

THE ROLE OF UEO, URC AND PTI FOR THE SUPERVISSION IN THE PRIMARY SCHOOL OF BANGLADESH

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ABSTRACT

This study focuses on the roles and responsibilities of the Upazilla Education office (UEO), Primary Teachers Training Institute (PTI) and Upazilla Resource Center (URC) Instructors in teacher supervision. The collaboration performed by UEO, PTI and URC in teacher supervision has not sufficient studied before; therefore, one aspect of this study includes a description of the interactions and communication processes in teacher supervision to improve teachers' performance. Another aspect of this study is to increase knowledge about these three organizations' views to perform their overall responsibilities to enhance teachers' performance using supportive teacher supervision in a shared manner. The methodology of this study is purely based on qualitative analysis that includes interviews, observation and literature reviews. In teacher supervision practice the key findings of the study are: that UEO, PTI and URC instructors play their roles according to their job description. PTI instructors, as academic supervisor, especially, focus on individual teacher and provide them pedagogical suggestion. Beside these they supervise teachers' regular classroom performance twice a month in nearby schools'. On the other hand URC instructors supervise teachers' classroom performance on a regular basis. In teacher supervision URC instructors, as academic supervisor, provide professional support and advice to teachers in school. UEO supervise teachers' classroom performance and other administrative activities on a regular basis. UEO always gives preference supervise the administrative work than academic work. This study identifies that although the local authorities recognize the importance of collaboration in teacher supervision there is no official (written document) instruction for the UEO, URC and PTI instructors to supervise the teachers in a collaborative way. They supervise the teachers in a mechanical way. So supervision is largely ineffective. While supervising the teachers, their views and needs are not considered. Furthermore, three groups possess expertise on the teaching-learning process and apply it to improve teachers' classroom performance. Both groups support teachers in their professional improvement but collaboration is missing between UEO, PTI and URC instructors'. Teachers' viewed supervision in a positive way to improve their classroom performance, but current practices of supervision done by UEO, PTI and URC instructors confused them, and as a result, supervision was ineffective. The lack of coordination between three groups of supervisors is identified as the primary reason. If collaboration takes place between these three groups of supervisors then it will be possible to make the supervision effective enough to improve teachers' performance in classroom.

Key word: Role, Collaboration, Primary School, supervision, UEO, PTI, URC

I. Introduction

The quality of primary education still now is a big question of Bangladesh. While the government has focused on building and maintaining schools, it has not been focusing on other important aspects such as teachers' quality, relevance of material, class size, teacher-student ratio, and more importantly, the supervision of teachers' performance for their professional development (Kabeer, 2003, p. 292). In Bangladesh, primary education system is managed from the center. In a centralized management system it is hard to supervise teachers' and schools properly, supervision of teachers' in government school is minimal with visits from UEO's and AUEO's yearly. Few of the UEO's and AUEO's have had actual classroom experience and their training and backgrounds do not always make them qualified supervisors. There is a lack of accountability in the management and supervision (Chowdhury, 2002, p.57). Carron and Chau (1996) states that, 'supervision is an important component of a monitoring system involving central inspectors to teachers' (p.6).

Teacher supervision exists in almost all countries. Under a monitoring system, supervision service plays a key role for the improvement of teachers' performance within public education system; however, in Bangladesh, this service failed to create a positive effect on quality teaching-learning (Carron and Chau, 1996, p.9). In Bangladesh, the functions of teacher supervision within the primary education system operate under three key sub-systems: 1) the policy framework; 2) the instructional systems; and, 3) the management system. (Bangladesh Education Sector Review, 2002, p.9). In this study I will analyze the collaborative role performed by three organizations, the Upazilla Education Office (UEO), the Primary Teacher Training Institute (PTI), and the Upazilla Resource Center (URC). Three organizations operate teacher supervision activities under the primary education policy framework and structure. This study intends to learn about the collaborative role performed by UEO, PTI and URC personnel in teacher supervision. Supervision is a process to support teachers to improve their performance at every level of education. The process of supervision is directly related with supervisor and supervisee. It is a reciprocal communication. According to, Carron and Chau (1996) "It plays a key role for the improvement of teachers' performance within public education system" (p.6). The objective of this study is to identify the role and functions of supervisors in teacher supervision. Other objectives of this study are to identify present practices of supervisors compared to the stipulated tasks of supervision in their job descriptions. This comparison will capture the organizational mismatches between these three organizations.

In this study, I have looked at the UEO, PTI and URC, the three educational organizations responsible for teacher supervision for teachers' professional improvement. The specific focus is the process of collaboration between these three educational organizations. An aspect of this study is to analyze the interaction, and communication process in teacher supervision to improve teachers' performance. This study also increases the knowledge about these three organizations' views on their roles and responsibilities to enhance teachers' performance, especially their understanding of collaboration in supporting supervision. In addition, the study discusses the teachers' views about the supervisory roles played by these three organizations.

II. Statement of the Problem

In Bangladesh, the primary education system is managed by a central authority. "In a centralized management system it is hard to supervise teachers and schools properly, supervision of teachers in government schools is minimal with visits from UEO's and AUEO's yearly. Few of the UEO's and AUEO's have had actual classroom experience and their training and backgrounds do not always make them qualified supervisors. There is a lack of accountability in the management and supervision" (Chowdhury, 2002, p.57).

The assistant upazilla education officers are the frontline supervisors for primary schools at field level with the charge of giving teachers professional support and advice to do their job properly (Education Watch 2003/4). There is a lack of training for supervisors so that they cannot offer professional supervisory support to teachers. As we know, teachers are the key component in a teaching-learning process, but the skeletal monitoring system and ineffective teacher supervision hinder the teachers professional improve in primary level (Project appraisal document, PEDP-3, 2011, pp 2-4). The primary teacher training institute and upazilla resource centre are responsible for the improvement of teachers' performance at the school. Both of the organizations work on teacher development and supervision. Yet, while their roles are apparently similar, there are differences. The result is that collaboration is needed among these organizations to improve the teachers' performance at school level. Though these two channels seem similar in nature, the temperament is different. The PTI are totally academicians; they always deal with fundamental theories of education and different approaches of education. The URC deals with practicalities of educational short term issues; that arise in the time of practice. In teacher supervision practice collected data suggested to me that there is a lack of coordination between these two channels. This lack of harmony not only appears in their activities, but the findings also reveal that the lack of coordination is also present in PTI course curriculum and URC training curriculum.

III. Research questions

IV. What are the roles of UEO, PTI and URC in teacher supervision?

- 1 What form of collaboration is present in teacher supervision by UEO, URC and PTI?

V. Purpose of the study

The purpose of this study is to explore the collaborative relationship between three organizations: Upazilla Education Office, primary teachers training institute and upazilla resource centre; there are responsible to perform almost the same task to achieve same national goals. This study was conducted using a qualitative research approach based on phenomenological genre. Under this theme, I explain their collegial and cultural environment and the similarities and difference between them. Through interviewing the professionals from these three organizations, describe from their point of view. Moreover, these conversations give an in-depth insight about their collaborative practice in teacher supervision to improve their performance in classroom. Another purpose of this study is to describe the research participants' day to day interaction to capture my research participants' experiences in teacher supervision. The study has also been intended to understand the perception of the teachers about the role and effectiveness of supervision done by UEO, PTI and URC.

VI. Literature review

For that reason, in this study its reviewed topic relevant literature, articles, research report, policy and official documents to accomplish my theoretical knowledge regarding research topic. The main purpose of literature review to take an overview about this research study. Functional purpose of literature review is to identify the issues and problems that have already been discussed by other scholars, academics and researchers. Literature review helps me to understand the area of this study. In conclusion, in a study literature review refers to a collection of 'Published materials' means authentic published materials that carry credibility those are collected from a reliable source.

➤ Government policy for establishing PTI:

In 1854 according to recommendation of Wood's dispatch, graded school method was introduced in Bangladesh. That time primary education was divided into two parts such as: a) lower primary comprised with 1st and 2nd grade; b) upper primary comprised with 3rd and 4th grade. Teachers', involved with these schools, were not aware about the necessity of training for their professional improvement. That time present PTI's were known to people as 'Guru Training' school or GT School (PTI Management handbook, 2012, p.3).

After that, in 1944, 45 to 55 GT school transformed as Primary Training school. But curriculum remained same as GT School, though there was some difference in management. During 1947, 86 no of PT schools and PT centres were developed in East Pakistan. Then in 1949 East Bengal Educational reform committee recommended for establishing Primary Training Institute. After that, in 1951 PTI establishment Project started and till now 55 no of PTIs is still remained in Bangladesh part including 2 non-govt. PTI's in Bangladesh conducted a year-long C-in-Ed (Certificate in Education) course. That was designed for non-trained government and non-government primary school teachers. The Objective was to enhance teachers' in-service professional skill. After successful completion of this course teachers' achieved a certificate and a higher pay scale. But outcome of this course did not fit with desire, though it was a milestone in the field of primary education. (PTI Management handbook, 2012, p.4).

At present, National Plan of Action evaluates and analyzes the pros and cons of previous course structure, system of course delivery and its outcomes. Then the committee anticipated its betterment. According committee's recommendation, government introduces a higher level teacher education, a 15 month-long Diploma in Education or DPED course. Significant characteristics' of this course is "a practicum course combined with theory and life experience based on basic knowledge of teaching" (PTI Management handbook, 2012, p.5).

The framework of new teacher teaching discourse is developed based on constructivism and micro teaching model. The aim and the objectives of this course are different from previous C-in-Ed course. But this new course is aligned with present primary educational goals and objectives to meet the target the national goals of the country" (PTI Management handbook, 2012, p.5). Rationale for introducing this course is to meet the demand of time. Moreover, earlier C-in-Ed course was a yearlong teacher training activity. But, at present DPED is a programme course based on knowledge approach, where knowledge and understanding is the main key theme of this 15 month long teacher education course. Main goal to introducing DPED to administer activity-based learning, engagement of technology in teaching and learning, ensure students learning achievement through structured evaluation system, and improve teachers' professional skill. Finally, the course outcome is to develop an inclusive curriculum for teachers' for their better understanding, about learning theory and their application in teaching.

➤ Govt. policy for establishing URC:

Govt. of Bangladesh is committed to nation according constitutionally to ensuring quality primary education for all. But, to meet the commitment till now, Bangladesh lags behind to reach required level. For that it is essential to take steps to meet that goal. At present, there is no organizational forum to support them to meet their professional needs. According to recruitment criterion, there is diversity among newly appointed teachers'. They come from different educational background. For that there is an instant need for professional support for teachers' in regular basis. Rationale for establishing URC's are meeting the demand of teachers' continuous professional development need. Nowadays, sub-cluster training provides some sort of professional support to primary school teachers at local level. But, it's not enough and it is far away from teachers' professional discourse. In this point, URC's can able to meet these gaps (Office Circular, 2003, p. 189)

"Strengthening collaboration between schools by setting up a system of mutual support and supervision generally takes the form of clustering schools around resource centers" (Supervision Module -3, 2007, p.20). Further this module states that, "it's an additional layer between districts and the schools, its objective are twofold: on the one hand, to orient supervision towards development and support, rather than control; on the other hand, to allow schools to benefit from each other's experiences and expertise". (Supervision Module-3, 2007, p.21). In Bangladesh, Upazilla Resource Centre's (URC) are a new addition in primary structure. Many countries have such type of centres in different name. However, its objectives are twofold, on the one hand, to familiarize su-

supervision towards development and support, rather than control. On the other hand, to permit schools to benefit from each other's experiences and expertise" (Supervision Module-3, 2007, p.21).

These centers very often provide academic service to primary schools at local level. In 1999, government takes an initiative to establish URC's under IDEAL project. Objectives of these programs were enhancement of teachers professional skills, providing them in-service training. In Bangladesh chiefly the goal of establishing URC's was teacher's professional development at school levels (Office circular, 2003, p.187). Main reasons to establishing URC is to assist teachers to improve their performance in teaching and learning. Also attain the skills of school management, dissemination of information among themselves and shared it with school managing committee members. Along with these, the program also facilitated teachers to conduct action research, to administer URC library with technical assistance and to create opportunity for teachers to learn more about their profession (Office circular, 2003, p.188).

➤ **Supervision**

Concept of supervision comes from the subject psychology. The meaning of the word 'supervision' is looking over someone's shoulder to check on them; helping someone to extend their professional skills and understanding. Both of these aspects are relevant to varying degrees in supervision, depending on the context. It can be helpful to think about supervision both in terms of development which is related to ongoing professional learning and performance related to established governance and standard setting. Usually a formal one to one interaction and relationship, focused around professional conversations to help the supervisee develop reflective professional practice, learning and skills with the aim of improving patient care (Supervision, E-learning module, 2012, para-2). "Supervision is an important component of monitoring system involved with information gathering and analysis ...levels of monitoring from central to school site" (Supervision Module-2, 2007, p.5).

The supervision system has a main objective to influence teaching and learning practices (Supervision Module-5, 2007, p.4). Similarly, supervision module-1 states that, "one of the main roles of any school supervision system is to monitor the quality of education, especially of 'schools and teachers'...supervision forms part of an overall quality monitoring and improvement system, which includes other devices such as examinations achievement tests and self assessment practices by schools and teachers" (Supervision Module-1, 2007, p.2). Importance of supervision manifests to promote reflective practice and contributes to professional development. Academic supervision develops skills and enhances thoughtfulness; help to understand complexity of academic issues. It also helped to create opportunity of empowerment for them, who are the most isolated and deprived in their workplace (Supervision, E-learning module, 2012, Para- 3).

Afterwards, module-2 states about general task in teacher supervision, "Generally, supervisors are preparing long or short-term plans and approved it by their superiors. Though, sometimes it was not fully implemented due to several unavoidable reasons. Nevertheless, planning is important to ensure co-ordination of activities between supervisors and with other officers involved in supervision" (Supervision Module-5, 2007, p.10).

One useful approach to understand supervision is role analysis of the functions and expectation invested in the supervisors (Hess and Hess, 2008, p. 15). "Supervision is only one of the services that has as its main tasks the improvement of the performance of schools and teachers" (Supervision module-3, 2007, p.12). Necessity of supervision comprised with cases, contexts and careers. Supervision addresses many aspects of educational issues discussed by the educational supervisor. It is important in cases like ethical issues and in a situation where decision making is complex due to social and psychological factors.

In educational supervision supervisors needs to take account trainee teacher, teacher and student to discuss specific clinical issues that require expert knowledge. Educational supervisors advise on suitable areas for assessment where further practice and experience is needed. Another important issue is context, context is not only place. It's comprised with professional or inter-professional rivalries, communication problems, difficulties in teamwork, issues about roles and boundaries, expectations and failures. Finally, problems are revolving around issues, such as, power, money and politics. In this point, the role of educational supervisor involves understandings of various contexts in which the supervisee is working and offering support in terms of how needs relate to learning.

Professional development to meet specific objectives, supervisors discusses issues with other colleagues in order to meet supervisee's learning needs. In addition, supervisors provide support for enabling the context for meeting educational objectives and assessment needs. In supervision process conversation between supervisor and supervisee's often raises issues about careers. For instance, supervisee's need further training to improve their working conditions, job prospects and career aspirations, and ideas how to manage and delegate work. One of the main tasks in educational supervision is to support the learner on their 'learning journey'. But a supervisor needs to understand the strengths, areas for improvements, development and aspirations of each supervisee in order to provide effective and timely supervision (Supervision, E-learning module, 2012, para-5).

Supervision has been a mistreated area of education management for a long time. During the 1970's the word 'inspector' or even 'supervisor' had a negative suggestion. It's become a taboo term in some countries. Inspection was seen as an old fashioned non-democratic institution. Some countries got rid not only of the jargon, but

also of the supervision service itself (Supervision Module-1, 2007, p.5). Supervision as a service has a long history of change. In 19th century (1834), England established their supervision system. Then it becomes a model for many developing countries. Since that time many changes have occurred in supervision system. Now day supervision becomes complex and intricate systems in education structure, with its different terminologies. Also different roles played by supervisor.

“To identify an operational definition of supervision service needs analysis and discussion ...need to be focus on the term “supervision services”. This term is understood as covering those services whose main function is to inspect, control, evaluate or advice, assist and support school teachers” (Module-1, 2007, p.6). Generally, in a supervision process core functions of supervisors, there are three different complementary roles. Usually, those are approved by their authority and approved by their job description also. Such as, supervisors control and evaluate teachers’ performance. They give support and advice to teachers’ through supervision. Moreover, they also act as a connecting agent between district and school. Each of these roles has two fold of applications that are pedagogical and administrative. Moreover, they can focus either on an individual teacher or on a school as a whole. They play an important role in monitoring system as a whole (Supervision Module-1, 2007, p.7). However, “Different countries organize their supervision service in very different ways. Depending on its roles and what is expected to it. When the service is supposed to offer regular advice and support to teachers, it’s organization and structure should reasonably be like a service, that has to use external control of schools” (Supervision Module-3, 2000, p.4) After that this module denotes about supervising organization that are influenced by country size , education system and management structure. Module articulates it, “The size of a country, of its education system, of its management structure has a clear impact on the organization of supervision” (Supervision Module -3, 2000, p.4). In this module, research team uses the example of supervisory task from Bangladesh where they articulate that. “In the context of Bangladesh in primary education at school level UEO/AUEO are responsible officer to supervised school and teacher at Upazilla level. Their key functions are to control administration and to provide support to teachers to run schools efficiently. Beside this, they provide pedagogical support to teachers to improve their performance in classroom.” (Supervision Module -3, 2000, p.). After reviewing this chapter, I will compare this statement with practical situation of Bangladesh. But, Module-1 (2007) focused on external supervision, the work of inspectors/supervisors/ advisers/ counselors/ coordinators/ facilitators those are located outside the school at local, regional or central levels (p. 6).

➤ **PTI instructor’s role in teacher supervision**

Specifically, supervision staff plays three different complementary roles which are determined according their job descriptions, such as; a) to control and evaluate, b) to give support and advice c) to act as a liaison agent. Each of these roles has twofold applications, one is pedagogical and other one is administrative .Supervisors can focus either on the individual teacher or on the school as a whole. They also play an important role in overall monitoring system (Supervision Module-3, 2007, p. 26). In this study, PTI instructors in their job performed as supervisor in teacher supervision and in improving teachers’ professional performance. Especially, they provide pedagogical suggestion to teachers in classroom. They observe classroom performance of trainee teachers and identify the level of achievement. After that they provide supportive feedback to trainee teacher (PTI management handbook, 2012, p. 6). Sometimes they performed as a mentor to enable trainee teacher to attain the expected level of quality performance (PTI management handbook, 2012, p.7).

➤ **URC instructors’ and assistant instructor’s role in teacher supervision**

In teacher supervision URC instructor and assistant instructor both are responsible to observing teachers’ class performance on a regular basis. They conduct it according to structured observation form which is approved centrally. They gather it and submit it to PTI superintendent in monthly basis. After that PTI superintendents evaluate it and provide suggestion to URC personnel’s regarding teacher supervision. Afterwards, they provide support to teacher according PTI superintendents’ instruction. It is like a cycle runned by URC instructor /assistant instructors. URC instructors/assistant instructors are responsible to arrange subject based short-term training for teacher to improve their skill on particular subject. Consequently, they arrange refreshers training for teachers. Through these training URC instructor/assistant instructors provide instant support to teacher to meet their professional need. They are also responsible to publish booklet, primary education bulletin and monthly newsletter focusing on local primary school teacher. Beside these they are responsible to conduct survey for designing training plan for teacher (Office circular, 2003, p.192). Simultaneously, they also attend meeting, workshop and perform according to instruction from their higher authority.

➤ **Collaborative teacher supervision**

According research question, observe that three organizations under the same system assigned to do almost similar task. May be they do it independently or collaboratively, maybe between these three organizations there is some sort of collaboration in a different form which is not visible to me.

One research study examines the effect of collaborative leadership management on school improvement, teachers’ performance and students’ achievement in 192 elementary schools in the USA over a four year period. Re-

search found significant effects of collaborative leadership in schools improvements (Bush, 2003, p.65). Reviewing Bush (2003) report I have got a perspective on collaboration for learning which is associated with teachers' performance improvement. Though my study is not directly related with leadership but to some extent this report support my theme .That aims to build teachers capacity in schools for improving students learning achievements, which is the outcome of teachers effective performance in class.

Working in a collaborative approach comes from, 'a panel of internationally recognized scholars recently they offered their perspective. Through a journal entitled, *Distributive leadership according to the evidence*' (as cited by Bush, 2003, p.64). Scholars have begun to view school improvement including teachers' performance within a framework of organizational learning. A group of researcher emphasized on the international complexity which happens within an organizational system that impacts on the school learning capacity and its change process. This point supports my study and it shows me that, schools need dynamic model for improvement that can happens through changing relationships among relevant organizational processes over time. Here I relate my study with up stated review; first, this study will focus on collaboration between UEO, PTI and URC as to create a team.

The term collaboration referred how these three organizations performed their roles in management of teacher supervision. Another group of researcher after reviewing various research reports on collaboration identifies the second dimension of collaboration that impacts on teacher's performance of learning not only for students but also for teachers', staff and supervisors. These scholars have suggested that identifying and developing the teachers broader performance capacity in schools may open their store of potential expertise in instruction which is grounded in instructional expertise that supervisors are often unable to provide. Keeping these suggestions in mind this study will explore both prescribed and non-prescribed collaborative practices in field. Administrative and academic supports both are critical for improving teachers' performance in school. Teachers need financial resources; they need supportive education systems where all the supervisors work in a comprehensive approach using collective effort (UNESCO, 2003, p. 17). Organizational support for teaching and learning, including measures for teachers' professional development not ignoring teachers' autonomy, professionalism and decision making process. Such support has been shown to have impact on students learning (UNESCO, 2003, p. 17). Supporting this statement this report has drawn attention on an example from Malawi where supervisors giving support teachers in schools that showed the greatest learning gains. Analogously, another author told that 'regularly evaluated teachers', contributing to professional development and improved teaching practice (Miske, Dowd et al., 1998).

Nonetheless, in Bangladesh; monitoring and evaluation mechanisms in primary level are inefficiently networked as a system; it is suffered by lack of funding, capacity limitations, and lack of specialized staff. In addition, the accountability relationships between central, district and Upazilla level among government, schools and stakeholders still need clarification and reinforcement through regular monitoring for quality assurance (Project appraisal document –PEDP-3, 2011, p. 34). In this point, there is a prime difference under PEDP-3 compared with PEDP-2. PEDP-3 gives emphasis on learning in the classroom. For that, it requires change in practice on site, professional supervision of teachers creates an environment where supervisors follow up teachers professional performance. One reform under PEDP-3 have already taken place in selected seven district primary teacher training institutes as a professional program in comprehensive teacher education and development plan that's, the Dip-in-Ed an initial pre-service teacher education program. Along with, PEDP-3 is going to create a network to provide peer support for new teaching approaches. These networks will be initiated in Upazilla phase by phase. In upazilla, resource centers linked it with needs-based teacher training. An assessment of utilization and impact of teacher support networks is envisaged, to guide improvements in this large reform area (Project appraisal document PEDP-3, 2011, p.35).

VI. Methodology

➤ Research approach

In this study, it wants to find out the context and rationale for UEO, PTI and URC's collaborative role in teacher supervision to improve their classroom performance in primary school. In teacher supervision UEO, PTI and URC instructors and assistant instructors played their role as supervisor and primary school teachers are supervisee, teachers are supervised by UEO, PTI and URC instructors and assistant instructors. Here my study went to the field to know their views, beliefs and practices towards teacher supervision. This research study was done by using qualitative research approach, because, it is useful to understand the reality of research participants views, beliefs and practices. Moreover, in qualitative research approach all the steps of doing research were best fitted for this study. In this study, the natural settings of research to meet participants, those who were directly involved and worked within primary education system and played their role as supervisor and supervisee in teacher supervision and maintained the collaboration between UEO, PTI and URC through teacher supervision in school. It were collected data from this research participants by the researcher, Researcher interviewed them closely through face to face interaction; this interaction gave an opportunity to observed them and consider their expression according to their point of view. Another reason for choosing this approach was similarities of the

characteristics' of this research study and qualitative research approach. In qualitative research approach, research happens in a natural setting where research participants remain in their own setting. The researcher goes there to observe, interact and interpret with that place and peoples in their own social phenomena. Researcher went to UEO, PTI, URC and primary school to observe the collaborative nature among these organizations and interviewed the members of those organizations to capture their daily social phenomenon regarding teacher supervision. Another characteristic of this approach that, it is exploratory and open ended. Using this approach researcher able to explore the area of real practices and there is no hard and fast rules doing research. In the same way, in this research, explore the current practices of collaboration between UEO, PTI and URC in teacher supervision and also explore the interrelatedness among UEO, PTI and URC instructor's role as supervisor and primary school teachers' role as supervisee. It wants to capture their relationship, their feeling about supervising and their own views towards each other. Another characteristic of this approach is that, opportunity to selecting small size sample according study purpose. In the same way, It were selected this research participants UEO, PTI-URC instructors and UEO, PTI-URC and school as research site to fulfill this research purpose. Lastly, a significant characteristic in this approach is that, researcher get an opportunity to using flexible data collection tools. There are no hard and fast rules or obligation using tools for collecting data. In this study, it was used three types of tools: interviews, reviewing document and observations for collecting data.

➤ **Research participant:**

Research participants were: a) the Superintendent of PTI, b) an instructor from PTI c) an instructor and assistant instructor from URC, e) an assistant teacher from a government primary school , f) UEO, AUEO Participants were selected purposively. All the participants have job experience exceeding 10 years in the field of primary education. Superintendent of PTI, instructor from PTI, Instructor from URC, Assistant instructor from URC, UEO, AUEO Participants were selected purposively from Gazipur district of Bangladesh.

Data collection method

In this study it has used interview, observation and document review methods to collect data.

➤ **Observation:**

In qualitative research approach observation is one of the methods for collecting data, though; it was not an important method in this study for collecting data. In this research researcher went to UEO, PTI, URC and school to observe research participants gesture, posture and behavioral pattern. Then observed their surroundings, space, physical environment, working culture and their sharing attitude, fellow feelings of individuals and groups. Moreover, it observed their interaction with each others, their thinking towards professionalism especially about teacher supervision. In the time of observation takes notes about participants and the research site for keeping records of my observed information as same as I saw. During my observation I got an opportunity to identify unusual aspects of research participants and research site. In this study, it were tried to explore unintended area of my research topics. Using observation method it was able to collect my expected information without any botheration.

➤ **Interview:**

In this study interviewed six people that were involved with primary education. Among them one member is Deputy Director (M and E) DPE involved with policy level activities. This person provided policy relevant information regarding teacher supervision and their performance improvement; she also provided the information about interrelatedness between teacher supervision and teachers' performance improvement. Then met with an assistant instructor of URC and an assistant teacher from primary school; both the participants provided me information of practicalities in teacher supervision. The assistant instructor also shared her individual experiences of supervisory role in teacher supervision, and she shared her personal stories and fillings about being supervised by her higher authority. Interview method was a useful medium to me for conducting this research, because, It could not observe the research participants directly. So there remained some gaps to grasp out the entire information from them. In interview method researcher get an opportunity to collect background information about research topic from participants. Lastly in this method, it was able to keep control over the conversation with participants. So it was a very useful method for collecting intensive data from research participants.

➤ **Document review:**

In this study, it were reviewed primary education related topics and documents focusing on teacher supervision. It also collected information from meetings minutes, newspapers, journals, diaries and office orders. This method provides to be familiar with specific terms and words those were used by research participants in their daily life.

VII. Data analysis:

In this study, followed Creswell suggested data analysis process: first, organized the data according research sequence, then reviewed and displayed it, through these process identified data patterns and able to describe it accordingly study themes. Then researcher summarized the data. But in study, researcher used a particular framework for data analysis. During the data analysis, arranged data systematically then categorized it and list the themes according to category. After that, researcher developed a thorough description from data which was collected from participants' point of view. In this study, according to matrix for practice. In real research, researcher refined it according to research genre. Here chosen genre is phenomenology and based upon that use the Miles and Huberman framework for data analysis. Research genre is phenomenological; in this study researcher went to see the collaborative relationship between three academic Institutions where social event exists. Miles and Huberman label this approach or model as 'transcendental realism', it means that objectives of data analysis is a life like representation of people and their settings without any idealization or any kind of manipulation, based on a set of regularities and sequences those were related with Miles and Huberman's interactive model of data analysis. In same way in study, researcher collected data from UEO, PTI-URC and School and peoples those were involved with a particular activities regarding teacher supervision. In Miles and Huberman's interactive model, there have three components, such as: a). Data reduction, b). Data display and c). Drawing and verifying conclusions. Both the writer able to establish that in qualitative data analysis process these three activities act on each other throughout the analysis. In same way researcher tried to represented here in which way researcher follow Miles and Huberman's data analysis model in my study.

a). Data reduction: Throughout the analysis data lessening happens constantly, this data lessening process is also the part of data analysis. In my study, I decreased my collected data in three step process. In first step I edited my data, and then I segmented those data according my research theme and summarized it. After that, in 2nd step I arranged all the data systematically and making its written statement, including other actions such as finding themes and making patterns. In last step, arrived at a concept as a result of experience which that get from this research participants. These concepts help me to reduce data without losing significant information from collected data.

b) Data display: Qualitative data usually so massive and isolated from one information to another. According to Miles and Huberman's (1994) model, 'displays help at all stages in the analyses. Same way in my study I exhibit my collected data using flow chart. It showed me the progress of my data analysis. In same way I used this process in my study, after completing the data reduction activities, I made a flowchart according my research topic, then I keep it on my reading table. Throughout data analysis period I saw it and mark on it about my progress.

c) Drawing and verifying conclusions: In this interactive model of data analysis both the writers mentioned that previous two components were supportive tools for depict conclusion and prove it with collected data. As same as following this model in this study at the same time in drawing conclusion I tried to follow reduction and display of data logically. Then researcher concluded it in a form of suggestion and established it in this study.

These three components are combined with each other and coexisting throughout the data analysis. Miles and Huberman show techniques for developing suggestions. These three components data reduction, data display and drawing conclusions give an in general observation towards data analysis.

VIII. Results

In this section presented the research findings according to the following themes

1. UEO, PTI and URC's roles in teacher supervision
2. Collaboration between UEO, PTI and URC in teacher supervision
3. School teachers' perception about the role and effectiveness of UEO, PTI and URC's in teacher supervision

➤ UEO, PTI and URC's role in teacher supervision:

UEO, PTI and URC are both responsible to supervise primary school teacher's classroom teaching for improving their performance. PTI and URC instructors have some common activities for teachers' professional improvement, these activities are not directly related with teacher supervision but there is a correlation; after completing professional teacher ship academic course from PTI, teachers' go to their own school. Afterward, they have attend subject based training in URC. They take attempt to apply academic and subject based training knowledge in classroom. Later, PTI and URC instructors go to supervise teachers' application ability of newly received academic and training knowledge in classroom. In particular, under the head line of common activi-

ties, one of the activities is 'teachers' professional improvement training' usually done by PTI and URC instructors. These take place at the PTI or URC, and include newly recruited teachers' orientation training, periodic subject-based training session, and basic computer application training for teachers. On the other hand UEO supervise the academic and administrative activities. But they not conducted any academic courses. There are feel comfort supervise the administrative activities. At this point, UEO, PTI and URC instructors conduct those trainings with joint effort; at that time they share their ideas, concepts about training content. Professional trainings for teachers' were developed by a group of senior personnel from DPE, NCTB and the representative from field level primary education personnel (PTI and URC instructor, primary school teacher, DPEO, UEO and AUEO). These professional trainings are designed by DPE (Training Division); this division organizes, manages and implements professional training for teachers all over the country. Ultimately, decisions concerning teachers' professional trainings are taken by central body (DPE, Training Division). Any kind of supervision like administrative or academic were controlled and managed by DPE, Monitoring and Evaluation Division is responsible for that. Both PTI and URC instructors' supervise teachers' in class performance. PTI instructor supervise teachers' performance twice a month in two different schools within PTI's catchment area and provide supportive (verbal and written) feedback to supervisee teacher one by one. They also submit their supervision report to superintendent.

Other side URC instructor/assistant instructors' supervise more or less 10 to 12 assistant teachers' classroom performance in a month within the entire upazilla. On the other hand UEO/ AUEO supervise more or less 15 assistant teachers' classroom performance in a month within the entire upazilla. This group also provides supportive (verbal and written) feedback among supervisee teachers' in group. URC instructor/assistant instructor compiled their teacher supervision report and summarized it. Finally they submitted it to superintendent. Teacher supervision is a common activity to both (PTI and URC instructors), but implementing process isn't the same for these two group of academic supervisors. Moreover, importance of teacher supervision wasn't same for PTI and URC instructors'. A PTI instructor gives priority on teachers' academic course and course related other activities such as, theory of education, theory of teaching-learning and teaching-learning methods for primary level children. But, on other side, URC instructor/assistant instructors' gives priority on application of theory, within teacher supervision but difference remains in teacher supervision process.

In PTI management handbook, we found a clear idea about PTI and URC instructors' fundamental difference among their common responsibilities but there remain a common goal for enhancing teachers' professional skill. In the discourse of teachers' performance improvement process PTI instructors are responsible to develop teachers' theoretical and practical pedagogical knowledge, classroom teaching, and class management through academic course. On the other hand, URC instructor/assistant instructors' provide professional support to teachers at Upazilla level. (PTI management handbook, 2012, p. 4). In fact, in teacher supervision both parties are especially responsible for teachers' professional improvement through performance supervision. Here one thing is noticeable; information about URC instructors' responsibilities are puts down in the PTI management handbook. One reason may be that URC's are managed by PTI; consequently, their responsibilities are attached in PTI management handbook. Second, the higher authority may not aware about this. In a logical point of view it seems unreasonable, a comprehensive management handbook should be developed for URC instructor/assistant instructors defining their position and roles in teacher supervision including every aspect of their job responsibilities and duties.

In this section the discussion on PTI and URC's role in teacher supervision gives us a clear idea about commonalities and differences of their (PTI and URC instructor/assistant instructors) activities regarding teachers' improvement of classroom performance. As we know from study that both (PTI and URC instructor) the group work to achieve a common goal on the improvement of teacher's classroom performance through effective supervision. To make supervision effective, both groups invited some area of interaction within their organization. Such as both the group can share their ideas concerning teachers supervision, beside this superintendent can take initiatives to create such context where both the group can get opportunity to discuss on teachers improvement, classroom supervision, teacher supervision, teaching methods, theories or other issues related with teachers performance improvement.

PTI's role in teacher supervision

In teacher supervision PTI instructors play their role as supervisor, mentor sometimes as counselor (PTI management handbook, 2012, p. 4). In this study I found that PTI instructor as supervisor manage teachers' classroom performance as a superior boss. Additionally they play their role in teacher supervision as advice-giver and guide. Moreover, as counselor, they assist teachers' to understand students psychology towards learning. In teacher supervision PTI instructors observe teachers' class activities and classroom performance twice a month including students' response towards teacher (PTI Management Handbook, 2012, p. 12). PTI instructors supervise teachers very closely in the time of teachers' academic course. This one-year academic course is a certificate course in Education. In Bangladesh this course is offered only in service teachers. This course curriculum was developed in early fifties, and includes: pedagogy, child psychology, education policy, teaching methods

and philosophical views of Education policy and subjects from primary level curricula. Beside these, there is also three months' practice teaching, which makes the course significant, because trainee teachers get a comprehensive idea about their profession at the same time they get opportunity to know the theoretical base from this course. Moreover, through practice teaching they get opportunity to apply their course knowledge in classroom, through practical experience they are able to construct their own understanding on teacher ship. During one year academic course(C-in-Ed/DpEd) PTI instructors' provide basic knowledge of pedagogy to trainee teacher, including the application of pedagogy in teaching and learning; also provide the concept of preparing creative and innovative teaching material and its appropriate uses in classroom. Beside this they provide feedback to teacher after every classroom observation along with instruction to teacher for ensuring students learning in classroom. Afterward they conduct simulation to trainee teachers in classroom. Moreover, they show the techniques of preparing lesson plan to trainee teachers including its implementation in classroom activities. They are also responsible to supervise trainee teachers' practice teaching activities during academic course.

URC's role in teacher supervision

At present, URC instructors supervise 6 schools in a month and assistant instructors supervise 10 schools. URC instructors supervise primary school teachers' classroom performance according to a structured teacher supervision form (authority approved and delivered). In the time of supervision, the URC instructor enters the classroom with that particular supervision format. According to that format they supervise both the teacher's performance and students' response. At the same time they also observe the teacher's reflection of previous training on teaching-learning process. Actually, URC instructors observe the teacher's application of training and knowledge from the classroom. Furthermore, they observe students' response towards that particular teacher, including students' enjoyment in class, and their willingness to participate in teaching-learning activities in class. Through supervision, URC instructors give feedback and provide technical advice and assistance to teachers' to improve their expert ability to do well in classroom. One of the participants of this study stated that,

In teacher supervision, we give support to our teachers that are very much interrelated with their professional task. We tell them the techniques of engaging students in an activity-based learning session. Then we show them the techniques of making students curious. (Personal communication: interview # 20 July, 2019)

Further, in the teacher supervision process URC instructors, as a supervisor, put their active assistance and encouragement to teachers. But they do not know what teachers learn in PTI during their C-in-Ed or DpEd course. One of the participants of this study stated that,

We have not any idea about C-in-Ed curriculum; we don't know how they have done their course in which process, even though we have not get any course completion report about their strengths and weakness. If we have to got such type of information about them (teachers') it will be supportive to us to take appropriate initiatives for them. (Personal communication: interview # 20 July, 2019)

So in this point, a gap remained between teacher and URC instructors. At that time teachers might show an encouraging attitude but gap hinders the possibilities of teachers' continuous progress of professional performance in classroom.

➤ Collaboration between PTI and URC for teacher supervision

In teacher supervision process, three organizations: PTI, URC and the school interact with each other. Under the PTI superintendents' administration, PTI and URC both individually plan and design their teacher supervision activities focusing on school, teacher, classroom and learners. But they do not share their teacher supervision plan and idea among themselves. So, professional interaction is absent among the members of these two organizations regarding teacher supervision. The following data gives some impression about the collaboration between PTI and URC instructors in terms of teacher supervision.

In reality, there is no collaboration between PTI instructors and us (URC instructors and assistant instructors) in teacher supervision, but we feel that collaboration is essential for us for giving clear instruction to teacher in the time of supervision.(personal communication: interview # 20 July,2019)

The following diagram shows the organizational hierarchy and relationship between PTI and URC personnel

The URC instructor/assistant instructors get approval for their teacher supervision plan from the PTI superintendent. PTI superintendent gives advice and suggestion to them regarding teacher supervision. But, as the local authority, the superintendents do not invite PTI instructors to attend that meeting to collaborate regarding teacher supervision .At this point, they state that there is no written instruction calling for collaboration between PTI and URC instructors from a higher authority concerning teacher supervision. But as a local authority, the superintendents realize that, in terms of teacher supervision, PTI and URC are interlinked concerning the improvement of teachers' performance. So there is a necessity for collaboration among PTI and URC instructors concerning teacher supervision.

UEO, PTI and URC instructors are not doing their teacher supervisory activities jointly because there is no formal instruction from higher authority to do this work in a collaborative way. Beside this, PTI instructors do not get the instruction from their local authority (PTI superintendent) to attend the meeting where URC instructors discuss teacher supervision plan. The absence of a provision for holding joint activities regarding teacher supervision hinders the possibilities of collaboration between PTI and URC instructors. The following data give some impression about collaboration between PTI and URC instructors in terms of teacher supervision.

On the other hand UEO guided by DPEO. They supervise the teachers by different way and plan.

At the same time we (URC instructors), UEO and PTI instructors supervise teachers parallel, in different channels. From higher authority there is no formal instruction to do teacher supervision in a unified channel. For that we are not involved in discussion, idea sharing or any kind of professional talk, regarding teacher supervision. So we miss the chance of making collaboration in teacher supervision between us. (Personal communication: interview# 20 July,2013)

➤ **School teachers' perception about the role and effectiveness of UEO, URC and PTI's in teacher supervision.**

In the teacher supervision process the whole task is formulated and circulated focusing on teachers' classroom performance. In supervision, teachers receive advice, suggestion and support from PTI and URC instructors. From this study, got an idea about teachers' response towards supervision, such as teachers were the passive receiver; they listen and try to copy it according supervisors instructions. Moreover, it seems to that teachers have no questions, queries or make any kind of complaint to the supervisors' instructions in classroom. But, how it possible to teachers' interpreting supervisors' instructions without any discussion, analysis or without raising any question, even though teachers' said that they are benefited by supervision. They did say that all groups frequently communicates and interact with them to lead the teaching in classroom according pedagogy; however, but the context speaks another story. To explore that hidden story examine some of the teacher supervision reports (see annex) done by UEO, URC and PTI instructors. After analyzing those reports has got an idea that in actual practice the supervision happens in a rigid structured way. Supervisors and teachers do not get much time to speak or discuss an issue. Beside this, in supervision process supervisors do not follow the steps of supervision such as identifying the teacher going to be supervised and then informing that teacher two/three days before; not showing friendly or supportive attitude during supervision; not appreciating that teachers' positive performance after supervision rather showing a common fault finding tendency; giving instructions in general, not being specific or focused on one particular issue of classroom teaching-learning. As a result, school teachers bear an outwardly positive view towards its usefulness, but in reality, they are always frightened by the name of supervision, and do not enjoy it, most of the time they missed the effectiveness of supervision. The following data give some impression about teachers' view towards PTI and URC instructors' role and effectiveness of teacher supervision.

After supervision we think that we (teacher) can able to overcome teaching related problem very smoothly. Using their (academic supervisor) suggestion we (teacher) are able to engage all the children in a learning activity very successfully. But most of the time, due to too much psychological pressure can't get the main concept of their (supervisors) instructions. That time it can realize the effectiveness of supervision is missed out in our professional life. Another frightening matter is duality of instruction from PTI and URC instructor/assistant instructors' makes us frustrated. (Personal Communication: Interview# 20July 2019)

Teacher's can anticipate that through supervision they may get an advantage to improve their teaching skill and professional capacity. Some of the teachers are able to get the benefit of supervision, but it is not same for everyone. In this study one of my research participants express her gratitude to supervisor

We teachers see them (PTI and URC instructors)) as problem solvers. In teaching-learning process when we face any difficulty to deliver the concept or idea to our children we the teachers wait for PTI and URC instructors for their support to overcome that difficulty. But, sometimes we feel helpless when they provide us totally different suggestion in one issue or topic. Such type of mixed message confuses us (Personal Communication: Interview#20 July 2019) are assisted by URC instructors, because they are nearer to the primary schools. Primary school teachers view them as facilitators; sometimes they view them as a medium to overcome teaching related problems and to develop their professional skills.

In teacher supervision URC instructors provide us about the current knowledge and techniques of teaching-learning process in classroom, those help us to enhance our professional skills.(Personal Communication: Interview#20 July 2019)

PTI instructors supervise teachers when they do their practice teaching as a part of their academic training. After that they supervise teachers' twice a month. School teachers view them as experts of teacher education, also as resource person of pedagogical knowledge.

In teacher supervision, PTI instructors play their role as an expert in the area of teaching process, class-room management, applying new approaches in classroom activities and as a specialist in the field of teacher education.(Personal Communication : Interview #20 July 2019).

Feelings about the effectiveness of PTI and URC instructors' role in teacher supervision bear a similar set of reactions. While the ideas or impulses may be repressed, they continue to influence

➤ **Summary of the findings:**

The three most important findings of this study are: There is no official (written document) request to collaborate; even though the local authorities recognize the value in collaboration, they do it in a mechanical manner so that it is largely ineffective. So overall concerning teacher supervision, the teachers' views and needs are not addressed properly.

IX. Discussion:

Supervision is a component of broader monitoring system; the main functions of supervision are divided into two approaches. One approach is related to inspection, control and evaluation. In these approach supervisors come into the school as an external agent but not out of the system. They belong within the entire education system. This type of supervision is mostly done by assistant upazilla education officers and upazilla education officer, and is known to people as administrative supervision. Another approach is comprised of 'advise, assist and support' to school teachers. In this approach teachers get advice from supervisors about their profession, and supervisors also come from out-side of the school. PTI and URC instructors are responsible for doing such types of teacher supervision which is known to people as academic supervision. But central authority (Monitoring and Evaluation Division, DPE) and local administration give importance on URC instructor/assistant instructors' supervisory task. Central authority and local administration were not valuing the PTI instructors' contribution in teacher supervision.

In the time of supervision supervisors (PTI and URC) not followed teachers' previous supervision report. For that they cannot follow teachers' progressive tracks and their classroom performance continuum. So follow up supervision is hampered. That time supervision becomes mere repetition. Aim less repetition makes supervision just wasting of time and energy. Moreover, supervisors are (PTI and URC instructors) not aware to keeping teachers performance reports for further assessment, for that supervision becomes worthless. According job description PTI instructors' have done it, but central authority (DPE) not valued their task. Moreover PTI instructors as academic supervisors were suppressed and ignored by central authority, for that as academic supervisor PTI instructors' feels humiliated. At the same time for teacher supervision URC instructors get more physical and financial support from central and local authority than PTI instructors. So concerning teacher supervision, administration played a discriminative role over these two groups of academic supervisors. Specially, central administration, Monitoring and Evaluation division of DPE, and local authority PTI superintendents' are not supportive for supervisors those are comes from PTI.

In teacher supervision process PTI or URC both the group are not aware to makes teacher supervision meaningful to improve teachers' performance in classroom. They are not enthusiastic for keeping cohesiveness of supervisory tasks. Through this study it is identified that lack of coordination among primary, C-in-ed and professional training curriculum is one , another one is lack of communication among PTI and URC instructors' concerning teacher supervision.

Earlier I present my research findings based on three main themes. Under theme one, I describe PTI and URC's role in teacher supervision. In teacher supervision PTI and URC instructors play their role according to their own level of expertise according to their professional status. PTI instructors provide basic knowledge of teaching to teachers through teacher supervision; URC instructors continue it to teachers' for their professional improvement. Both PTI and URC instructors perform their supervisory role focusing on the improvement of teachers' professional performance according to official instruction. But in real there need to do more than official instruction.

In theme two, 'collaboration between PTI and URC', describe PTI and URC's collaborative role in teacher supervision. But something hinders the possibility of collaboration between two groups of supervisors in teacher supervision. According to the data, it have got a feeling about supervisors' and supervisee relationship; it also notice that in teacher supervision process in communication there is a lack of flexibility. Especially it has notice this lack of flexibility in the context where three groups of supervisors (UEO, PTI & URC instructors) communicate each other for professional purpose. In the professional context PTI and URC instructors' both the group holds same position in same level. But, in terms of dignity there remain some differences. In the context of teachers' professional development, PTI instructors' hold a power of expertise; on other side UEO, URC instructors' holds some administrative and financial power. In this situation there prevailed a complex attitude among them (UEO, PTI & URC instructors). In the context of this study, as I stated before as academic supervisors both PTI and URC instructor according organizational hierarchy hold some positional power. This power played an important role upon their (UEO, PTI & URC instructors') professional discourse. As we know from data that PTI instructor holds a power of expertise but UEO and URC instructors holds administrative and financial power.

In comparison, UEO get the opportunity to enjoy more power and URC instructors get the opportunity to enjoy little bit more power than PTI instructors'. Beside this, regarding teacher supervision UEO get extra support (physical and financial) from Monitoring and Evaluation Division, DPE. On the other hand, , URC and PTI instructors get just reversed behavior for same task. Naturally, in such a circumstance URC and PTI instructors feel disgraced, dishonored and humiliated. Through data analysis I noticed that their prevailed an in equal attitude and a discriminatory practice from higher authority (M&E Division, DPE) towards PTI instructors'. Such type of discriminatory attitude and behavior from higher authority falls negative impact on their (UEO, PTI and URC instructors') reciprocal communication and professional relationship. For that, UEO, PTI and URC instructors are very rigid to create a friendly professional relationship. They maintain a very formal behavior to communicate with each other. Aftermath of these situations ultimately goes on to teachers' during teacher supervision. In this small scale study it's difficult to identify all the reasons of dysfunctional communication and behavioral rigidity among two groups of supervisors. To capture the real relationship and identification of the actual reason of non effective behavior among UEO, PTI and URC instructors, it would be needed to conduct more study on it. Further, this study findings suggest me that in this point UEO, PTI and URC personnel's may have nothing to do but they can persuade to policy makers for creating equilibrium distributing power and develop a well coordinated academic and training curriculum for teachers'.

According administrative hierarchy teachers' exist in lower position. On the other hand, UEO, PTI and URC instructors' all are exist in same level and hold higher position than teachers'. In teacher supervision UEO, PTI and URC instructors think themselves superior to the teachers and this situation relationship is determined by positional hierarchy. For that a rigid and formal work culture is prevailed in school when supervisors' go for teacher supervision. Despite this, supervisors ignored teachers' opinion regarding supervision. On the other hand, teachers' feels neglected, all the time they are confused about their capability even though they have the capacity to cope with the situation. In effect they suffered by helplessness. They carried a feeling of humiliation; such type of feelings broke their confidence of further professional improvement.

In this study, I present a description on collaboration between UEO, PTI and URC. Findings give me a suggestion about teacher's expectation from supervisors and their service. Teacher expects that in teacher supervision process, supervisors recognize teaching as a noble profession. Teacher does expect to be honored by their counselor. According to the teachers' expectation, supervisors need to be full with sympathy and enough enabled to consider their limitations.

Further, study findings suggest me that at the moment, in this point UEO, PTI and URC personnel's may have nothing to do but they can persuade to policy makers for creating equilibrium to distributing power among three groups of supervisors'(UEO, PTI and URC instructors') and develop a well coordinated academic and training curriculum for teachers'. At the start of this study I have a supposition, that in teacher supervision process UEO, PTI and URC instructors may have done it by their joint effort. But, finding represents deformation in collaboration. So hypothesis is denied by study findings.

X. Conclusion:

Collaboration is essential between three groups of supervisor, to make supervision effective for teachers' professional improvement. PTI, as an academic organization, provides fundamental ideas of teachership, teaching-learning process, and child psychology. URC, as a professional organization, provides to teacher short-term and quick support to carry out their classroom task smoothly. But something hinders the possibility of collaboration between three groups of supervisors in teacher supervision. In teacher supervision UEO, PTI and URC instructors each thinks they are superior to the other, due to bearing this fake and shaky attitude in mind they are unable to realized the positivity in collaboration, for that they are not interested to collaborate. From this study I have learned about supervision as a part of broader monitoring system. It has presenting here some of the key learning from this study.

First, in our country context school supervision is a traditional system. These systems have played a key role in the improvement of the public education system. In school supervision process supervisor monitor the quality of schools and provide necessary support to school for their improvement. But in real situation, these systems are not effective to make a positive impact on quality of teaching and learning. These inabilities caused due to poor management, ineffective planning and non-visionary decision. Another important issue is lack of leadership among the key personnel's those exist within these systems. As a result, it is essential to make attempts to reform supervision system. Reforms are needed to improve educational quality of students including teachers' professional performance. The people who will be benefitted from this study are senior staffs within MOPME and DPE, who are directly, involved in the organization, planning and management of teacher supervision services. Also, staff of research and training institutions like NAPE and PTI, who work on teacher supervision and practicing supervisors like PTI and URC instructor and assistant instructors, will be also benefitted.

Recommendations:

- Based on the results from this study, It has made several recommendations that might be helpful to improve the situation of teacher supervision at primary level. The study results reinforce the need for more in-depth leadership studies on PTI Superintendent's role making a true collaborative teacher supervision service at school for teachers' professional improvement to achieve nation-wide quality primary education in Bangladesh. Further, study result may insist future researcher to explore the actual relationships and behavioral pattern of UEO, PTI and URC instructors regarding teachers' professional improvement.
- Need to take attempt to reform supervision system and revise the role of UEO, PTI and URC targeting effective teacher supervision, focusing collaboration between three organizations. To create an integrated environment and opportunity between UEO, PTI and URC's teacher supervision task, for instance they can integrate their approach of teacher supervision through sharing their level of expertise in supervision process.
- Need to develop a new job description for UEO, PTI and URC instructor and assistant instructor focusing on collaborative teacher supervision, including strategies to implement it.
- Need to circulate a clear-cut, well explained and formal instruction for DPEO , PTI Superintendent to lead and administer UEO, PTI and URC instructor/ assistant instructor motivating them to work jointly regarding teacher supervision by Monitoring and Evaluation Division of DPE.
- Need to conduct a small-scale study into the perspective of DPEO and PTI superintendents as academic leaders on their leadership learning opportunities. Such type of study might give voice to the apparent learning needs of the supervisors themselves. Moreover, study would be an argumentative platform for advocating policy makers which need to be addressed immediately.

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