teacher quality.

The final target of school based supervisor is to improve students result. Such kind of support system created within a school itself or schools under the same cluster. The major target of school based supervision is to improve the teaching learning process in the class-room.

In general it enables teachers

- .To identify their weakness and find solution to improve students' result
- .Share their experience among themselves
- .Utilize new method of teaching
- .Conduct continuous assessment properly
- .Increase student's participation rate
- .Develop their profession.

2.9. Effective supervisors have the following Characteristics:

-  Clarifies expectation and style of supervision
-  Maintains consistent and appropriate boundaries
-  Has knowledge of theory and recent research
-  Teachers case conceptualization and provides frequently scheduled supervision
-  Is accessible and available
-  Encourages the exploration of new ideas and techniques
-  Fosters autonomy
-  Models appropriate ethical behavior

2.10. Concepts of Motivation

“Motivation” is a central concept in learning and behavioral sciences. Motivation leads people to action, persistence in that action and investment efforts in doing this (Dornyel, 2001). Motivation among teachers is an essential factor for improving the effectiveness and achievements in the classroom and at school (Ololube, 2006). Our guiding rationale for this

study is based on the theory of Lewin (1960), which considers the behavior of human individuality function of the interaction between environmental factors and the person's personality factors. The present study refers to the variable "motivation" as a human behavior which is affected by school climate and through the head teacher's (manager) leadership as well as pressures on the teacher's work in schools.

2.10.1. Literature Review of Motivation

Motivation is a term that describes the behavior motives. Motivation should not be the only explanation for the behavior motives, since the motivation interacts with actions and due it is in cooperation with other mediation processes and with the human environment. Although there are many definitions for the concept of motivation, there is still a common denominator for all the interpretations, and motivation still include words such as "passions", "desires", "wishes", "goals", "destinations", "needs" and "incentives". Motivation is defined as a process that begins with the lack of physiological need or due a behavioral drive which designed to incentivize good. Therefore, the key to understanding the motivation process, depending on the significance of the relationship between human needs, impulses and incentives (Luthans, 1998). Other researchers claimed that, motivation is not defined as a specific behavior, it can be defined as processes in intrapersonal, internal and complex, which predicts the behavior of three aspects: direction, intensity and continuity (Kanfer, 1990). In their view, the motivation is internal mental process which is measured and evaluated by two key indicators: the first is the degree of desire to invest in a specific action that could lead to a sense of psychological well-being, vitality, self-realization and self-recognition, this measure is also called powerful. The second is a sense of autonomy. This feeling is assessed by whether the desire to invest viewed as free choice, which corresponds to the values and desires of the individual or based on external coercion (Saada, 2009).

2.10.2 Internal Motivation versus Extrinsic Motivation

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity.

2.10.3 Internal Motivation versus External Motivation

Intrinsic motivation refers to the internal forces driving the individual, when rewards are performing their tasks (such rewards pleasure, curiosity, a sense of progress in relation to you and not for a prize). External motivation refers to a person's external rewards like money or fear of punishment. (Deci, Vallerand, Pelletier, & Ryan, 1991), internally motivated people learn from experience, adventure and challenge. Whereas people with extrinsic motivation prefer easy, convenient and safe learning. These people prefer new statements rather than Familiar statements that are complex and not simple statements (Ashour, 2005).

2.10.4 Theories of Motivation

Motivation can be studied through several broad approaches concerning content or need based theories, process theories and reinforcement theories. However, the term employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is indefinable as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual (Ifinedo 2003; Rosenfeld & Wilson 1999). An organization's liveliness, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance their motivation (Lewis, Goodman & Fandt 1995). Golembiewski (1973) refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. To Kelly (1974), motivation has to do with the forces that maintained alter the direction, quality and intensity of behavior. According to Hoy and Miskel (1987, p.176), employee motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. Need-based approach or content theory several factors are believed to influence a person's desire to perform work or behave in a certain way. The need based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize two need-based theorists and their theories: Maslow's hierarchy of needs and Herzberg et al.'s two factor theory.

Robbins (1982) states that the term motivation is the willingness to do something and it is conditioned by those action and ability to satisfy some needs for the individual. An unsatisfied need creates tension which stimulates desire within the individual. These drives generate a search behavior to find particular goals that if attained, satisfy the need and lead to the reduction

of tension. Unmotivated teachers are in a state of tension. In order to release this tension, they involve in activity.

2.10.5 Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development; I call it the highpoint of one's calling. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy. However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories.

2.10.6 Herzberg two factors theories, Mausner and Snyder man's (1959)

Two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg et al. does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content: Herzberg et al. indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified

them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating Summary of Herzberg et al.'s Research Findings; Schaerbeek et al. (1988) Herzberg et al.(1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999). Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996; Connell & Ryan, 1984; Rosenholtz, 1989). Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990; Rosenholtz, 1989). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs..

Process Theories what all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. Equity theory matches the notions of “a fair day’s work for a fair day’s pay”. It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg et al. (Naylor, 1999). Equity and fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et al. 1995: 502). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and

what rewards follow that effort. This social comparison process is driven by our concern for fairness and equity. Research by McKenna (2000,) & Sweeney (1990) confirms equity theory as one of the most useful frameworks for understanding and has a role to play in the study of work motivation.

According to Lewis et al. (1995), expectancy theory is the most comprehensive motivational model that seeks to predict or explain task-related effort. The theory suggests that work motivation is determined by two factors: (1) the relationship between effort and performance and (2) the desirability of various work outcomes that are associated with different performance levels. Simply put, the theory suggests that the motivation that will lead to job satisfaction is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance (Lawler, 1973; Vroom, 1964). That is, employees are influenced by the expected outcomes of their behaviors and motivation at work or the perceptible link between effort and reward. The most important attribute of both types of process theory has been to draw attention to the effects of cognitive and perceptual processes on objective teachers' work conditions. It suggests that educational administrators and policy makers need to pay attention to the expectancy values that is the link between effort and teachers' needs satisfaction and job performance, determine what outcome teachers value, link the reward that teachers value to their job performance, and ensure that teachers wages and salary rates are not perceived as unfair.

Reinforcement theories reinforcement theories relate to the idea of operant conditioning. They concentrate attention on the link between behavior and consequences. Reinforcement is defined as any effect that that causes behavior to be repeated or inhibited which can be positive or negative (Naylor, 1999).

(Skinner, 1939) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behavior, the behavior will tend to continue whereas, if unpleasant consequences follow a behavior, the behavior tends to stop (Luthans & Kreitner, 1985). This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behavior is determined by the environment, and second, human behavior is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that behavior will be repeated or not depending on whether the

consequences are positive or negative (Lewis et al., 1995). The Trends of Teacher Motivation Regardless of development status, the teaching force in most countries has never enjoyed full professional status. However, the status of teachers as a compared to other professions is so low that it has become ‘employment of the last resort’ among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation. The 2004 World Development Report neatly summarizes these concerns about teachers. ‘Cases of malfeasance among teachers are distressingly present in many settings: teachers show up drunk, are physically abusive, or simply do nothing. This is not low-quality teaching this is not teaching at all’ (World Bank). The fact remains that very little robust evidence is presented to support these views and assertions concerning teacher motivation in low income countries.

Bennell & Kwame Acheampong(2007) in 12 countries, explores the key determinants of teacher motivation in developing countries. Eight areas are delineated, namely teacher and school accountability, security and conflict, the policy environment, teacher competence, vocational commitment and occupational status, pay, working and living conditions, and teacher and system management.

2.10.7 Theoretical framework of motivation

This is a review of the concepts of motivation used in this study. It gives an overview of some theoretical proof and other related factors that underpin the concepts of motivation and commitment as well as their relationships and effect on workers’ attitudes and perception that influence their work behavior in the workplaces. These theories give some background information about the two concepts which may help the researcher and readers to gain some insight and understanding on these two concepts.

Considerable research has been done by organizational scientists and practitioners to discover what key factors play a role in motivating workers and the best way to motivate them (Tella, Ayeni & popoola, 2007). To this effect, several motivation theories have been developed to explain issues that are responsible for employees’ motivation (Khan, 2005). In this study, only five such theories of motivation are briefly discussed. The five theories have been opted on the assumption that they are the backbone of motivation in organizational psychology. Moreover, although some of these theories may look to be old due to the fact that they were proposed as far back as 1940s or beyond, they are still regarded as fundamental in understanding the concept of motivation. This is because even nowadays their concepts and

terminologies are widely used (Robbins, 2002). The five theories are: Maslow's hierarchy of needs theory (Maslow, 1943); McGregor's „x“ & „y“ theory (McGregor, 1960).

According to Maslow's hierarchy of needs theory, human needs are arranged in five levels. These are: Physiological needs (hunger, thirsty, shelter and other bodily needs); safety and security needs (protection against physical and moral harm); social needs (acceptance, affection, approval and a sense of belonging); esteem needs (self-respect, recognition and achievement) and self-actualization needs (to become what a person is capable of being, autonomy and self-fulfillment). The theory posits that lower level needs should be satisfied first before higher level needs can emerge and cause a person to try and satisfy them. It also states that lower level needs should be fully or partially satisfied before going to the higher level needs. Furthermore, the theory speculates that the driving force that causes people to join organizations stay in the organizations and work towards the achievement of that particular organizational goal is the hierarchy of needs (Maslow, 1943).

2.11. The relation between supervisory behavior and teacher's motivation

Teachers are one of components in the management of the school having a very strategic role in the effort to develop the potential of learners forcing him to always play an active role in as a professional in areas of learning. Realizing the implementation of a good teacher performance requires some supporting factors both internally and externally. Internal factor is the motivation of the teacher's own work, to possess desire to do the work in accordance with the standards prescribed or expected. Having good work motivation in performing duties and responsibilities, a teacher will be able to lift and push the spirit to continue to complete the work. In addition to employee motivation, there are some external factors that can support the performance of teachers including the leadership of supervisors in conducting direction, guidance and provision of care that is done continuously and sustainably.

Supervisors and teachers work together and in order for goals to be met and success to be reach. It is important to keep a positive relationship between them two. This can be done by improving the interpersonal and communication aspects of supervision. By improving on interpersonal and communication skills it is enhancing the teacher's perceptions of supervisor effectiveness. According to Ritz & Cashell (2009) the stress for the need of a balance between the energy devoted to the task it and that devoted to the development of healthy relationships among the people working on the task. The balance of communication is very valuable to a positive relationship. Open communication allows others to feel welcomed to come and talk about any issue or positive experience about the school, classroom or life.

Learning occurs when open communication is present. Another important part to keeping a positive relationship is to be resourceful to all the teachers. When the teacher comes with a questions it is important that you know some type of answer whether it be where to find the answer or the fact that you will put in the effort to find it out for yourself. A supervisor needs to be someone that teachers can go to for answers. That makes them feel comfortable for when problems or concerns come up in the daily duties. What types of activities should be part of instructional supervision? The activities occurring in instruction supervision are both observations and evaluations. The observations are the peoples of classrooms and meetings they run a short period of time. The evaluations are the activities that need to have a pre and post meeting to discuss the information gathered during the observations. The pre meeting is where the teacher shares what is going to be taught, the goals of the class, and instructional improvement weaknesses.

2.12. Conceptual Frame work of supervisor behavior and teachers motivation

This current study will use "Consideration" and "Initiating Structure" as basic dimensions of supervisor's behavior that will be considered as two most important variables that will help the researcher to design questionnaire.

A long-term leadership research program (1946-1956) at Ohio State University established "Consideration" and "Initiating Structure" as basic dimensions of supervisor behavior in formal organizations (Fleishman, 1971). These variables were identified as a result of many factor analytic investigations which determined the smallest number of dimensions which would adequately describe leader behavior, as perceived by the leader's subordinates and the leader himself. The two dimensions were defined as (FleishmanandPeters,1962). Consideration reflects the extent to which an individual is likely to have job relationships characterized by mutual trust, respect for subordinates 'ideas, and consideration of their feelings .A high score is indicative of a climate of good rapport and two-way communication. A low score indicates the supervisor is likely to be more impersonal in his relations with group members. Initiating Structure reflects the extent to which an individual is active role in directing group activities through planning, communicating information, scheduling, trying out new ideas, etc. likely to define and structure his role and those of his subordinates toward goal attainment. A high score on this dimension characterizes individuals who play a more.

Robbins (1982) states that the term motivation is the willingness to do something and it is conditioned by those action and ability to satisfy some needs for the individual. An unsatisfied need creates tension which stimulates desire within the individual. These drives generate a search behavior to find particular goals that if attained, satisfy the need and lead to the reduction of tension. Unmotivated teachers are in a state of tension. In order to release this tension, they involve in activity.

CHAPTER: THREE

RESEARCH METHODOLOGY

3.1 Research Methods/approach/

This research was conducted through both quantitative and qualitative methods in a single study to understand a research problem (Creswell & Plano Clark, 2011). This method or approach is also preferable when the researcher is interested in simultaneously collecting and analyzing both qualitative and quantitative data in order to come up with more reliable results which is appropriate for this study. And also one form of data plays a supportive role to the other form of data (Creswell, 2011). In the context of this study, the quantitative dimension refers to data collected from the teachers and whereas, data collected from principals and vice principals through interview using are quantitative.

3.2 Research Design

This study aimed at assessing the relation between supervisor behavior and teachers' motivation in secondary schools of Ilubaboure zone. In order to describe the current extent of the relation between supervisor behavior and teachers' motivation, descriptive survey with correlational research design was employed. This design is selected with the assumption that it would sufficiently describe the current relation between supervisor behavior and teachers' motivation as well as factors that hinder their relations between in the secondary schools of Ilubaboure zone under consideration.

3.3. Source of Data

Primary source of data were used for this study to get genuine information in terms of statements of fact. These primary data were collected from the teachers, principals, vice-principals and departments head in the study area. The reasons for selecting these respondents as a primary source of data was the assumption that they have a direct relation with the topic that the relation between supervisors' behavior and teachers' motivation and they also have rich information about the study.

3.4. The study site and population size

According to Vogt, (2005) use of multistage cluster sampling is appropriate when the population under study is extremely over large area. Thus, area of Ilubaboure zone geographically large area that has 14 districts or woredas. So that, the researchers has taken 7 (50%) woredas through multistage cluster sampling methods. The clusters selected woredas of Ilubaboure zone are Doreni, Alge Sach, Metu administrative town, Allee, Hurumu, Bacho

and Bure. The population of this study consisted of school teachers, principals, vice-principals and CRC supervisors in secondary schools of selected woredas of Ilubabor zone. They are 18 secondary schools in the selected woredas of Ilubabor zone. From 18 secondary schools 7(38%) secondary schools were selected through lottery method. These are Elemo, Suphe, Abdi bori, Gore, Hurumu, Bacho and Bure secondary schools. These selected secondary schools have 345 teachers. From 345 total teachers 113(33%) teachers were selected through systematic sampling technique was used since the sample respondents were taken from different secondary schools. Available sampling technique was used to select 7(100%) schools principals and 7(100%) vice- principals from selected government secondary schools of Ilubabor zone to get rich information on study areas.

3.5. Sample size and sampling techniques

Yamene (1967:886) provides a simplified formula to calculate sample size as shown below. A 95% confidence level and $p=.5$ are assumed for.

N/n =sample population.

N = total population

n = sample population

N/n = give us the interval at which sample population will be taken from each secondary school.

Table 3.1 Study Population, Sample of teachers, principals and vice-principals

No	Woreda	Schools	Population			Sample of teachers				Principals	Vice principal	Dep. Heads /Unit leader/
			M	F	T	M	F	T	%			
1	Doreni	Elemo	40	9	49	10	5	15	31	1	1	1
2	Alge	Suphe	32	6	38	9	3	12	32	1	1	1
3	Metu	Abdi bori	50	16	66	16	6	22	33	1	1	1
4	Halu	Gore	46	14	60	17	4	21	35	1	1	1
5	Hurumu	Hurumu	38	9	47	14	1	15	32	1	1	1
6	Bacho	Bacho	30	6	36	10	2	12	33	1	1	1
7	Bure	Bure	41	8	49	14	2	16	33	1	1	1
8	Total		277	68	345	90	23	113	33%	7	7	7

However, as it seen from the above table 3.1 the respondents of the research were selected using cluster sampling technique, because of extremely over large area of Ilubabor zone. On the other hand, the researcher purposively selected some participants like school principals ,vice principals and departments head from each selected schools were sampled, because they assumed for qualitative data to provide rich information about the relation between supervisor behavior and teachers motivation in the study area of Ilubaboure zone. Thus, 7(seven) principals ,7(seven) vice principals and school dep. heads were selected through availability sampling technique as sources of data to have filled the interview.

3.6. Instruments of Data Collection

The study used both quantitative and qualitative data instrument. Both types of data were collected by using appropriate data collection tools in order to obtain enough information from respondents.

3.6.1 Questionnaires

Questionnaires were used as the main data gathering instruments to get large amount of data from large number respondents in a relatively in a short period of time with minimum cost.

Hence, the questionnaire was prepared in English language and self-administered to all respondents. The researcher preferred questionnaire as the main data gathering instrument, because it was easier to handle and the respondents answer in a short period of time to response (Koul, 2008). Confidentially, the questionnaires had two parts. The first part deals with general background of the respondents. The second part deals with the larger part which obtained both close ended and open ended questions which prepared for the issues of the study.

Likers scale was employed to identify what extent the respondents to response agree or disagree. Because it was easy and take less time to construct, and it was the simplest way to describe opinion and provide more freedom to respond. The Likert scale consists, 5= strongly agree, 4= agree, 3= undecided, 2= disagree and 1= strong disagree.

3.6.2 Interview

Some of the data from the participants were collected through interview guide. It is preferred because relevant data concerning the relationship between supervisor behavior and teachers motivation provided by the schools leaders. The structured/closed ended/ interview questions prepared for principals, vice-principals and department heads in English in order to support quantitative data that the researcher widely used in the study. The interview was held individually to let participants feel free to filled their ideas, experience and beliefs about the study area. The interview process was supported by/ written/ recording to keep flows of ideas and prevent loss of information.

3.7. Procedures of Data Collection

Standardized questionnaire, which is the main instrument of data collection in this study. It was organized and duplicated in a number of teachers in the selected schools. After duplication, the researcher directly distributed the questionnaires to those teachers in the schools under study. Among 113(100%) sample teachers filled and returned the questionnaires. The researcher also interviewed responsive bodies from different responsibilities (principals, vice principals and department heads). The researcher has collected data by going through each sampled schools and interviewed individually.

3.8 Reliability and Validity

Reliability and validity are the most important concepts that a researcher has to critically address to assure that the collected data will lead to meaningful conclusions of the study. Twycross and Shields (2004) defined reliability as the consistency, stability and repeatability of results. Hence, the result of a study is considered to be reliable if consistent results have been obtained in identical situations but different circumstances. On the other hand, validity is the extent to which the measuring instrument measures the characteristics or dimensions that the researcher intends to measure (Thatcher, 2010).

To maintain the validity and reliability of the questionnaire educational leaders and claimants had contacted to get their comments and finally advisor's comment was obtained for final correction of the instrument. The advisors' judgment enabled the researcher to identify areas of weakness of the instruments and made the appropriate corrections which were incorporated in the instruments to increase its validity

After the comments have been incorporated, the researcher piloted the instruments to check its reliability. The reliability coefficients of the instruments with Cronbach Alpha (α) for considerate supervisor behavior, initiative structure supervisor behavior, internal teacher's motivation and external teacher's motivation as follows.

Table 3.2: The result of pilot tested in Worebbo secondary school.

No.	Variables	Alpha (α)	Remark
1	Considerate supervisor behavior	0.85	Accepted
2	Initiative structure supervisor behavior	0.78	Accepted
3	Internal teachers motivation	0.87	Accepted
4	External teachers motivation	0.78	Accepted

The results indicated that the reliability of the instruments were high since the reliability coefficients were high. This helped me to eliminate problems related to difficulties, ambiguity, repetition and poorly worded item as well as adjust the amount of time needed to fill the questionnaire.

3.9 Data Analysis Techniques

Analysis of the quantitative data and qualitative data were carried out concurrently. Both data are used for the purpose of validation and the researcher wanted to verify his conclusions with more observed findings (Creswel & Clark, 2007). Accordingly, analysis of the quantitative data was carried first and the analysis of the qualitative data followed. The quantitative data was analyzed through the application of both descriptive and correlation analysis. Mean and standard deviation analysis were computed to investigate the considerate supervisor's behavior, initiative structure supervisor's behavior and levels of teacher's motivation in secondary schools of Ilubaboure zone. Accordingly, the finding was analyzed in such a way the interval point for mean scores 1.00-1.80= very low, 1.81-2.60=low, 2.61-3.40=medium, 3.41-4.20=high and 4.21-5.00=very high. And for the correlation finding was analyzed with association values of $r= 0-0.19$ regarded as very weak, $0.2-0.39$ weak, $0.40-0.56$ as moderate, $0.6-0.79$ strong, and $0.8-1$ as very strong correlation.

Analysis of qualitative data involves working with data, organizing it, breaking it into manageable units and searching for patterns or themes to discover what is important to tell others (Biklen & Bogdan, 1992). In order to analyze the data, therefore, the researcher repeatedly read the interview scripts to find words and phrases that appeared repeatedly. Then the data were categorized in to themes using the phrases and words and were analyzed in sufficient detail. Furthermore, before starting the analysis, the researcher codified both the quantitative and qualitative data so as to facilitate its organization, retrieval and interpretation. After analyzing the quantitative and qualitative data separately, the researcher then compared their results to see the extent of their uniformity.

3.10 Ethical consideration

The researcher obtained letters of inters in to the study site from Jimma University, Department of Educational Planning and Management to Ilubabore zone education office. From the zone education office, similar letters was written to the respective woreda education office of 7 selected secondary schools. Then from this woreda education office others similar letters were written to all 7 schools included in the study. After the entry to study held, the researcher had agreement with respondents to remain the questionnaires without sign and their name. Over all, the data generated from the interviewees did not reveal the identity of individual participants.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this section, the result and analysis of data collected through various instruments is presented. The results are presented in such a way that data collected from different sources through different instruments on the same variable (research question) will be analyzed together for the purpose of triangulation and proof of the findings.

4.1 Preliminary Analysis

This part mainly concerned with preparing the data for analysis .This includes examination of the data, response rate, and description of respondents' and demographic variables of information

4.2. Response Rate

Survey questions were distributed to a total of 113 participants from selected schools. These 113 individuals filled and returned the questionnaire. No questionnaires were rejected since significant problems were not found. Thus all 113 questionnaires were deemed fit and used for analysis in the study. The response rate calculated based on numerical figure.

4.3. Respondents' Background

Under this sub sections demographic information related to participants of the study such as sex, age, service years and educational level were described as follows:

Table 3.3. Teachers Demographic Information

Variables	Options	Frequency	Percent
Sex	Male	90	79.6
	Female	23	20.4
	Total	113	100.0
Ages	20-25	26	23.0
	26-30	62	54.9
	31-35	20	17.7
	36-40	5	4.4
	Total	113	100.0
Service years	1-5	21	18.6
	6-10	59	52.2
	11-15	26	23.0
	16-20	7	6.2
	Total	113	100.0
Education levels	BA/BSc	106	93.8
	MA/MSc	7	6.2
	Total	113	100.0

In terms of sex, as illustrated in the table 3.3 above, the majority of the participants were male and they roughly account for 80 % of the total population. Female were fewer than male in number that account for the remaining 20%. This indicates that the number of female teachers in the sampled secondary schools is very low compared with the number of males.

The education levels of respondents, as shown the above table the overwhelming majority about 106(93.8%) teachers hold first degree. The others educational levels respondents were MA/MSC or second degree holders 7(6.2%). In terms of sex disparity, all second degree holders were males. This show most teachers were fit the minimum qualification and little females were upgrading their qualification.

4.4. Analysis and Interpretation of variables

4.2.1. The extent does considerate supervisors behavior reflected in secondary schools of Ilubaboure zone.

This section deals with items to measure the extent does considerate supervisors behavior reflected in secondary schools of the study area. Each item was analyzed based on the data obtained through questionnaires responded by teachers and school leaders further supported by the data obtained from interview. Accordingly, the items were interpreted as indicated in the table 3.4 below show as a summary of respondents view on the first basic research question.

Table 3.4. Response on items related to considerate supervisor behavior in secondary schools

Items	N	M	SD	Skewness	
				Statics	Static Std error
1. My Supervisors understand, motivate, and communicate with teachers.	113	2.07	.37	4.03	.227
2. My Supervisor treated me with respect in supervision.	113	3.65	.48	-.66	.227
3. My Supervisor has been generating the skill of a friendly communicate to create conducive climate for teachers.	113	4.63	.49	-.54	.227
4. My Supervisor provides constructive criticism and support in a positive and friendly way.	113	4.03	.19	5.1	.227
5. Supervisors make teachers to feel free to express problem they face friendly.	113	3.97	.16	-5.97	.227
6. My Supervisor provides frequently consider the exploration of new ideas and techniques.	113	2.11	.46	2.15	.227
7. Supervisors perceive growth as an ongoing process.	113	2.18	.56	1.90	.227
8. Supervisors able to assess learning needs of the supervisee.	113	2.93	.49	-.160	.227
9. Supervisors provide constructive of criticism and positive reinforcement.	113	2.12	.39	3.65	.227
Aver.	113	3.10	0.4		

The interval point for mean scores 1.00-1.80= very low, 1.81-2.60=low, 2.61-3.40=medium, 3.41-4.20=high and 4.21-5.00=very high

As shown in table 3.4 above, teachers were asked to give their views on the extent to which supervisor understand, motivate, and communicate with teachers. Teacher's responses for item 1 had mean score (M= 2.07) and standard deviation (SD= .37). From this mean score we can understand that it rested in the low level.

One of the school principal for instance stated that as follows:

...Our supervisors come to school not only with schedule of supervision, when there is discipline problems created by and invited by school principal in solving the problem or when they receive mission from upper bodies. But, in the case of teachers motivation, we never seen the program that supervisor was motivate teachers in our staff.

Interview #1(April 20, 2013)

In the same vein, another department head stated that:-

In the case of teachers motivation, we never seen the program that supervisor was motivate teachers in our staff and no supervisor has plan to come to school.

Interview #1(April 28, 2013)

Item 2 of the above table talks about supervisor treated and respect in supervision is clearly identified. The score had mean (M= 3.65) and standard deviation (SD=.48) From this result score we can understand that the mean indicates high level.

Item 3 of the above table talks about Supervisor has been generating the skill of a friendly to create conducive climate for teachers. The mean score of this item is (M= 4.63) and standard deviation is (SD= 4.9) which is very high level. This means the Supervisor has been generating the skill of a friendly communicate to create conducive climate for teachers.

Item 4 had the mean score (M=4.03) and the standard deviation (SD=.19). These mean score indicate high level. This means Supervisor provides constructive criticism and support in a positive and friendly way. When we observe item 5 of the above table, the mean score of the response is (M=3.97) and standard deviation (SD=.06) which mean score indicates high level. From this result one can understand that supervisors make teachers to feel free to express problem they face friendly.

Item 6 had the mean score ($M=2.11$) and the standard deviation ($SD=.46$) which mean score indicate low level. This means that the schools supervisors not provide frequently consider the exploration of new ideas and techniques.

Item 7 of the above table talks about the Supervisors perceive growth as an ongoing process. The mean score of this item is ($M= 2.18$) and the standard deviation ($SD= .56$) which the mean score indicate low level. From this result score we can understand supervisors did not perceive growth as an ongoing process which needs more consideration.

As well as item 8 describe about Supervisors able to assess learning needs of the supervisee. The mean score of this ($M= 2.93$) and the standard deviation ($SD= .49$) which the mean score fail at medium level. From the result we can conclude that Supervisors are not able to assess learning needs of the supervisee.

The end, item 9 the question about how supervisors provides constructive of criticism and positive reinforcement which is the mean score of ($M= 2.12$) and the standard deviation ($SD= .39$) the mean score of this result fail at low level. From the result one can understand that more supervisors do not provides constructive criticism and positive reinforcement for school teachers.

In general when we observe the responses on all item related to considerate supervisor behavior in secondary schools of Ilubaboure zone, the average mean score is ($M=3.10$) and standard deviation ($SD = 0.4$) From this result one can understand that considerate supervisor behavior in secondary schools of the study area is at medium level. It means that considerate supervisor behavior given from supervisor is on average well organized. This needs more consideration by cluster schools supervisor. When we come to the result of the interview, one of the vice- principals stated that:

..... as long as I have good relationship with my cluster school supervisor. His communication with staff member is formally good and also had socially related with all teachers..... This can be taken as example

Interview #1 (April 15, 2013)

4.2.2. The extent at which initiative structure supervisor's behavior reflected in secondary schools of Ilubabor zone.

This section deals with items measure to the extent at which initiative structure supervisor's behavior reflected in secondary schools of the study area. Each item was analyzed based on initiative structure supervisor's behavior on the data obtained through questionnaires responded by teachers and school leaders further supported by the data obtained from interview. Accordingly, the items were interpreted as indicated in the table 3.5 below shows a summary of respondents view on the second basic research question.

Table 3.5 Response on items related to initiative structure supervisor's behavior.

Items	N	M	SD	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
1 Supervisors play active role in directing teachers' activities through planning	113	2.06	.32	5.97	.227
2. My Supervisor supervision sessions were structured.	113	2.05	.39	3.07	.227
3. Supervisors have been scheduling the teachers' activities.	113	1.78	.96	.64	.227
4. Supervisors have been creating new ideas that can help teachers.	113	1.46	.64	1.70	.227
5 My Supervisor and I both drew up an agenda for supervision together.	113	2.06	.24	3.68	.227
6 The supervisors often serve as source of specific ideas and activities	113	2.06	.24	3.68	.227
7. Supervisors' show their creative and innovative ability to assess the environment and the changes taking place in the schools.	113	1.58	.49	-.31	.227
8. The supervisor plan with teachers new activities and then actually works along with teachers in the class room.	113	2.12	.33	2.31	.227
9. The supervisors demonstrate techniques of activities and allow the teacher to observe and critique the event.	113	2.88	.50	-.22	.227
10. The supervisors offer teachers feedback through visit to classroom followed by conferences.	113	2.00	.25	.48	.227
Aver.	113	2.01	0.41		

The interval point for mean scores 1.00-1.80= very low, 1.81-2.60=low, 2.61-3.40=medium, 3.41-4.20=high and 4.21-5.00=very high

As the table 3.5 above revealed, the mean score of teachers response for items 1, 2 and 3 are (M= 2.6, 2.5 and 1.78) and the standard deviation (SD= .32, .39 and .96) respectively which shows low level. This result shows low level implementation of supervisors play active role in directing teachers' activities through planning, supervision sessions were not structured and supervisors not have been scheduling the teachers' activities.

The result interviews with schools principals showed that supervisors do play active role in directing teachers' activities through planning and supervision sessions were not well structured. One of school department head for instance, said that:

...Our supervisors come to school not only with plan and schedule of supervision, when there is discipline problems created by and invited by school principal in solving the problem or when they receive mission from upper bodies.

Interview #1(April 20, 2013)

Another one vice-principals also responded that our supervisor always come to school without plan and not often inter for class room supervision.

Interview #2(June 29, 2013)

Item 4 had the mean score (M= 1.46) and the standard deviation is (SD= .64) which is fail at very low level. The obtained result indicated that schools supervisors not have been creating new ideas that can help teachers.

The same mean score of both items 5 & 6 (M= 2.06) and the standard deviation of both are (SD= .24) also fail under low level. The results obtained from the respondents indicate that supervisor doesn't draw up an agenda for supervision and not often serve as source of specific ideas and activities with school teachers.

The same mean score of items 7 & 8 (M= 1.58 and 2.12) and the standard deviation (SD= .49 and .33) also fail under very low and low level respectively. The result of the respondents indicate that supervisors' didn't show their creative and innovative ability to assess the environment and change taking place in the schools and they were not plan with teachers new activities.

The mean score of item 9 ($M = 2.88$) and the standard deviation ($SD = .50$) which show medium level. The result of the respondents indicates that the supervisors demonstrate techniques of activities and allow the teacher to observe and critique the event was moderately implemented.

Finally, Item 10 had the mean score of ($M = 2.00$) and the standard deviation ($SD = .25$) which is fail at low level. This score of result indicated that the schools supervisors were not offer teachers feedback through visiting the classroom followed by conferences.

In general as observed the responses on all item related to initiative structure supervisors behavior in secondary schools of Ilubaboure zone, the average mean score is ($M = 2.01$) and standard deviation ($SD = 0.41$). From this result one can understand that initiative structure supervisor's behavior in secondary schools of Ilubabor zone is fail at low level. It means that initiative structure supervisor's behavior given from supervisor is not well organized. For instance, from the above table 3.5 the mean score of items 1, 2 and 3 ($M = 2.6, 2.5$ and 1.78) and the standard deviation ($SD = .32, .39$ and $.96$) respectively, which shows low level. This result shows low level implementation of supervisors that didn't play active role in directing teachers' activities through planning, supervision sessions were not structured and supervisors not have been scheduling the teachers' activities properly. When we come to the result of the interview, one of the vice- principal for instance, stated that:

One vice-principals also responded that our supervisor always come to school without plan and often not inter for class room supervision. This needs more consideration by schools supervisor.

4.2.3 What is the level of teacher's motivation in secondary schools of Ilu Aba Bora zone?

This section deals with items that measure to the level at which internal and external teacher's motivation respectively reflected in secondary schools of the study area. Each items were analyzed based on the data obtained through questionnaires responded by teachers and school leaders further supported by the data obtained from interviews. Accordingly, the items were interpreted as indicated in the table 3.6 and 3.7 below which indicates a summary of respondents view on the third basic research question.

Table 3.6. Response on items related to internal (intrinsic) teachers motivation in selected secondary schools of Ilubabor zone

Items	N	M	SD	Skewness	
				Statistic	Std. Error
1. I enjoy trying to solve difficult problems myself.	113	4.23	.91	-1.64	.227
2. I want my work to provide me with opportunities for increasing my knowledge and skills.	113	3.96	.49	-2.2	.227
3. I prefer to figure things out for myself.	113	3.95	.61	-3.67	.227
4. I enjoy relatively simple straight forward tasks	113	3.86	.65	-2.98	.227
5. Interest is the driving force behind much of what I do.	113	3.98	.61	-1.18	.227
6. I enjoy undertaking problems that is completely new to me.	113	3.80	.69	-3.00	.227
7. I prefer work I know I can do well over work that stretches my abilities	113	3.61	.66	-.13	.227
8. I am more comfortable when I can set my own goals.	113	4.30	.71	-1.11	.227
9. It is important for me to be able to do what I like most.	113	4.34	.65	-.48	.227
10. I enjoy doing work that is so absorbing that I forget about everything else.	113	3.96	.56	-1.21	.227
11. The more difficult the problem, the more I enjoy trying to solve it.	113	4.39	.68	-1.38	.227
12. It is important for me to have an outlet for self-expression.	113	4.52	.68	-1.79	.227
13. I want to find out how good I really can be at my work.	113	4.02	.50	-1.61	.227
14. What matters most to me is enjoying what I do.	113	3.94	.68	-2.71	.227
Aver Mean	113	4.03	0.64		

The interval point for mean scores 1.00-1.80= very low, 1.81-2.60=low, 2.61-3.40=medium, 3.41-4.20=high and 4.21-5.00=very high

As it was clearly indicated from the above table teachers and school leaders were asked questions to give their views on the intrinsic teacher's motivation in their schools. As described in table 3.6 above, the mean score of each item teacher's responses were illustrated as follows.

Item 1 had mean score (M= 4.23) and standard deviation (SD=.91). From this mean score we can understand that achieved at the very high level. This result score indicated that teachers of the study areas that were enjoy trying to solve difficult problems themselves rather than externally supported.

And also Items 2 and 3 had mean scores (M= 3.93 and 3.95) and standard deviation (SD= .49 and .61) which both are respectively score at high level. This result score indicated that teachers of the study areas that were worked to provide them with opportunities for increasing their knowledge and skills and prefer to figure things out for themselves.

Relatively the same mean score items 4 & 5 (M= 3.86 and 3.98) and the standard deviation of (SD= .65 and .61) which both are scored at high level respectively. The results obtained from the respondents indicate that teachers were not enjoyed relatively simple straight forward tasks and interesting the driving force behind much of what they do. This shows that teachers of the study area did not expect support from external force.

Items 6 and 7 had mean scores (M= 3.80 and 3.61) and standard deviation (SD= .69 and .66) which both are scored at high level respectively. This result score indicated that teachers of the study areas were enjoyed undertaking problems that are completely new to them and prefer work they know well over work that stretches their abilities.

On the other hand Items 8 and 9 had mean scores (M= 4.30 and 4.34) and standard deviation (SD= .71 and .65) which both are scored very high level respectively. This result score indicated that teachers of the study areas were more comfortable when they can set their own goals and it is important for them to be able to do what they like most. From this response of teachers one can understand that teachers of the study area were satisfied with when they can set their own goals and it is important for them to be able to do what they like most.

Item 10 had mean score (M= 3.96) and standard deviation (SD= 3.96) which is high level score .This result score indicated that teachers of the study area enjoy doing work that is so absorbing that they forget about everything else.

Though items 11 and 12 had mean score of (M=4.39 and 4.52) and standard deviation (SD= both are .68) which is found at very high level. This response indicated as the teachers of the study area were the most difficult problem, the more they enjoy trying to solve it and it is important for them to have an outlet for self-expression. It means that they tried to overcome whatever the problems they faced rather than waiting other external bodies.

And also items 13 and 14 had mean score of (M= 4.02 and 3.94) and standard deviation (SD= .50 and .68) which is high level respectively. The result of each teachers response describe that teachers of the study area want to find out how good they really can be at their work and what matters most to them are enjoying what they do.

When we come to the result of the interview, the ideas of schools department heads relatively for instance, stated that:

Our staff help each other's themselves on newly work activities rather than waiting others body from out of the school. As researcher observed the idea it indicate or support that teachers of the schools are internally motivated.

Generally, as observed the responses on all item related to internal teachers motivation in secondary schools of Ilubaboure zone, the average mean score is (M=4.03) and standard deviation (SD = 0.64) which is high level. From this result one can understand that all items response of teachers score were high and very high levels. This means that teachers of the study area were more internally motivated in all day to day work.

Table 3.7. Response on items related to external (extrinsic) teachers motivation

Items	N	M	SD	Skewness	
	Statistic	Statistic	Statistic	Statistic	Std. Error
1. I am not concerned about what other people think of my work.	113	2.12	.48	3.68	.227
2. I prefer having someone set clear goals for me in my work	113	3.82	.62	-1.97	.227
3. I am readily aware of the income goals I have for myself.	113	3.04	.49	-1.243	.227
4. To me success means doing better than other people	113	4.14	.74	-1.83	.227
5. I am strongly aware of the promotion goals I have for myself.	113	2.39	.96	1.77	.227
6. I am less worried with what work I do than what I get for it.	113	1.94	.68	1.26	.227
7. I am concerned about how other people are going to react to my ideas	113	2.13	.43	3.39	.227
8. I don't often think about salary and promotions	113	2.13	.51	3.12	.227
9. I believe that there is no point in doing a good job if nobody else knows about it.	113	2.20	1.04	-.71	.227
10. I am strongly motivated by the money I can earn.	113	3.19	.72	2.64	.227
11. I prefer working on plans with clearly specified procedures.	113	3.38	1.16	-1.14	.227
12. As long as I can do what I like, I am not that concerned about exactly what I am paid	113	1.56	1.10	1.97	.227
13. I am not motivated by the recognition I can earn from other people.	113	1.10	.50	5.46	.227
14. I have no feel that I am earning something for what I do	113	1.26	.79	3.02	.227
15. I want other people to find out how good I really can be at my work.	113	3.44	1.18	-1.42	.227
Aver.	113	2.6	0.78		

The interval point for mean scores 1.00-1.80= very low, 1.81-2.60=low, 2.61-3.40=medium, 3.41-4.20=high and 4.21-5.00=very high

As it was clearly indicated from the above table teachers and school leaders were asked questions to give their views on the external (Extrinsic) teacher's motivation in their schools. As described in table 3.7 above, the mean score of each item teacher's responses were illustrated as follows.

Item 1 had mean score of (M=2.12) and standard deviation (SD= .48) showed that the teachers were agreed on issue not concerned about what other people think of their work. The result indicates at low level, it means that not at better level because the respondents indicating disagree rating.

Item 2 had mean score (M= 3.82) and standard deviation (SD= .62) which is high level score. This result score indicated that teachers of the study area prefer having someone set clear goals for their work. From these teachers respondents one can understand that they need external support on their plan of work which need more consideration.

Item 3 had had mean score (M= 3.04) and standard deviation (SD=.49) from this mean score we can understand that at medium level. This result score indicated that teachers of the study areas were willingly aware of the income goals they have for themselves.

Item 4 had mean score (M= 4.14) and standard deviation (SD= .74) which is high level score. This result score indicated that teachers of the study area having the view success mean doing better than other people. From the respondent's view one can understand that there is high internal teacher's motivation.

Items 5 and 6 had mean scores (M= 2.39 and 1.94) and standard deviation (SD= .96 and .68) which both are scored at low level respectively. This result score indicated that teachers of the study areas were strongly aware of the promotion goals they have for themselves and less worried with what work they do than what they get for it. From the respondents view it show that teachers of the study area had high internal motivation on their work.

And also items 7 and 8 had relatively the same mean scores (M= 2.13 and 2.14) and standard deviation (SD= .43 and .51) which were scored at low level respectively. This result score indicated that teachers of the study area were concerned about how other people are going to

respond their ideas and they often think about salary and promotions; this indicated that teachers of the study area were not externally motivated with promotion and some incentive.

Observing items 9 and 10 had mean score of (M=2.20 and 3.19) and standard deviation (SD=1.04 and .72) which is found at low level respectively. This response indicated as the teachers of the study area were believe that there is no point in doing a good job if nobody else knows about it and they strongly motivated by the money they can earn. The result shows that teachers of the study area had internally motivated but they believed the need of external motivation such as money as incentive.

Item 11 had mean score (M= 3.38) and standard deviation (SD= 1.16) which is high level score .This result score indicated that teachers of the study area prefer working on plans with clearly specified procedures.

And also items 12, 13 and 14 had mean score of (M= 1.56, 1.10 and 1.26) and standard deviation (SD= 1.10, .50 and .79) which is at very low level respectively. The very low result of each teachers describe that teachers of the study area as long as they can't do what they like, they are concerned about exactly what their paid , they are motivated by the recognition they can earn from other people and they feel that they are earning something for what they do. These responses indicate that teachers of the study area were not externally motivated. When we come to the result of the interview, two of the schools principals relatively stated that: *“There are various factors hindering cluster schools supervisors to motivate teachers in their school. Generally, the major obstacles are categorized into the following major themes:*

Shortage of Resources: *Supervisors need resources to motivate teachers but there is no allocated budget for supervisors to run their activities. They are used as a ladder between schools and woreda education Bureau.*

Lack of Sufficient Experience and Training: *most of the supervisors in high schools are without sufficient training and experience that are less relevant to the duties and responsibilities for supervising in high schools. They are not trained in leadership; academically they are from natural science and social science backgrounds. They have taken short-term training related to secondary school supervision, but the training seems to be insufficient So that as the response from the teachers they need some external motivation or motivational factors like incentive and recognition would be considerable.”*

Finally, Item 15 had mean score ($M= 3.44$) and standard deviation ($SD= 1.18$) from this mean score we can understand that it achieved at high level. This result score indicated that teachers of the study areas were wanted other people to find out how good they really can be at their work. One can conclude from the above response, teachers of the study area need some external support on their work.

In general, from analyzed data when we observe the responses on all item related to external teachers motivation in secondary schools of Ilubaboure zone, the average mean score is ($M=2.6$) and standard deviation ($SD = 0.78$) which is low level. From this result one can understand that all items response of teachers score were low levels. This means teachers of the study area were not externally motivated on their work activities which need more attention from concerned bodies.

4.2.4. To what extent the supervisor's behavior is related to teacher's motivation in secondary schools of Ilu Aba Bora zone?

This section deals with items measure to what is the supervisor's behavior related to teacher's motivation in secondary schools of Ilu Aba Bora zone? Each item of the two supervisor's behavior such as considerate supervisor's behavior and initiative structure supervisor's behavior was analyzed. As well as the two internal and external teachers motivation were analyzed and interpreted on the data obtained through questionnaires responded by teachers and school leaders further supported by the data obtained from interview. Therefore, each average means score independent and dependent variables were analyzed by using correlation analysis (pearson correlation). Thus, in this study correlation coefficients measure the 3rd basic research question which is the relation between the two supervisor behaviors with internal and external teacher's motivation variables were employed.

The sign of correlation coefficient (+ or -) which indicates the direction of the relationship of independent and dependent variables -1 and +1. Measuring the strength and the direction of relationship that occurred between variables is, therefore, important for further statistical significance.

A positive correlation indicates a direct and positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse negative relationship between two variables (Leary, 2004)

Table 3.8: The correlations of supervisor's behavior and teacher's motivation in secondary schools of Ilubabor zone

		CSB	ISSB	IM	EM
CSB	Pearson Correlation	1			
	Sig. (2-tailed)				
ISSB	Pearson Correlation	-.366	1		
	Sig. (2-tailed)	.000			
IM	Pearson Correlation	.423	-.515	1	
	Sig. (2-tailed)	.000	.000		
EM	Pearson Correlation	.394	.115	-.008	1
	Sig. (2-tailed)	.000	.000	.000	

*. Correlation is significant at the 0.05 level (2-tailed).

CSB = Considerate supervisor behavior, ISSB= Initiative structure supervisor behavior, SBRTM= Supervisor behavior related to teachers motivation, IM = Internal motivation, and EM= External motivation N=7

As it can understand in table 3.8 the results of correlation test conducted, the association between the three dimension of considerate supervisor behavior, initiative structure supervisor behavior and supervisor behavior related to teacher's motivation vs. two dimensions of intrinsic and extrinsic teacher's motivation.

Accordingly, the degree of relationship that was appeared between variables, correlation ranging less than 0.1, determine the existence of weak, 0.1- 0.3 modest, 0.3 -0.5 moderate, 0.5 - 0.8 strong and greater than 0.8, very strong effect of independent variable on the dependent variable consecutively (cohen & Morrison,2007)

The above table 3.8 shows that, on the basis of analysis the relation of considerate supervisor behaviors vs. Initiative stricture supervisor behaviors was negative correlated which is [$r = -0.366^{**}$, $p < 0.01$]. That is, as the considerate supervisor behaviors increased and initiated structure supervisor behavior decreased

However, the relation of considerate supervisor behaviors and intrinsic teachers motivation was moderate positive correlated which is [$r = 0.423^{**}$, $p < 0.01$].). That is, as the considerate supervisor behavior increased, so the intrinsic teacher's motivation also increased.

The relation of initiative stricture supervisor behaviors and intrinsic teachers motivation was negatively correlated which is [$r = -0.515^{**}$, $p < 0.01$]. This result indicates that as intrinsic teacher's motivation increased, thus initiative stricture supervisor behavior decreased.

The relation of considerate supervisor behaviors and extrinsic teachers motivation was negatively correlated which is [$r = -0.394^{**}$, $p < 0.01$] this correlation result indicated that as the considerate supervisor behavior increased, the extrinsic teacher's motivation decreased, to confirm this correlation result, from descriptive statistic of considerate supervisor behaviors and extrinsic teachers motivation was ($M = 3.10$ and 2.6) the result which indicate that medium and low level respectively, meaning, relatively high level considerate supervisor behavior but with low level extrinsic teacher's motivation in the study area.

Finally the relation of initiative stricture supervisor behaviors and extrinsic (external) teachers motivation was very weak positive correlated which is [$r = 0.115$, $p < 0.01$]. That is, as the initiative stricture supervisor behaviors increased, so the extrinsic teacher's motivation also increased.

4.5. Result of the interview from schools principals and vice-principals

The first basic research question is to know, what extent the considerate supervisor's behavior reflected in secondary schools of Ilu Aba Bora zone. The interview question that was prepared for this basic research question was on how school supervisor reflected considerate behavior for schools teachers. When we come to the result of the interview, one of the vice- principals stated that:

..... As long as I have good relationship with my cluster school supervisor. His communication with staff member is formally good and also had socially related with all teachers..... This can be taken as example-----

Interview #1 (April 15, 2013)

The second basic research question is to know to what extent the initiative structure supervisor's behavior reflected in secondary schools of Ilu Aba Bora zone. The interview question that was prepared for this basic research question was: how school supervisors reflected initiative structure in the schools

Most of the principals responded that they had never heard and seen when supervisors use plan and prepare it for motivating teachers or in other activities. This shows that the supervisors' behavior in their school is poor in using plan and tax oriented behavior. Most of the supervisors do not have their own mission, goals and plan. They are managed by condition. One of the principal for instance stated that as follows:

...Our supervisors come to school not only with schedule of supervision when there is discipline problems created by and invited by school principal to solving the problem or when they receive mission from upper bodies. But in case of teachers motivation, we never seen the program that supervisor motivate teachers in our staff.

Interview #1(April 20, 2013)

Another One vice-principals also responded that our supervisor always come to school without plan and not often inter for class room supervision.

Interview #2(June 29, 2013)

The response from the one vice principals do not become different from the idea mentioned by principals. As schools vice-principals stated that *our schools supervisors limited to play active role in directing group activities through planning, communicating information, scheduling, trying out new ideas and not often structured with department heads for classroom supervision.*

The interview response analyses of principals and vice principal shows initiative structure supervisors' behavior in Ilu Aba Bora secondary schools are low. The result of question interview on how supervisors motivating teachers one schools principals for instance, replied that:

.....as long as I know we don't have seen supervisors participating in teachers' motivation they perceive that motivating teachers is up to the school, but supervisors think that they are only responsible in motivating school principals.

Interview #2 (April 21, 2013)

The result of the interview with schools principals and vice principals showed that there are various factors hampering cluster schools supervisors to motivate teachers in their school. Generally, the major obstacles are categorized into the following major themes:

Theme 1: Shortage of Resources: Supervisors need resources to motivate teachers but there is no allocated budget for supervisors to run their activities. They are used as a ladder between schools and woreda education Bureau.

Theme 2: Lack of Sufficient Experience and Training: most of the supervisors in high schools are BA holders and they are without sufficient training and experience that are less relevant to the duties and responsibilities for supervising in high schools. They are not trained in leadership; academically they are from natural science and social science backgrounds. They have taken short-term training related to secondary school supervision, but the training seems to be insufficient.

Theme 3: Being Occupied by Routine work without plan:

Most secondary school supervisor spend most of their time dealing with works given from the woreda exchanging letters from school to woreda and vice versa without having their own plan in motivating teachers. This would negatively affect and force the supervisors to forget their mission in teaching and learning also giving professional assistance and motivation for teachers.

Theme 4: Absence of permanent office.

The school supervisors neither have office in woreda nor in the school. They have no place to sign attendance. This makes supervisors to be far from their work environment and make them to forget and leave school work on principals.

The result of this study generally, shows that the cluster school supervisors is being hampered by such shortage of resources, lack of sufficient training and experience, being occupied by routine work without plan, absence of permanent office in high schools.

CHAPTER FIVE

MAJOR FINDING, CONCLUSION AND RECOMMENDATION

These parts of the study deals with the summary of the major findings, general conclusion drawn on the bases of the findings and recommendations which are assumed to be useful to enhance the relationship between supervisors behavior and teachers motivation in secondary schools of Ilubaboure zone.

5.1 Major findings

The main objective of this study was to investigate the relation between supervisor behavior and teachers motivation in the case of selected governmental secondary school of Ilu Aba Bora zone. In order to meet this objective, the following basic research questions related to the title are formulated.

1. To what extent does considerate supervisor's behavior reflected in secondary school of Ilu Aba Bora zone?
2. To what extent does initiative structure supervisor behavior reflected in secondary schools of Ilu Aba Bora zone?
3. What is the level of teacher's motivation in secondary schools of Ilu Aba Bora zone?
4. To what extent the supervisor's behavior is related to teacher's motivation in secondary schools of Ilu Aba Bora zone?

Therefore, attempt was made to investigate the relation between supervisor behavior and teachers motivation in the case of selected governmental secondary school of Ilu Aba Bora zone. To address these questions, a descriptive correlation design was employed. The data collected from the closed ended questionnaires was analyzed and interpreted using different statistical tools such as mean, standard deviation and pearson correlation.

To this effect, the study was conducted in 7 malty stage cluster selected secondary schools of Ilubaboure zone. A total of 113 teachers, 7 school principals and 7 vice principals, a total of 127 respondents randomly and purposively (set for interview) selected respectively were involved in the study.

- From the finding of the study, when the researcher observe the responses on all items related to considerate supervisor behavior, the average mean score fail at medium

level. It means that supervisors of the study area were not providing more constructive criticism, not well communicative, not mutual trust and positive reinforcement for school teachers.

- There was the responses on all item related to initiative structure supervisors behavior, the average mean score was fail at low level. It means initiative structure supervisor's behavior given from supervisor is not well organized. For instance, the mean score of items 1, 2 and 3 (M= 2.6, 2.5 and 1.78) respectively which shows low level. This result shows low level implementation of supervisors in the study area the point refers that, supervisors do not play active role in directing teachers' activities through planning, supervision session was not structured as well as supervisors not have been scheduling the teachers' activities properly. And also, the response interviews from schools leaders indicated that supervisor always come to school without their plan and not often come to school for the purpose of class room supervision.
- As the researcher observed the responses on all item related to internal (intrinsic) teachers motivation in the study area, the average mean score is high level. From this result one can understand that all items of respondents score were high and very high levels. This means, teachers of the study area more internally motivated, they set their own goals, overcome whatever the problem they faced and solve difficulties without external support on their work.
- There was low level external teacher's motivation in the study area. This means teachers of the study area were not more externally motivated on their work. They were concerned about how other people are going to respond their ideas and they often think about advancement and some incentive. When observed the result of the interview, two of the schools principals stated that: there are various factors that hindering cluster schools supervisors to motivate teachers in their school. Shortage of Resources: Supervisors need resources to motivate teachers but there is no allocated budget for supervisors to run their activities. They are used as a ladder between schools and woreda education bureau. Lack of sufficient experience and training: most of the supervisors in high schools are without sufficient training and experience that are less relevant to the duties and responsibilities for supervising in high schools. They are not trained in leadership; academically they are from natural science and

social science backgrounds. They have taken short-term training related to secondary school supervision, but the training seems to be insufficient So that as the response from the teachers they need some external motivation or motivational factors like incentive and recognition would be considerable.

The study found the relationship between supervisor behaviors and teachers motivation in secondary schools of Ilubabore zone, the finding showed that:

- On the basis of analysis there is negative relationship between considerate supervisor behaviors and initiative structure supervisor behaviors in the study area. That is, as the considerate supervisor behaviors increased and initiated structure supervisor behavior decreased. The correlation result indicated that supervisors of the study area were likely to have job relationships characterized by mutual trust, respect for subordinates 'ideas, and consideration of their feelings, but they neglected active role in directing group activities through planning, communicating information, scheduling, trying out new ideas to define and structure his role and those of his subordinates toward goal attainment.
- Though, the relation of considerate supervisor behaviors and intrinsic teacher's motivation was moderately positive correlated. That is, as the considerate supervisor behavior increased, so the intrinsic teacher's motivation also increased. The result is true from the descriptive statistics the average mean score of considerate supervisor behaviors and intrinsic teachers motivation was medium and high level respectively, so the result indicated that there is people oriented supervisor's behavior and internally motivated teachers in the study area.
- From the finding, the relation of initiative stricture supervisor behaviors and intrinsic teacher's motivation was negatively correlated. The result indicated that as intrinsic teacher's motivation increased, consequently initiative stricture supervisor behavior decreased. The result of the study area shows that teachers of the study area were since internally motivated so that the initiative stricture supervisor behavior was limited. Researches on teacher satisfaction (Hilali-Levian, 2003), noted the direct relationship between satisfaction and school climate, and to fulfill high level of satisfaction, it is necessary to satisfy the internal needs of the teacher (salary, incentive etc... for example). The realization of these needs may compensate teachers instead workspace or less favorable working conditions

- The relation of considerate supervisor behaviors and extrinsic (external) teacher's motivation was moderate positive correlated. This correlation result indicated that as the considerate supervisor behavior increased, the extrinsic (external) teacher's motivation also increased.
- The relation of initiative stricture supervisor behaviors and extrinsic (external) teachers motivation was very weak positive correlated. That is, as the initiative stricture supervisor behaviors increased, so the extrinsic teacher's motivation also increased. But the same is true from the average mean score of descriptive statistics and correlation analysis results score fail at low level and very weak positive correlation respectively. This indicated that, very low activities achieved on initiative stricture supervisor behaviors and no more extrinsic/external/ teacher's motivation in the study area.
- On the basis of analysis, the relation of intrinsic teacher's motivation and extrinsic teacher's motivation was negative correlated. That is, as the intrinsic teacher's motivation increased, the extrinsic teachers motivation decreased. From the result of this study, the descriptive statistics indicated that, level of internal teacher's motivation was at high level while external teacher's motivation of the study area was low level. Internally motivated people learn from experience, exploit and challenge. Whereas people with extrinsic(external) motivation prefer informal,
- Finally from the interview results, the researcher understood that supervisors do not play active role in directing teachers' activities through planning, supervision sessions were not well structured and also there are various factors hindering cluster schools supervisors to motivate teachers in their school. These are Shortage of resources: Supervisors need resources to motivate teachers but there is no allocated budget for supervisors to run their activities. Lack of sufficient experience and training: most of the supervisors in high schools are without sufficient training and experience that are less relevant to the duties and responsibilities for supervising in schools of the study areas.

5.2. Conclusion

Based on the above-mentioned results and discussions, the following conclusions were drawn

- The result of this study also shows that overall considerate supervisor behaviors in the study area are moderate in their constructive criticism, not well communicative skill, and mutual trust also not provide positive reinforcement for school teachers. This therefore, would lead to less effectiveness, trust, external and internal teacher's motivation, innovation and ultimately influences the understanding of the schools goals negatively. This, so, implies the need to supervisors improve considerate behaviors.
- The study found that, there is significant negative relationship between considerate supervisor behavior and initiated structure supervisor behavior as well as internal teacher's motivation and initiated structure supervisor behavior, this shows teachers of the study area internally motivated but schools supervisors neglected likely to have play active role in direct teachers' activities through planning, structured supervision, scheduling the teachers' activities, create new ideas that can help teachers, drew up an agenda for supervision together, define his role to subordinates toward goal attainment.
- On the other hand, considerate supervisor behavior vs. internal teacher's motivation was moderately positive correlated and initiated structure supervisor behavior vs. external teachers motivation was weak positive correlated which need more attention from concerned bodies.
- Finally, considerate supervisor behavior and external teachers motivation was significant positive correlated which considerate supervisor behavior increased; the extrinsic teacher's motivation moderately increased. Supervisors were active on job relationships characterized by mutual trust, respect for subordinates 'ideas, and a climate of good rapport and two-way communication but not motivate teachers because of shortage of different resources and budget allocation for cluster schools supervisors. This needs more consideration which needs attention from concerned bodies.

5.3 Recommendations

As the researcher understood, the following possible solutions are recommended so as to improve the supervisor's behavior relation to teacher's motivation. Practically the study has implications for secondary clusters schools supervisors working in Ilubabor zone.

- ❖ This study recommends in secondary schools, considerate supervisor behavior is found at moderate level in schools of Ilu Aba Bora zone. So that, supervisors should have to active on job relations characterized by mutual trust, respect for subordinates 'ideas, and a climate of good bound and two-way communication in school work situation.
- ❖ Cluster school supervisors should promote initiative structure supervisor behavior by means of play active role in directing teachers' activities through planning, structuring sessions, scheduling the teachers' activities, try to create new ideas that can help teachers to motivate and drawing agenda for supervision together.
- ❖ The study indicated that, there is medium considerate Supervisors' behavior and low initiated structures supervisors' behavior reflected in secondary schools of Ilu Aba Bora zone. The researcher recommend that, the school supervisor must balance both considerate supervisors' behavior and initiated structures supervisors' behavior to motivate teachers in order to success made at work place, since the two dimensions are equal important for teachers in schools teaching-learning process.
- ❖ From the study, the researcher found that, there is significant weak positive correlation between initiated structure supervisor behavior and external teacher's motivation in the study area. Thus cluster school supervisors should have to balance both initiated structure supervisor behavior and external teacher's motivation as much as possible in the study area.
- ❖ From correlation analysis the study found that, teachers of the study area were internally motivated, but not externally motivated from school supervisors, so that, in order to apply motivation theory of worker, now a day, supervisors do not have budget allocation from government side, consequently; this is factors that hinder supervisors to motivate teachers in the study areas. So that, supervisors should have to some amount of annual budget allocation from government side like minister of education, Oromia education bureau and Woreda education office.
- ❖ To realize much work responsibilities most of secondary schools supervisors on work, lack of experience, training and skills are some of bottleneck to implement

supervision process properly. Therefore governments would have to fill the sets standards of education status which match the right person (those MA holders with school leadership) at the right place.

- ❖ In future research, at different level like regionals, zonal and woreda education office, it is important to examine the relationship between , supervisor behavior and community participation, supervisor behavior and commitment of teachers, supervisor behavior and teachers job satisfaction, should be considered for further information's.

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Appendix -A

JIMMA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL SCIENCES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire for sample respondents' teachers

Dear sample respondents of teachers

The main objective of this study is to get your responses on the relation between supervisors' behavior and teachers' motivation in the secondary schools. Your responses are valuable to achieve the intended objective of this study. Therefore, I kindly request you to provide your genuine responses honestly by remarking tick on the space that was designed for each item. It is confidential that your responses will be used for the objective of this study. It is impossible to write your name on this paper.

Part one

Personal Information

Direction: Indicate your response by encircling the letter of your choice or providing written answers where blank spaces are provided.

1.1 Name of woreda_____ school _____

1.2 Sex A) Male B) Female

1.3 Your age in years: A) 20-25 B) 26-30 C) 31-35 D) 36-40 E) 41 or above

1.4 Your work experience in years; A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) 21 or above

As principal/Supervisor; A) 1-5 B) 6-10 C) 11-15 D) 16-20 E) 21 or above

1.5 Academic qualification A) BA/BSc B) MA/MSc C) If any others, please kindly specify_____

1.6 Your field of study for BA/BSc_____

1.8 Your field of study for MA/MSc_____

PART TWO

The following statements describe some of the ways a person may feel about his/her supervisor .To what extent do you agree or disagree with each of the following statements about the relation between supervisor behavior and teachers motivation in your school? Please tick the column, which matches your opinion most closely.

1=Strongly disagree 2=Disagree 3=undecided 4= agree 5 = Strongly agree

A. The extent at which considerate supervisor behaviors reflected in secondary schools.

No	Items	1	2	3	4	5
1	My Supervisors understand, motivate, and communicate with teachers.					
2	My Supervisor treated me with respect in supervision.					
3	My Supervisors have been generating the skill of a friendly to create conducive climate for teachers.					
4	My Supervisors provide constructive criticism and scaffolding in a positive and friendly way.					
5	Supervisors make teachers to feel free to express problem they face.					
6	My Supervisors provides frequently consider the exploration of new ideas and techniques.					
7	Supervisors perceive growth as an ongoing process.					
8	Supervisors able to assess learning needs of the supervisee.					
9	Supervisors provide constructive of criticism and positive reinforcement.					
10	My Supervisor made behaviors that help to support teachers in their day to day activities.					

B. the extent at which initiative structure supervisor's behavior reflected in secondary

Schools of Ilu Aba Bora zone.

No	Items	1	2	3	4	5
1	Supervisors play active role in directing teachers' activities through planning					
2	My Supervisor supervision sessions were structured.					
3	Supervisors have been scheduling the teachers' activities.					
4	Supervisors have been creating new ideas that can help teachers.					
5	My Supervisor and I both drew up an agenda for supervision together.					
6	Supervisors' show their creative and innovative ability to assess the environment and the changes taking place in the schools.					
7	The supervisors often serve as source of specific ideas and activities.					
8	The supervisors sometime plan with teachers new activities or instructional units and then actually work along with teachers in the class room to help implement these plans					
9	The supervisors demonstrate techniques of activities and allow the teacher to observe and critique the event.					
10	The supervisors offer teachers feedback through visit to classroom followed by conferences.					

C. The extent at which the supervisor's behavior related to teacher's motivation in secondary schools of Ilu Aba Bora zone.

No	Items	1	2	3	4	5
1	There is a significant relation of supervisor and teacher's motivation in our School.					
2	Supervisors foster to encourage and to direct the teachers to achieve educational goals effectively through better learning process.					
3	Supervisors and teachers work together in order for goals to be met and success to be reached.					
4	Teacher motivation depends critically on effective supervisions behavior.					
5	My Supervisor behaviors constitute the leverage point for teacher's competence and efficiency.					
6	My Supervisor helped me for the improvement of teaching and learning for the attainment of educational goals.					
7	My Supervisor facilitated interesting and informative discussions in supervision.					
8	My Supervisor renders to improvement of staff development.					
9	Behavior of supervision is to directly influence the behavior of teachers.					
10	Supervisory behavior can be considered as a response to the behavior of teachers.					

D. Please respond to each statement marking on the scale provided below.

Key: 1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

4. What is the level of teacher's motivation in secondary schools of Ilu Aba Bora zone?

(i) Intrinsic (Internal) motivation (14 items)

	<i>Items</i>	1	2	3	4	5
1	I enjoy trying to solve difficult problems myself.					
2	I want my work to provide me with opportunities for increasing my knowledge and skills.					
3	I prefer to figure things out for myself.					
4	I enjoy relatively simple straight forward tasks					
5	Interest is the driving force behind much of what I do.					
6	I enjoy undertaking problems that are completely new to me.					
7	I prefer work I know I can do well over work that stretches my abilities					
8	I am more comfortable when I can set my own goals.					
9	It is important for me to be able to do what I like most.					
10	I enjoy doing work that is so absorbing that I forget about everything else.					
11	The more difficult the problem, the more I enjoy trying to solve it.					
12	It is important for me to have an outlet for self-expression.					
13	I want to find out how good I really can be at my work.					
14	What matters most to me is enjoying what I do.					

(ii) Extrinsic (External) motivation (15 items).

	<i>Items</i>	1	2	3	4	5
1	I am not concerned about what other people think of my work.					
2	I prefer having someone set clear goals for me in my work					
3	I am readily aware of the income goals I have for myself.					
4	To me success means doing better than other people					
5	I am strongly aware of the promotion goals I have for myself.					
6	I am less worried with what work I do than what I get for it.					
7	I am concerned about how other people are going to react to my ideas					
8	I don't often think about salary and promotions					
9	I believe that there is no point in doing a good job if nobody else knows about it.					
10	I am strongly motivated by the money I can earn.					
11	I prefer working on plans with clearly specified procedures.					
12	As long as I can do what I like, I am not that concerned about exactly what I am paid					
13	I am not motivated by the recognition I can earn from other people.					
14	I have no feel that I am earning something for what I do					
15	I want other people to find out how good I really can be at my work.					

Thank you for your valuable time and knowledge devotion!!

APPENDIX –B

Interview schedule for school leaders principals, vice principals and departments heads/unit leaders/ of the selected schools.

Dear participant, the purpose of these questions is to collect data on the relation between supervisor behavior and teachers motivation in secondary schools of Ilubabour zone. Your response will be crucial for the successful accomplishment of this study. Therefore, your honesty in responding to the question is of great importance, and your responses to the interview would be kept confidential.

Part I: General Information

Woreda _____ Responsibility _____ Date _____

Sex _____ Age _____ Service years _____

Qualification _____

Subject: Major _____ Minor _____

Interviews

Part II Give your response to the following questions briefly.

1. Does your supervisor practice tax oriented supervision while supporting your school?

2. Does your supervisor practice relationship oriented supervision while supporting your school?

3. Does your supervisor support your school with the plan?

4. However have you been participated in supervisor's teacher motivation program in your school?

5. What factor hinders supervisors externally motivate teachers in your school?

6. What should be done to improve the relation of school supervisor and teachers motivation?

Thank you for your valuable time and knowledge devotion!!