



The importance of enhancing pedagogical skills through continuing professional development

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ABSTRACT

This paper attempts to explore the issue of enhancing pedagogical skills among the college teachers of Bangladesh through CPD. This is a literature review paper that divided the topic into different themes and sub-themes in order to analyze the issue properly. After analyzing 60 studies including journal articles, conference proceedings, and research reports of different authors and organizations this study found several positive impacts of CPD on the teachers regarding uplifting their professional skills. It has also found some challenges of implementing CPD for college teachers identifying the scarcity of resources at the heart of all the challenges. Finally, the paper ends up with some recommendations to enhance the teachers' professional skills through CPD in Bangladeshi colleges.

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Introduction

Self-confidence about the professional skills and responsibilities are crucial for the teachers as they will be out-dated if failed to enhance their skills with the demands of time (R. Khan, 2008). Teachers' commitment to work and professional accountabilities are needed to transform their professional skills (Richter, Kunter, Klusmann, Lüdtke, & Baumert, 2011). Skills related to teaching-learning that are essential for the teachers like- designing appropriate lesson plan; managing own classes properly; picking up suitable and effective teaching-learning method; being a support system for the learners in terms of their learning etcetera are considered as pedagogical skills (Choy et al., 2013 and Nind & Lewthwaite, 2018). On the other hand, Continuing Professional Development (CPD) is an widely accepted and popular concept for professional development which is very helpful for the teachers as professionals in order to uphold their professional skills (R. Khan, 2008). Enhancing pedagogical skills through continuing professional development among the college teachers in Bangladesh is a crucial challenge. Pedagogical skills involve teaching method, classroom management and the assessment of the students, etcetera whereas the central objective of continuing professional development is to enhance different professional skills among the teacher.

Continuing Professional Development (CPD) is something about the record and reflection of experiencing, learning and then applying in a professional setting with the intention to enhance one's skill (Lorrinan, 2011). According to Goss (1994), there are five aspects of CPD – integrating learning and work; self-directed learning; not a technique, but a process; it is an attitude; and concurrent development of the professionals and their institutions as well (R. Khan, 2008). In teaching, CPD refers to the enhancement of teaching skills among the teachers that comes from their own responsibility (R. Khan, 2008). Among the teachers, Professional development mainly focuses on the way in which good teachers explain the content and understand the appropriate way of the students' learning (Bausmith & Barry, 2011). In fact, professional development happens either formally or informally in professional

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settings where use of technology, training, adequate resources and other necessary supports accelerate the process, and it is very hard to find anyone who is against CPD as it is really very helpful for the professionals who want to upgrade their professional skills (R. Khan, 2008).

The education policy of Bangladesh emphasizes on effective classroom management, whereas it is very challenging for the teachers to manage the traditional classrooms in this country (M. R. Islam, 2019). The classes in Bangladeshi colleges are overcrowded making the class size too large to manage properly where lack of sound system, multimedia projector, sufficient power and internet supply make the situation worst (Hussain, 2014 and Nagashima et al., 2014). In Bangladeshi colleges with these realities, traditional lecture method is often the only option for the teachers and there is very little chance to apply any innovative teaching-learning method due to unfavourable teaching-learning environment (M. R. Islam, 2019). The in-depth knowledge, louder voice, oratory, strong personality, good sensitivity about the classroom practices etcetera are regarded as pedagogical skills for the college teachers of Bangladesh (Faruki, Haque, & Islam, 2019). Lack of professional trainings and pedagogical knowledge also abandon the teachers from experimenting new forms of teaching-learning strategies in their classes (M. R. Islam, 2019). Nevertheless, lack of resources and insufficient infrastructural support remains at the heart of all the problems of college education in Bangladesh (Faruki et al., 2019; Alam, Mishra, & Shahjamal, 2014 and Nagashima et al., 2014).

In United Kingdom, technology is used widely in applying innovative pedagogical practices allowing the students to be more independent and target oriented that brings change in traditional pedagogical practices (S. Harris, 2002). In Finland there is a continuous research based discussion on the teachers' education over several decades resulting great achievements of their students in the global setting (Toom et al., 2010). The Finish teachers also undergo various pre and in-service training sessions and being financed for pilot projects on CPD when necessary to be prepared for providing their students with inclusive and equity based teaching (Valijarvi, 2003). In United States of America, effective teachers are expected to have qualities like- deep knowledge on the content; planning well-organized lessons; using time effectively; giving frequent feedback to the students; having good term with students etcetera (Haynie & Stephani, 2008). On the other hand, China is passing through a pedagogical reform in order to cope with the rapid socio-economic change creating new challenges for the teachers (Tan, 2017). Singapore is always concerned about its teacher education system to ensure quality teachers who are able to fulfil the needs of their students where National Institute of Education ensures standard teacher education through different programmes (Lim, 2014).

This paper aims to explore the issue of enhancing pedagogical skills among the college teachers of Bangladesh through CPD. This is a literature review paper that divided the topic into different themes and sub-themes in order to analyse the issue properly. After analysing 60 literatures including journal articles, conference proceedings and research reports of different authors and organizations this study found several positive impacts of CPD on the teachers regarding up lifting their professional skills.

This paper organizes as follows: A literature review with theoretical and practical skills highlighted major studies contributed to the field. Enhancing Pedagogical Skills through Continuing Professional Development in Bangladeshi Colleges has been assessed based on given literature. Finally, this paper concludes with remarks and recommendation.

Literature Review

Conceptual Studies

Concept of pedagogical skills

According to Cullen et al. (2002) Pedagogy can be defined as teaching-learning process for the children that can be extended to informal setting outside the educational institutions also (Cullen et al., 2002). Whereas, the fundamental of receptive pedagogy remains the obvious purpose of the educator to make students have confidence in their individual competency; meet challenges; to make students' aptitude stronger to effectively manage comprehensive projects and self-efficacy; and to grow their inclusive self-concept (Smith, Gamlem, Sandal, & Engelsen, 2016). On the other hand, pedagogical skills include teaching-learning related skills like planning the lesson properly, managing the class, choosing appropriate strategy for instruction, supporting the students in their learning process etcetera (Choy et al., 2013 and Nind & Lewthwaite, 2018). R. Khan (2008) found in her study that knowledge base; control over teaching quality; reflexion and self-assessment; resources and environment of working place etcetera are the critical components for the teachers in their professional life. Smith et al. (2016) concluded from their study that, pedagogical skills contribute to make pupils believe in their individual competency, capability to complete their coursework magnificently, ability to judge themselves and overcome challenges successfully.

Concept of Continuing Professional Development

Scottish Borders Council (2002) defined Continuing Professional Development (CPD) as the preservation and development of knowledge, skill and capability of any professional during the course of his/her career according to a predesigned plan which is compatible with corresponding profession in terms of the professional needs. CPD can also be conceptualized as a lifelong learning by attending or following colleagues or others in order to gain any individual professional development except promotion (Chambers, 2001). The characteristics of CPD include upgrading knowledge and skills continuously; involving a sustainable, well organized and systematic method; containing self-directed education and enhancement; comprising the formation of a strategy; considering the needs of the organization and the individual; and, enhancing individual professional efficiency (Scottish Borders Council, 2002).

CPD is also a well-recognized approach in the education sector as an effective method in order to up-skilling the teachers and enhance the teaching-learning process thereby (A. Harris, Day, Goodall, Lindsay, & Muijs, 2006).

Continuing Professional Development in educational institutions

Continuing Professional Development (CPD) for the teachers is internationally a widely acknowledged and growing approach in the education sector at the present age (Eaton, 2010). CPD is very important for the teachers since teaching is considered as a challenging profession in terms of making the classes effective (R. Khan, 2008). Sharing teaching-learning related knowledge and experiences with colleagues at work place or any online platform can ease the difficulties faced by teachers in their professional activities in many cases (Hou, Sung, & Chang, 2009). CPD activities for teachers can include pre-service and/or in-service training; attending conferences, seminars and/or workshops; being part of teacher associations; self-reflection; and, reading articles and books etcetera that are able to help the enhancement of the teachers' performance (R. Khan, 2008 and Sean, Esch, Hayes, & Plumley, 2016). In the developing countries of Asia, especially in the southern part, CPD in among the educators in being considered as a prioritised issue (Asian Development Bank, 2014). Many countries in Africa also considering the matter of teachers' CPD as an important cost and time effective approach for enhancing the quality of their teachers taking into account the matter that, teachers are the key persons to develop an education system (Bett, 2016). Technology is regarded as an important tool for teachers' CPD in several studies (Shohel & Banks, 2010; Walsh et al., 2013; Ellis, Hughes, Weyers, & Riding, 2009; and Hou et al., 2009). Shohel & Banks found in their study of 2010 that, training at work place along with technology is helpful for teachers' professional development. Walsh et al. (2013) found mobile phone so important in teachers' CPD that they regarded that as a 'pocket trainer' (Walsh et al., 2013). Hou et al. (2009) identified internet based knowledge sharing as a very effective tool for teachers' professional development. Ellis et al. concluded in their study of (2009) that, the learning outcome of university students can be maximized with the effective use of technology. Well-planned CPD have long term positive impacts on both the learners and the educators (Lawless & Pellegrino, 2007).

The Need to Enhance Continuing Professional Development in Bangladeshi Colleges

Till now, the quality of the teachers in tertiary education is not up to the mark in Bangladesh (Monem & Baniamin, 2010). CPD is something that can help the situation by up-skilling them. In the Process of CPD, the senior and experienced teachers can help the juniors and the freshers by sharing their experience with them, and thus ease the professional difficulties for the new comers (R. Khan, 2008). The up-skilling of teachers is able to maintain, and even enhance the learning outcome of their students (Monem & Baniamin, 2010). Teaching itself is a dynamic process, and that is way teachers should keep updating themselves in order to play the desirable role in education system (D. Das & Haque, 2013). Teacher's CPD is also important to identify the weakness or challenges of the teachers regarding their professional skills, and bring positive change with special focus on the issues of enhancing the standard of teaching-learning in their institutions and the education system of the country as well (R. Khan, 2008). Now-a-days worldwide CPD is being considered as a dynamic process of education that intends the professional excellence and complementary to formal education that results into professional up-gradation or up-skilling (A. W. Khan, 2012) which is very important for the college teachers of Bangladesh.

Fostering Pedagogical Skills among the College Teachers of Bangladesh Through Continuing Professional Development

The pedagogical skills include the management of classroom, knowledge regarding different theories of learning, and motivating the students (Auerbach & Andrews, 2018). The professional development can be evaluated by observation and continuous evaluation of the students' performance (Fishman, Marx, Best, & Tal, 2003). Adaptation of effective ways or practices like – comparative review of literatures; systematic evaluation of strategies; and by the teachers who are able to foster the CPD among college teachers (Lawless & Pellegrino, 2007). The government of Bangladesh has already started implementing a strategic plan of 20 years to enhance the quality education in higher education that started from 2006 and a mega project named 'College Education Development Program' with the support and collaboration of World Bank (Monem & Baniamin, 2010; and Robiul Islam, Rani Karmaker, Kumar Paul, & Author, 2019) where both of them have included the plans for teachers' CPD with other important issues. CPD can be the most effective way of fostering pedagogical skills among the teachers as it allows the teachers to identify their weak points and make them stronger through systematic practices thereby (R. Khan, 2008).

Empirical Studies

Continuing Professional Development

Starkey et al. (2009) regarded teachers' CPD as continuous skill development, acquiring new knowledge and changing the existing system. They investigated teachers' CPD in New Zealand during the period of an educational reform and found that teachers' satisfaction has a positive impact on the teachers' attitude towards the CPD activities (Starkey et al., 2009). Starkey et al. (2009) also found networking, individual learning and resource person's expertise as positive forces of CPD among the teachers. According to Hou et al. (2009) the exchange of professional knowledge among the teachers can help them to minimize various types of difficulties they face in their professional activities whereas internet based knowledge-sharing activities can contribute to the exchange process among them from different geographic locations. They also suggested that the senior teachers should lead CPD activities while more time bound and systematic actions is able to produce better result (Hou et al., 2009). In their study, Timperley & Phillips (2003) found teachers with enhanced feeling of self-efficacy and confidence after 6 months' activities on professional development. Burke

(2013) found a group of educators who engaged themselves willingly in CPD activities after participating in his 'experimental approach to professional development' that included observation, demonstration, reflection, collaboration and fieldwork. Kyndt, Gijbels, Grosemans, & Donche (2016) focused on the informal learning of teachers identifying different types of learning activities, that is, CPD practices based on the level of experience. The beginners were found as more active than the more experienced teachers in terms of their attitude towards CPD activities (Kyndt et al., 2016). Webster-Wright (2009) criticised the conventional view on teachers' CPD for focusing more on disseminating contents rather than up-lifting learning outcome. She argued in her paper for a shift in the discourse on the understanding of teachers' CPD, that is, the transformation from disseminating and assessing CPD programmes to realizing and facilitating true professional learning (Webster-Wright, 2009). In fact, different studies on teachers' CPD focused on different aspects related to this issue. In this study, my intension is to have a clear understanding of the previous literatures and find out the necessity of CPD in enhancing pedagogical skill among the teachers.

Effectiveness of continuing professional development in Enhancing Pedagogical Skills among the college teachers

Teachers' professional development is an important issue at present as teaching is not free from the impact of current socio-demographic transformation all over the world (Kyndt et al., 2016). For the teachers who teach in a Higher Educational Institution, CPD is always an important tool for updating and upgrading them professionally (Khan, 2008 and Das & Haque, 2013). It is very logical to support the position that, CPD can enhance the teachers' pedagogical skill according to the need of their time and socio-economic condition (Armour, Quennerstedt, Chambers, & Makopoulou, 2017). Teachers' CPD do not only help the teachers individually, but it benefits the institution of a professionally developed teacher as quality faculty contributes to the enhancement of teaching-learning standard, and thus uphold the reputation of the institution (R. Khan, 2008).

Challenges of Implementing Continuing Professional Development

Tondeur, Forkosh-Baruch, Prestridge, Albion, & Edirisinghe (2016) identified understanding and coping with socio-cultural reality; sustainable and scalable planning for CPD; shortage of teachers' pedagogical, technical and subject-related knowledge due to insufficient internet facility, language barrier, and geographical variation; lack of teaching-learning practices with the use of ICT; identifying and applying technology appropriately; and formulating well-organized teachers' professional development programmes as the main challenges of teachers' CPD. T. Steyn (2011) identified that Lack of proper institutional supports like – time allocation, adequate resources, learning assistance and effective leadership hinder the process of teacher's CPD by prohibiting the construction of a learning atmosphere around the teachers. Motivating the teachers for their active participation in the CPD activities and encouraging them to construct a learning community among themselves are also big challenges (G. M. Steyn, 2010). Nevertheless, in a rapid growing country like china, challenges regarding the implementation of teachers' CPD are coping with the pressure of a changing socio-economic condition; the demand of an appropriate curriculum for the new form of society; tension between traditional and new approaches; funding inequalities based on regions etcetera (Peng et al., 2014). Furthermore, It is never easy to implement CPD in a lower income country due to its lack of resources (Mack, Golnik, Murray, & Filipe, 2017). Rural-urban differences is also a challenge in implementing teachers' CPD equally as the infrastructural and connectivity facilities are clearly different in the villages and the cities (Ming, Hall, Azman, & Joyes, 2010 and Buckler, 2016). The study of Buckler (2016) also identified some additional challenges faced by the female teachers. In fact, the teachers face various types of challenges in terms of their CPD based on their diverse situations.

Suggestions for Enhancing Pedagogical Skills through Continuing Professional Development practices

Teachers' pedagogical skills can be enhanced through CPD in many ways (R. Khan, 2008). Necessary infrastructural support, internet facility, positive motivation, pre and in-service training, professional learning community, eliminating the pressure on the teacher etcetera can be helpful for enhancing pedagogical skill through CPD (Faruki, Haque, & Islam, 2019; Alam, Mishra, & Shahjamal, 2014; Islam, 2008; and, Khan, 2008). But the teachers' CPD in Bangladesh should be cost-effective as the government of the country is still in a financial constraint (Chowdhury, 2016). In this situation, smartphone based CPD programmes can be applicable for Bangladeshi College teachers (Pouzevara, 2016). In-house training using the institution's infra-structure, technical support and resource persons to train-up its faculty members can also be a good choice for a country like Bangladesh (H. P. Das, 2013). Informal learning practice on regular basis can also be a good form of CPD as the most common form of CPD at workplace (Kyndt et al., 2016).

Case Studies and Best Practices

An international Case Study on Enhancing Pedagogical Skills through continuing professional development with the best practices

The study of (Reeves & Lowenhaupt, 2016) is an institutional case study that investigated the teachers' perception on the impact of CPD at different levels like- individual, class and institution. The study also included the perceptions of institutional heads and the staffs who were involved in their project. The study of Reeves & Lowenhaupt (2016) investigated two academic years in a row and executed their work in two phases. At the first phase, they conducted a survey where 98 questionnaires were sent to the teachers who were engaged with BA or MA Education Programmes in the School of Education, Anglia Polytechnic University. Then, in the second phase they identified some factors based on the results of the survey and interviewed six teachers of the same criteria with semi-

structured questionnaire. They found opportunity to enhance the classroom practice and the institution as the most important reason to be engaged; creating or uplifting the interdependency among the colleagues as the most common immediate result; enhancing the confidence level as the long term impact; getting supportive attitude from the administrators as the institutional impact; and, the peer discussion as the most important matter for the teacher during their programs of CPD. They also found that the participants of CPD programmes, that is, BA/MA started thinking deeply about their profession theoretically and practically and regarded the programme as a big achievement. The research works while CPD programs make the participants familiar with research itself and uplift their skill. The participants felt more confident having enhanced skill in teaching. As the participants ends the programmes with enhanced skill, the students also get more interesting classes with innovative strategies as their benefit. The participants of CPD programmes started to share their learning with colleagues. And last but not least they found that, the participants ends with critical views on their own practice and determination to serve as a better teacher in the rest of their professional life. On the other hand, Reeves & Lowenhaupt (2016) investigated another aspect of teachers' CPD by the interviews of the institutional heads where they found that, all the heads have positive attitudes towards teachers' CPD; they admitted that the teachers' become better in terms of teaching after attending CPD programmes; they found the teachers' enhanced knowledge about research after CPD programmes; they found teachers sharing their knowledge among themselves; and, finally the institutional heads found CPD programmes helpful. In the concluding notes, Reeves & Lowenhaupt (2016) stated that, in most of the cases they found positive attitudes towards teachers' CPD programmes on the basis of the personal experiences of the participants. On the other hand, they got positive attitudes from the institutional heads too.

A national Case Study on Enhancing Pedagogical Skills through continuing professional development with the best practices

The study of Pouzevara, (2016) is a case study on school-based in-service teachers' training in rural Bangladesh. This paper is a research report that has been produced as an outcome of a 21 months programme funded by the Asian Development Bank (ADB). The general objective of the study was to formulate a case study on the usage of mobile phone as a supporting tool of distance education in terms of its effectiveness in enhancing classroom practice during the teacher training sessions, usefulness as a tool for reaching remote or rural teachers including the women and the disadvantaged groups also, and other utilities in terms of pedagogy and educational administrations. The study also examined the cost-effectiveness of using mobile phones in CPD programmes. As the part of the corresponding research, a pilot training programme of 6 weeks was conducted and proved as successful in terms of the perceptions of the administrators, trainers and the trainees. The trainees were found to be satisfied on the programme according to the findings from the log sheets and other empirical data. Focus group discussion and interviews with the use of questionnaire as instrument were the data collection methods in this research. It was a training in which sessions were conducted from a distant place through smartphone. Both the trainees and the trainers faced problems like- lack of sufficient training to use smart phones; technical failures; inflexible session timing; and shortage of necessary numbers of phones. But still overall the trainees were satisfied and were interested in getting sessions at their homes and work places in future also. According to them, convenience in terms of easy access to the training venue from anywhere; opportunities to get continuous communication with the trainers and the fellow trainees; introduction with exciting modern approach; increase in face-to-face interaction; and promoting collegiality are the benefits of this type of distance trainings using smart phone. The impacts of this training were even better in promoting CPD activities among the school teachers in remote and rural area. Not only the participating teachers, their colleagues also became interested in CPD activities and formulated professional learning communities among them. Furthermore, the nearby institutions also followed the institution that started these activities. Finally, the paper ends with recommendations like- using simple and cost-effective models like the use of smart phones; ensuring the trainees all time access to the phone; encouraging more institutional funding for this types of programmes; arranging a orientation session; continuing experiment in this sector; ensuring the advanced use of smart phones by the trainers; and, promoting more effective use of laptops in the educational institutions.

Enhancing Pedagogical Skills through Continuing Professional Development in Bangladeshi Colleges

Continuing Professional Development in Bangladeshi colleges

At present, CPD among the college teachers of Bangladesh is not a very common practice. CPD activities like seminar, symposium, workshop, Training etcetera exist in this country, but as a rare practice. The practice also varies on the basis of the geographical location. The colleges in the big cities are in comparatively better position, but the situation in the rural colleges is really very poor (F. Islam, 2008). In most of the cases, there is almost no kind of CPD activities in those colleges. But the government of the country is very much concerned about the issue of quality education especially when it is a goal of SDG (Robiul Islam et al., 2019). The major problem in Bangladeshi Colleges laid in the lack of resources as the country is still trying to be enlisted among the middle income countries (Mahmud, 2019; Robiul Islam et al., 2019; and Alam et al., 2014). More over the resource allotment process for the government college is very critical and time consuming task (Alam et al., 2014). But still, the government of the country is trying to develop the education sector of the country considering this as a prioritized issue (Robiul Islam et al., 2019). As a result, the government offers several training courses for the college teachers of the country through the National Academy for Educational Management (R. Khan, 2008), but the accommodations in courses are severely inadequate in terms of the numbers of college teachers in the country (Nagashima et al., 2014). Taking this reality into account, at present the government, as well as the administrators are more interested in in-house trainings for the teachers which is a time and cost-effective way for training a lot of teachers in a short

period of time. Besides, the government has started a new project named College Education Development Project with the collaboration and funding of the World Bank (Robiul Islam et al., 2019) through which thousands of college teachers of the country will be trained up either in the country or in abroad within few years. So, Bangladesh is experiencing acceleration in the sector of teachers' CPD.

How the colleges can be benefited by implementing Continuing Professional Development in Bangladesh

The colleges of Bangladesh can be benefited in several ways by implementing CPD for the teachers. From the literature of all around the world, it is clear that CPD has a positive impact on the teachers performance in terms of their subject related knowledge, self-confidence, knowledge about research, classroom practice, maintaining good terms with the students and so on (Khan, 2008; Chambers, 2001; Guskey, 2002; and, Davies & Preston, 2002). The literatures also show that, the students and the corresponding institutions also get benefits of teachers' improved quality (Khan, 2008 and Guskey, 2002). Students get interesting and innovative classroom practice from a skilled teacher (Chambers, 2001) which makes them more attentive in their study resulting enhanced learning outcome (Faruki et al., 2019). On the other hand, the colleges get better teachers with the capability of changing the tradition teaching-learning practices to a modern one with the intention to cope with the competitive real world (R. Khan, 2008). Teachers' CPD process can change the work place environment by creating professional learning community among the colleagues in order to share the knowledge (Yamagata-Lynch, 2003). Most importantly, the colleges gets capable workforce who are able to solve several professional problems by self only because of experience sharing among them through CPD (R. Khan, 2008). This process of enhancing teachers' capability can also ease the pressure on the administration as it empowers the teachers with confidence and expertise (Yamagata-Lynch, 2003).

Strengths in the colleges of Bangladesh that will support the implementation of Continuing Professional Development

The colleges of Bangladesh are overwhelming in a number of problems (F. Islam, 2008; Y. Islam, 2011; Nagashima et al., 2014; and Mahmud, 2019) and it is really hard to find strengths among these colleges. Nevertheless, most of the colleges have some experienced teachers with some fresher as well in their teachers' list where the experienced teachers can help the newcomers by sharing their professional experiences in order to enhance the content knowledge among the young teachers and make them prepared for various professional challenges (R. Khan, 2008). On the other hand, the newcomers can also influence the experienced seniors with their lively and energetic attitude towards the CPD activities.

Potential challenges to the Implementation of Continuing Professional Development among the college teachers of Bangladesh

There are a lot of problems in the colleges of Bangladesh that can be considered as the challenges of implementing teachers' CPD in these institutions. The most common challenges are - lack of resources, lack of proper infrastructural support, insufficient internet facility, heavy workload of the teachers, and unfavourable teacher-student ratio etcetera (Faruki et al., 2019; Mahmud, 2019; Mahmud, 2019; and Nagashima et al., 2014). Different types of pressures on the teachers and the administrators make the situation even worst (F. Islam, 2008). More over the pre-service training facilities for the teacher in Bangladesh is very limited, (R. Khan, 2008). Consequently, in most of the cases, the college teachers of the country enter in their job as fresher with simply no kind of experience. The number of in-service training is also insufficient (Nagashima et al., 2014). So, it is not easy for these inexperienced teachers to construct an effective professional learning community in order to ensure CPD among them. The time constrains due to heavy work load also hinder the process of CPD as the teachers have no common time to participate in CPD activities. Then, the teacher-student-ratio of 1:116 (Hussain, 2014) is too hard to address with CPD without proper infrastructural and resource support. One of the important tools of CPD is technological support which is also insufficient in most of the colleges in Bangladesh (Faruki et al., 2019) creating another challenge for CPD activities. The teachers' heavy workload resulted from the engagement with different types of unproductive works also abandon them to manage necessary time for CPD activities (Tietjen, 2004). Moreover, shortage of supportive staffs engages the teachers in many unproductive tasks (Alam et al., 2014) that prohibit them to take part in academically productive works and the CPD activities as well.

Ways of overcoming the challenges to the implementation of Continuing Professional Development among the college teachers of Bangladesh

The colleges of Bangladesh have many challenged in terms of successful implementation teacher's CPD. But the authority is trying to overcome these problems and ensuring quality education in the colleges of the country. As the colleges of Bangladesh are unique in terms of its socio-economic and political problems, in order to solve the problems in these colleges what is needed first is to carry out sufficient number of empirical researches that will identify the specific problems of Bangladeshi colleges and recommend possible solutions. Enhancing the expertise of both the administrators and the teachers through different trainings can also help the situation (Robiul Islam et al., 2019). Nonetheless, motivation for the teachers is at the centre for making the teachers willing to work hard for better outcome (Faruki et al., 2019). At the individual level, seeking expertise support from the senior and experienced colleagues can also be helpful. At the institutional level, proper monitoring system (Alam et al., 2014), whereas at the Governmental level, more attention on ICT based education; ensuring modern resources in terms of library facility; establishing 'Human Resource Develop Centres' are also essential for enhancing the CPD practices (Monem & Baniamin, 2010).

Conclusions

After this discussion it can be said that as a lower middle-income country, the government of Bangladesh is struggling to enhance its education quality. But the colleges of Bangladesh face a lot of problems due to lack of resources, infrastructure, technological support, unfavourable teacher-student ratio etcetera. But there is also some strength in these institutions. What is needed in this situation is to identify the specific problems and the solutions to those problems as well. In spite of different challenges, the government and the authorities of these colleges are trying to accelerate teachers' CPD activities in order to enhance the quality of the teachers and the learning outcomes of the students.

Teachers' professional development is a matter of concern for most of the countries all over the world. There are a lot of literatures indicating different aspects of continuing professional development. I have also found many positive impacts of teachers' CPD in terms of enhancing their professional skills whereas there are also several challenges of implementing CPD among the teachers. CPD is also important for the college teachers of Bangladesh for enhancing the quality of education in those institutes. It has been found from existing literatures that the teaching-learning environment of Bangladeshi colleges are not favourable for effective teaching. Moreover, teachers of these colleges have to do a lot of works without necessary positive motivations. They also lack the chances of CPD. All these barriers make the quality of tertiary level education poor in Bangladesh. At this situation this paper ends up with some recommendations like increase the number of trainings for the college teachers of the country, ensuring positive motivation for them and developing the infrastructural facilities. If the government of Bangladesh can solve the resources problem for the colleges, it will contribute to minimize of all other problems.

After discussing the issue of enhancing pedagogical skills through CPD from different angles and dividing the issue into different themes, I have come to the end with some specific recommendations that can be fruitful for Bangladeshi College teachers. Firstly, the number of trainings, both in-service and pre-service must be increased. This will make the teachers more capable for their job contributing to enhancement in total quality enhancement in the college education sector. The in-house trainings can also be helpful as they are time and cost effective. Funds should also be increased to train up the teachers in order to enhance their professional expertise. The government should also focus on overseas training for the teachers as these training will introduce them with different countries' education system and judge their own situation. Secondly, Motivation for the teachers is also very important to make them willing to get engaged in CPD activities in order to up lift their pedagogical skills. Appropriate motivation will change the teachers' attitude positively resulting in enhanced CPD practices and improved pedagogical skills among the teachers as well. Thirdly, the infrastructural development is essential for the Bangladeshi colleges. Most of the colleges are experiencing a shortage of classrooms, poor libraries, improper power and internet facility etcetera. These basic needs must be fulfilled in order to get a total quality improvement in the colleges of Bangladesh. Because without a favourable teaching-learning environment, neither the students nor the teachers can do much in order to enhance the learning outcome. To ensure the quality of the tertiary level education in Bangladesh the government of the country have to increase the budget in this sector and provide the higher educational institutions with necessary infra-structural and other facilities. the colleges of Bangladesh are experiencing a lot of difficulties, but they are also trying to solve their problems. Effective decisions and proper attempts by the authority and the government of the country can enhance the situation of the Bangladeshi Colleges within short period of time.

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