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Practice of Career-related Lifelong Learning among High School Teachers: An Exploratory Study

Yasmin Sultana

Abstract

By career-related lifelong learning, it refers to continuous learning from any sources aimed at enhancing professional competency. This research focuses on career-related lifelong learning among high school teachers in Bangladesh, examining the extent of these activities, influencing factors, and challenges. Following mixed method strategy, data was collected from eight high schools and analyzed using a conceptual framework. Findings indicate a significant lack of engagement in learning activities, which is influenced by factors such as age, working experience, and societal attitudes towards learning. Older teachers and those with extensive experience perceive reduced learning needs, affecting their motivation, perseverance, curiosity, and regulation of learning. Work pressure and institutional restrictions in professional learning activities hinder teachers' intentions for continuous learning, particularly influencing non-compulsory activities. Access and participation in learning activities are more limited in rural districts compared to urban areas. The inadequate presence of lifelong learning initiatives in the policy framework has a long-term impact on creating a learning culture among teachers. To overcome these challenges and foster continuing learning activities, the study suggests systematic training sessions, required incentives, and institutional heads' role in supporting teachers' professional development. It also recommends establishing mentoring programs for personalized support. Ensuring equitable access to technology, and addressing barriers like internet access and workload are crucial for enhancing educational outcomes. Overall, this research provides valuable insights into existing issues of learning activities and ways of promoting lifelong learning among high school teachers in Bangladesh, aiming to improve teacher professional development, student achievements, and the overall education system.

Keywords: Career-related Lifelong Learning, High School Teachers, Professional Development, Bangladesh

Introduction

Lifelong learning is a dynamic process (London, 2011). Lifelong learning is crucial for the United Nations' SDG 4 (UN, 2016) and Bangladesh's transitional society. The Fourth Industrial Revolution (4iR) and socio-economic dynamics have brought challenges for professionals, including teachers (World Economic Forum, 2018). To address these challenges, the Bangladesh

[1] Lecturer, Department of Sociology, Begum Rokeya University, Rangpur. Email: sultana@brur.ac.bd

government has prioritized lifelong learning, including adult education and training facilities (Bangladesh Planning Commission, 2020). Lifelong learning opportunities were introduced in Bangladesh through starting non-formal education in 2006 when this way of learning was for those who have special needs or those who have not formal education (Ahmed, 2014). This study particularly prefers teachers' engagement in career-related lifelong learning activities since teachers are key stakeholders in preparing students to be lifelong learners. Teachers need continuous professional development. However, a holistic understanding of career-related lifelong learning among teachers is underrepresented. Recent changes in education structure and the COVID-19 pandemic have highlighted the importance of continuous learning in every stage of professional life. Additionally, many countries are concerned to have a significant proportion of older teachers in their workforce (OECD, 2019) which may be true for Bangladesh. In consequence, it becomes more difficult for teachers to cope with changes. Teachers face pressure to implement reforms and address diverse needs in the classroom, and the need for competent teachers to prepare students for a changing world is evident. Despite government initiatives and NGO collaborations there is still a lack of comprehensive planning for lifelong learning, leading to issues with quality, efficiency, and sustainability (Ahmed, 2014). Recently, studies have reported lifelong learning in Bangladesh from various points of analysis. For example, the following studies can be mentioned: Lifelong learning at the age of 4iR (Abdin, 2020); lessons learnt from community learning centres in Bangladesh; problems of adult education for women in Bangladesh (Sarker, 2014). This study asked two questions throughout the process: firstly, what are the key factors influencing the extent of career-related lifelong learning among high school teachers in Bangladesh? And secondly, what strategies and interventions can be implemented to promote and support lifelong learning activities among high school teachers in Bangladesh? The key objective of this study is to investigate the state of lifelong learning among high school teachers in Bangladesh and its implications for professional development. The specific objectives are to examine the extent of engagement in career-related lifelong learning activities among high school teachers; to identify the factors that influence teachers' behaviours and attitudes towards continuous learning and; to examine the challenges and barriers that hinder teachers' professional competencies.

Literature Review

Understanding Lifelong Learning: The central idea of lifelong learning is that all skills and knowledge are not possible to learn in a student's life and hence, people have to improve their capacities through lifelong learning for professional growth (London, 2011). The concept of Lifelong Learning came into play as a system of organized activities that support the learning of individuals of all ages on any topic (Uslu, 2016). Lifelong learning activities can be listed as follows: Formal learning (planned, organized, structured and carried out in educational institutions); Non-formal learning as planned and aim to gain some skills and qualifications (pieces of training); And informal learning (random, unplanned daily life learning events and especially acquired by experience). Lifelong learning as a concept has been defined as an age-independent continuous learning opportunity for individuals to develop more skills.

Lifelong learning and its significance in professional development: SDG 4 prioritizes inclusive and equitable quality education and lifelong learning opportunities for all (UNESCO

Institute for Lifelong Learning, 2019). Lifelong learning is crucial for social justice, sustainable development (Webb et al.,2019), and global citizenship. It is central to employment and education policy discourse (Lavrijsen & Nicaise, 2017). Following London & Smither (1999) and Elfert (2019), career-related continuous learning is essential for professional growth and has become a blessing for vulnerable individuals to job insecurity. It is a human rights-based approach to adult education that can solve global issues. Beairsto et al. (2003) claimed that professionals should continue learning throughout their lifetime for increasing competency, but organizations need support to empower them.

Lifelong learning among teachers: Sahin et al. (2010) found differences in pre-service teachers' communication and mathematics competencies and urged need for lifelong learning as solution, while Duţă & Rafailă (2014) emphasized the importance of lifelong learning for university teachers' professional development. Chivers (2006) found face-to-face training more effective than distance learning, and suggested a combined strategy. Kolenc Kolnik (2010) studied Slovenia's geography teachers, finding declining enthusiasm for continuing professional development and lifelong learning after university. The main obstacles to formal Continuous Professional Development (CPD) are heavy workloads and associated costs, leading to informal and opportunistic learning. To encourage and incentivize teachers to enhance their professional skills through further learning, schools should foster a culture that encourages and incentivizes them.

Factors influencing lifelong learning: Lifelong learning is influenced by various factors, including society characteristics, gender differences, and the presence of social capital. Jarvis (2007) claimed that industrialized societies have more sophisticated learning opportunities, while non-industrialized countries have more to learn. However, working-class women's participation in lifelong learning is often neglected, leading to low-paying and low-status jobs (Jackson, 2003). Rogers (2006) proposes a transformative approach, while Riddel et al. (2001) suggest increasing social capital can reduce learning difficulties for women. Medel-Anonuevo et al. (2001) suggest creating a culture of lifelong learning that supports society's values and develops human maturity. Kind & Evans (2015) highlighted the role of social media in lifelong learning, with online platforms being a significant source of knowledge. Öz (2022) found factors affecting lifelong learning tendencies include age, education, and occupation. One limitation of the paper is that it only focuses on studies conducted in Turkey, and the findings may not be generalizable to other contexts. Based on this literature review, it is evident that lifelong learning is a crucial aspect of professional development, particularly for teachers. Factors influencing lifelong learning outcomes in society, particularly teachers, can hinder their progress.Considering these issues from literature The study aims to examine career-related lifelong learning in Bangladesh, identify factors influencing learning behaviors, and estimate challenges faced by teachers, potentially affecting learning culture and reducing competencies.

Conceptual Framework

Lifelong Learning is the central construct of the study, which refers to the continuous acquisition of knowledge, skills, and attitudes throughout a person's life. This construct can

be further divided into categories: formal, non-formal and informal learning. From a broader view of lifelong learning, this study chose it, particularly for explaining career-related lifelong learning and teachers as subjects of analysis. This construct represents the learning activities that teachers engage in to enhance their professional competence, meet the demands of their job, and advance their career prospects. Coşkun & DemiRel (2012) underline motivation, perseverance, curiosity, and regulation of learning as the sub-dimensions of lifelong learning tendencies. For this study, these sub-dimensions were integrated as the effects of some primary factors as shown in the figure. Underlined by different studies, these sub-dimensions are interlinked in many cases (Crick et al., 2004; Gorges & Kandler, 2012; Öz & Şen, 2021). As a form of energy, motivational factors direct decisions to have access to learning opportunities. And, it is difficult to have curiosity and desire without motivation. Perseverance focuses on maintaining learning in a stable and determined manner and accepting learning as a continuous process. And curiosity reflects the desire for exploratory behaviour such as observing, consulting and thinking. Another dimension is to regulate learning. It shows the interrelationship between constructive and active self- regulated learning and lifelong learning (Öz & Şen, 2021). The proposed study be analyzed by the framework which is to assess the quality of lifelong learning situations. This framework is designed based on the studies and asssumptions of European Commission Report (2002), Coşkun & DemiRel (2012) and Drewery et al. (2020).

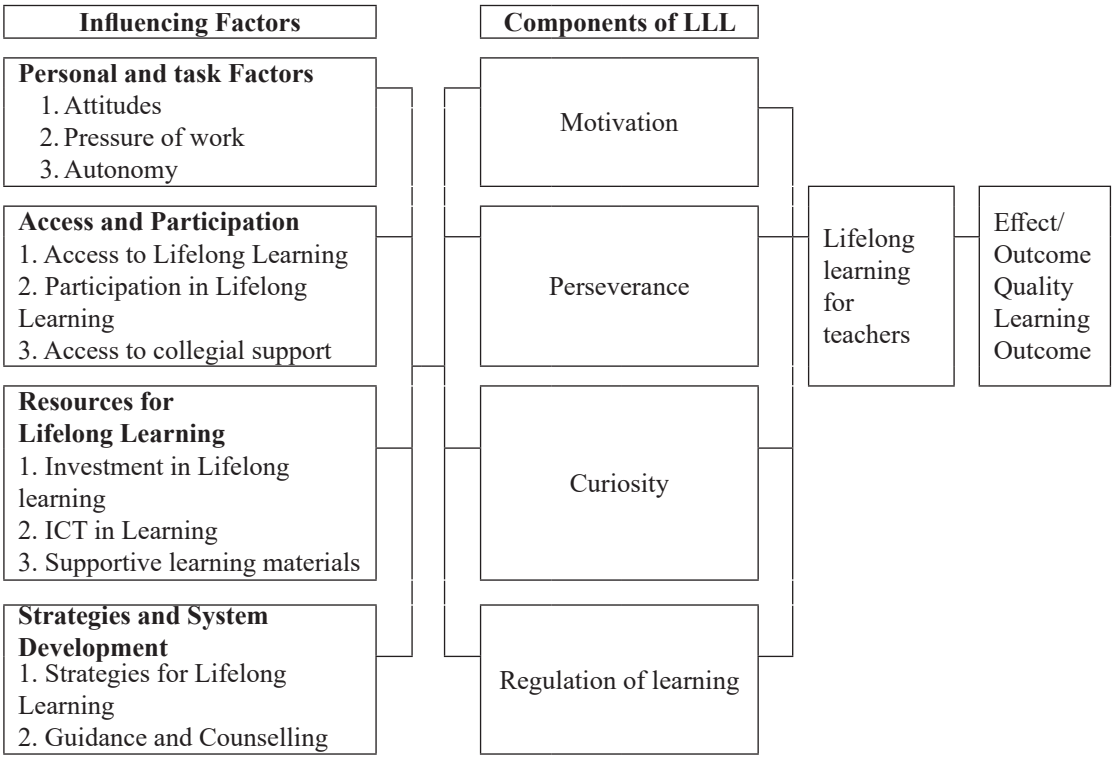


Figure 1. Conceptual framework.

The conceptual framework outlines the various sub-dimensions of lifelong learning and their relationship with career-related learning among high school teachers. It highlights the primary factors influencing motivation, perseverance, curiosity, and regulation of learning, ultimately impacting the learning outcomes of both teachers and students. The framework guides the research process by defining the sub-dimensions of lifelong learning critical for teachers' professional development and identifying influencing factors that may enhance or reduce teachers' learning behavior. An imbalance between current competencies and required competencies may perpetuate learning gaps and discontinuation of learning activities.

Methods for Data Collection and Analysis

The guiding concern for the study is discovering to what extent lifelong learning is relevant for the teachers of high schools. A mixed-method approach was used to conduct the study. Researchers employ mixed method design because it helps to expand understanding from one method to another and confirm findings from different data sources (Creswell & Creswell, 2018). Since this study is education research, there are many valid claims that mixed method research adds "extra value" to studies seeking to better describe differences in educational effectiveness (Sammons, 2010). Considering these issues, the study chose mixed method approach.

Table 1

Methodology at A Glance

Participants Group	Sample size	Selection criteria	Data collection technique	Instrument
Teachers of the secondary level school (Both male and Female)	62 from eight schools	Duration of continuing present work	survey	semi-structured questionnaire
Female Teachers	15 from eight school		Interview	interview checklist
Along with mentioned groups, employers/heads of the educational institutions those who are in leading positions, and trainers of TTCs.	4 (8-10 participants for each FGD)		FGD	FGD guidelines

This study uses probability and non-probability sampling to gather data from 62 high school teachers, head teachers, and trainers of teachers. Participants were categorized based on government and non-government schools, areas, age, and gender. The study was conducted using primary data sources and methods, including interviews and focus group discussions (FGDs).

Table 2

Teachers' Background Information

Category	Groups	Number of Participants
Age	20-30	11
	31-40	24
	41-50	21
	51+	6
Gender	Male	34
	Female	28
Teaching experience	1-10	27
	11-25	35

Data was collected through in-depth interviews using semi-structured questionnaires and interview checklists, and participant-specific interview checklists to explore gender-based analysis of occupation-related learning activities and lifelong learning perspectives. The study aims to understand teachers' learning intentions and their perspectives on occupation-related learning activities.

Table 3

Detailed Research Tools and Indicators to Fulfill the Objectives

Objectives and tools	**Indicators to fulfil objectives**
1. To examine the existence of career-related lifelong learning among teaching professionals (semi-structured questionnaire)	sources of learning activities, the extent of spent time, perception about continuous learning and work development, motivations to learn (self-initiated), Attitude towards change and adaptability, socio-economic background
2. To identify factors that influence learning opportunities and learning behaviours (Semi-structured questionnaire, Interview checklist, FGD)	nature of Organization social factors occupation status Job preference Technological Available ways of learning
3. To estimate the challenges and problems of career-related learning gaps that reduce competencies in work. (Semistructured questionnaire, Interview checklist, FGD, Document Review)	Individual Level, Social Level (norms towards learning and work performance) Policy Challenge, Gender perspectives

Data collection, compilation, cleansing, data analysis, and interpretation are all part of the data management process. The data cleaning technique entails separating relevant data from all

data sources once the data is compiled from various sources. The next step is to use Microsoft Excel to analyze the data and interpret it based on theory and previous research. However, a data-driven thematic analysis was followed for the study. To validate claims, data triangulation is important (Flick, 2000). Thus, findings from both the qualitative and quantitative parts of the study were triangulated. After the collection of necessary data, emphasis was given to organizing all sorts of data. For quantitative analysis, close-ended questions were transformed into computer-readable data (coding). Simple descriptive statistical analysis was followed. Regarding the analysis of qualitative data, it is emergent rather than prefigured (Creswell, 2018). Then descriptive findings from the qualitative study was brought under some thematic concepts. In many parts of quantitative data analysis, qualitative data was analyzed to supplement the findings of quantitative analysis.

Findings

Sources of learning activities

The sources of learning were categorized into two parts: learning as acquisition and learning as participation. A key finding is how teachers evaluate various learning sources regarding their contribution to improving work capabilities (Table 4). The measuring scale and categories of sources of learning support for enhancing work capabilities of teachers were directly chosen from literature (Felstead et al., 2004). Out of all respondents, 51.6% stated that their biggest source of learning about improvement was through actually watching others carry out the job in the schools and 46.8% through performing their job duties. This indicates that the majority of the participants agreed that they had mostly developed their abilities through hands-on job experiences.

Table 4

Sources of Learning Support for Enhancing Work Capabilities of Teachers

Source of learning	Percentage in each category				
	A great deal of help	Quite a lot of help	Of some help	A little help	Of no help at all
	%	%	%	%	%
Learning as acquisition					
Paid training courses by your employer or yourself	27.4	41.9	11.3	14.5	4.8
Skills picked up while studying for a qualification	37.1	33.9	12.9	8.1	8.1
Reading books, manuals and work-related magazines	6.5	21.0	35.5	29.0	8.1
Using the Internet	38.7	30.6	19.4	8.1	3.2
Learning as participation					
Doing your job regularly	46.8	38.7	14.5	0.0	0.0
Being shown by others how to do certain activities or tasks	16.1	43.5	33.9	6.5	0.0
Reflecting on your performance	37.1	50.0	12.9	0.0	0.0
Watching and listening to others while they carry out their work	51.6	30.6	17.7	0.0	0.0

The study found that learning as acquisition is less helpful than learning as participation in improving work performance. Activities related to the workplace, such as job-related activities, hands-on training, and self-reflection, were considered more helpful. Teachers' time-use for learning activities was examined, and 54.84% of them were devoted to learning activities for seven hours or less (Figure 2). 'Learning by doing' was considered more important for improvement.

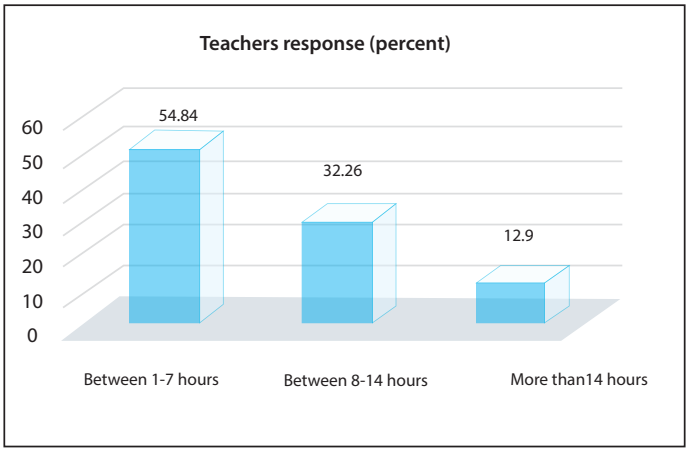


Figure 2. Weekly hours devoted to learning activities.

Perceptions about continuous learning: Effects of Career Phases and Age

The study reveals that teachers' learning efforts peak during the six to ten-year teaching career (Figure 3). However, teachers may experience a lack of motivation and job instability at the beginning of their careers, potentially due to a lack of awareness about professional self-development. As their career progresses, perceived learning efforts may decre

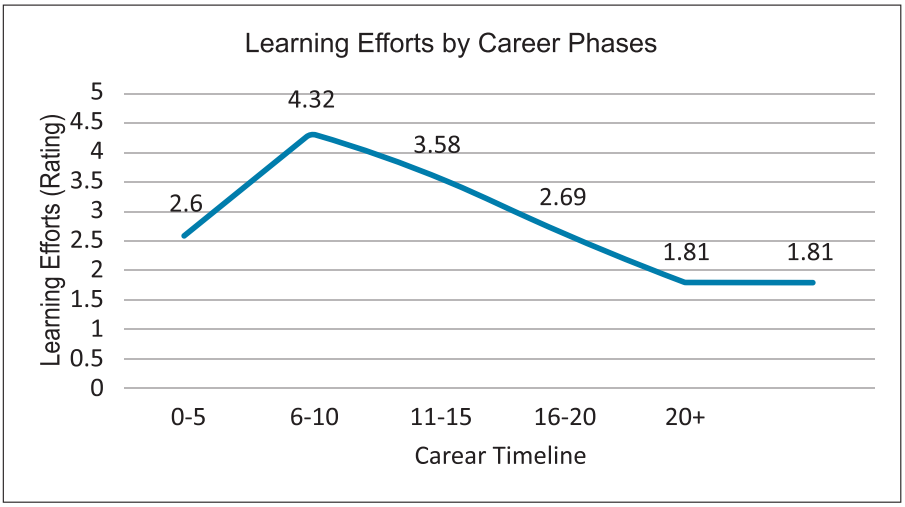


Figure 3. Perception ratings (1-5) of learning efforts across teachers' career span.

Young and old teachers have different perceptions about continuing professional learning, with higher-age and extensive working experience showing a notably indifferent attitude towards it. Over 20 years of experience, 50% of teachers disagree that continuous learning is not essential, attributed to experience-led learning and family involvement.

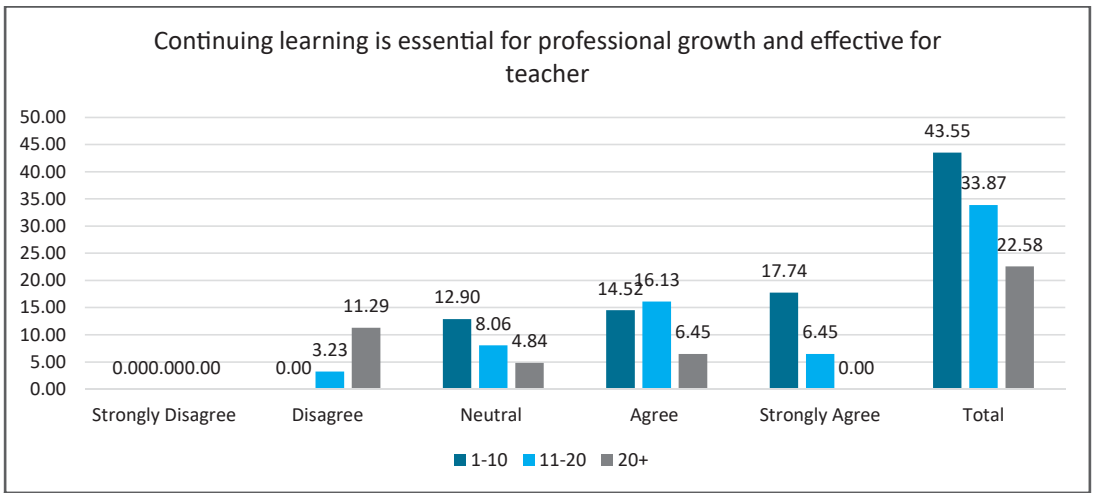


Figure 4. Perceptions about the need for continuous learning in terms of working experience.

Motivations in Continuing Professional Learning among Teachers

Appraisal and promotion are key motivators for teachers to continue learning and engaging in professional development activities (Table 5). Earning additional qualifications and receiving positive feedback are powerful motivators. Demotivation factors include lack of incentives, perceived career prospects, and lack of leave options for training or degree programs. Social psychology suggests implicit beliefs about age and responsibility may influence teachers' perceptions of their ability to continue learning and growing in their roles.

Table 5

Factors Influencing Motivations to Learn and Barriers to Continuing Professional Development among Teachers

What motivates	What demotivates
Appraisal	no incentive/opportunity for more competency
Promotion (B.ED), M.ED (Headship)	"No career"- no leave options for training/degree/resource
satisfaction based on incentives/ money	social psychology: learning limits to job entry age and responsibility
Applicability of re-learning	unavailability of learning institutions
	legal/institutional barrier/ restricted opportunity

Factors Influencing Learning Behaviors of Teachers

Characteristics of school: To identify the impact of characteristics of school on continuing learning behaviour of teachers, four factors were considered: supportive leadership, celebrating success, access to resources and the nature of ownership by government and non-govt. ownership.

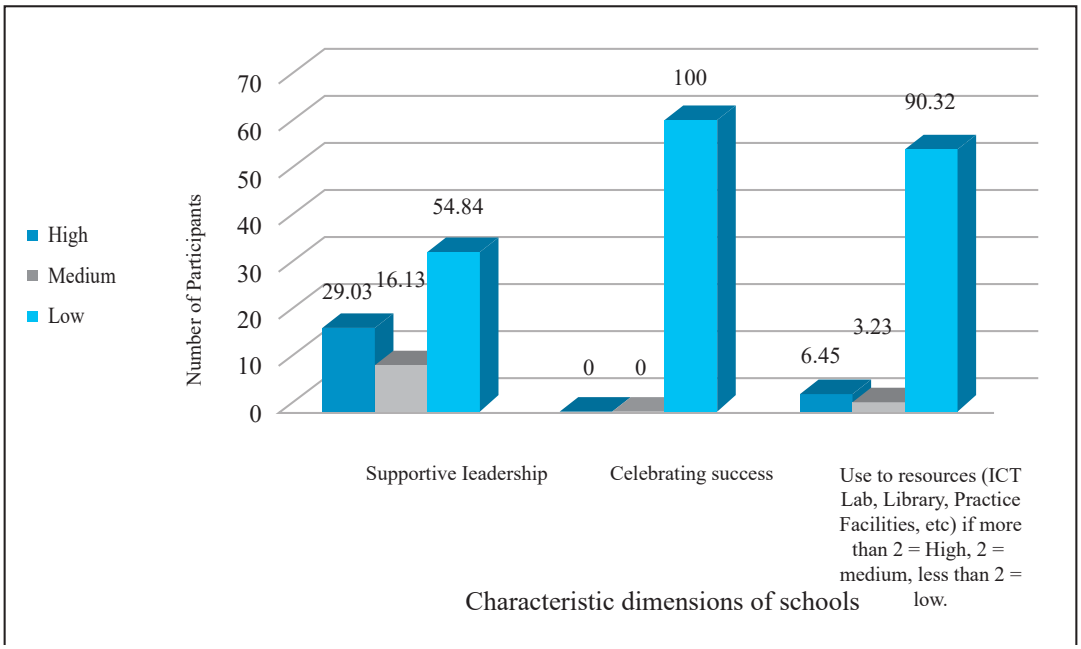


Figure 5. Measurement of supportive characteristics in schools using high, medium, and low scale.

This study examines the role of headmasters in schools, focusing on their value for professional growth and development. The study found that heads who provide proactive guidance on job improvements, manage stress, recognize teachers' limitations, and offer job counseling encourage teachers to continue learning and utilize their learnings. Rewarding the successes and achievements of teachers for continued learning and professional growth were asked of teachers. One teacher (Mithapukur, 28 January 2023) stated that

> "*Schools that recognize and reward teachers for their achievements can create a culture of learning and growth. At the last time, many of us completed B.Ed. and the students along with other colleagues organized a program. This encouraged me to get admitted to the next opportunity, M.Ed which is not related to my promotion."*

Non-government school teachers face limited and underfunded professional development opportunities, placing a higher value on it than government schools. They are bounded to develop their capacity based on school demands, and government job responsibility is not emphasized. Figure 6 shows that government school teachers have higher job satisfaction (48.39%) than non-government high school teachers (9.68%). Job satisfaction varies in terms of salary, ability utilization, promotion facilities, cooperation, freedom for work, job security, social status, working conditions, and achievement.

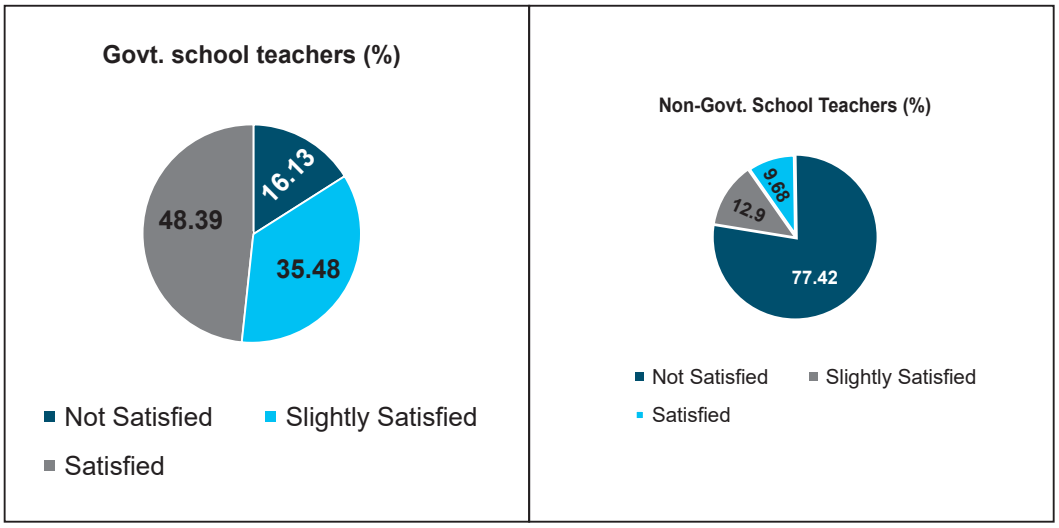


Figure 6. Distribution of respondents in terms of the overall level of job satisfaction.

Practices that influence learning: age stereotype, social loafing, burnout

In this section, teachers were asked about their perception of some of the key statements to understand the societal beliefs that influence the teacher communities.

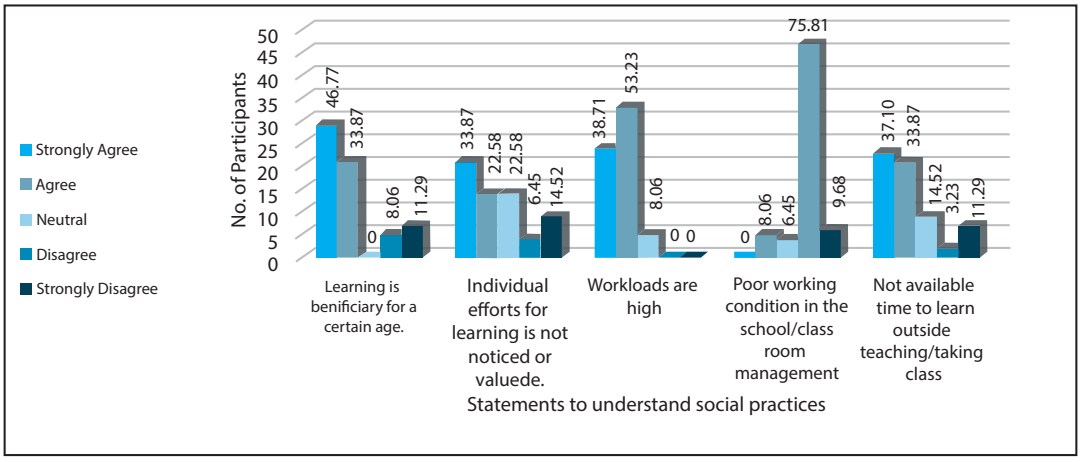


Figure 7. Measuring social influence on the learning behaviours of teachers using an agree-disagree scale.

Age limits learning behavior, with 46.77% of respondents strongly agreeing and 33.87% agreeing that age-related stereotypes negatively impact teachers' willingness to continue professional development. This belief can lead to decreased motivation to engage in professional development opportunities, as older teachers are more reluctant to learn. Social loafing, where individual efforts for learning are not valued, is another issue that affects teachers' motivation. Teachers who experience more workload are less likely to engage in professional development

opportunities, as they may feel overwhelmed and lacking in energy. This can result from high workloads, lack of autonomy, and poor working conditions. The majority of participants agreed that not having time to learn outside of teaching/taking class indicates more workloads. Overall, these factors contribute to a decrease in motivation and engagement in professional development opportunities for teachers.

Gender Differences in Lifelong Learning Tendencies among Teachers:

Through data, this study searched for the question, "are gender differences a factor in lifelong learning tendencies among teachers?" In the context of gender, self-regulated learnings are more prevalent among male teachers (53%) than female teachers (32%). It is caused by socio-cultural factors and demographic factors. In terms of compulsory and non-compulsory learning activities, female teachers show a tendency to participate in compulsory activities, which are typically mandated by educational institutions or professional requirements.

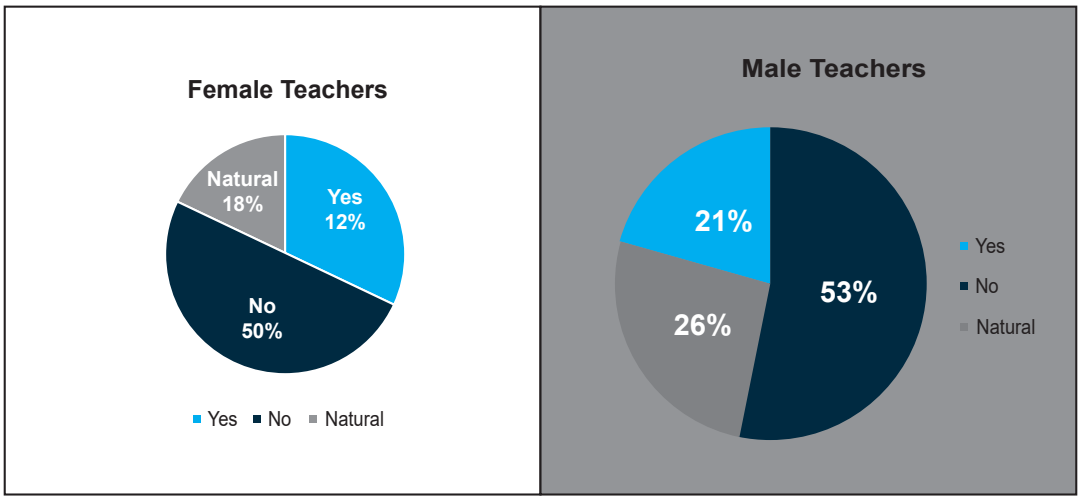


Figure 8. Gender-based responses to intentions to participate in self-regulated learning activities.

Influence of school location on teachers' learning opportunities:

The study found a significant difference in self-actualization priorities between teachers in Dhaka city and those in the rural district of Rangpur. Dhaka city teachers prioritize self-actualization due to the greater availability of learning opportunities, proximity to central offices and educational institutions, and the abundance of facilities. The competitive educational landscape in Dhaka city motivates teachers to continuously improve their skills and knowledge, while Rangpur teachers face limited access to learning resources and professional development programs due to geographical distance. This competitive environment encourages teachers to actively seek out learning opportunities and engage in professional development activities to stay at the forefront of their profession.

Teachers in Dhaka city are facilitated by the opportunities compared to teachers in rural district schools

Funded workshops, seminars and pieces of training
Communication facilities

Access to promotional/advertisement-based training
Institution initiated opportunities

Challenges in continuing learning for professional development

Despite the emphasis on attending training courses and obtaining qualifications, they were rated as having a limited impact on enhancing job performance. The structured knowledge in training or degree is useful in gaining initial competence at their workplace, but its benefits decline as a way of improving performance in the long run. This problem is rooted in haphazard training, lack of follow-up training, and lack of sessions for discussing teacher-specific problems. Teachers have very little involvement in deciding about the units taught in the courses of the training.

The study identified a significant challenge in the learning tendencies of the teachers, which involves hands-on experiences and observational learning. This can lead to a decrease in overall performance, particularly if the teachers are not aware of whether they are performing a task correctly or observing someone who is not performing the task effectively. As a result, their teachers may continue to reinforce errors, which can ultimately decrease the individuals' competency at work. These individuals may be unaware of the faulty guidance they are receiving, which further creates the problem.

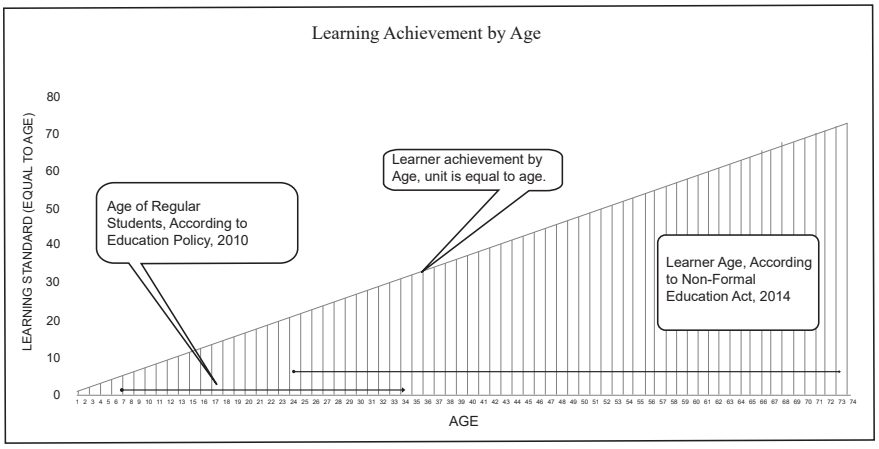


Figure 9. Scenario of learning conditions by age.

Teachers need to avoid age-related stereotypes and recognize that learning is a lifelong process that does not have an age limit. In Bangladesh, there is a limit to formal education (Figure 9).

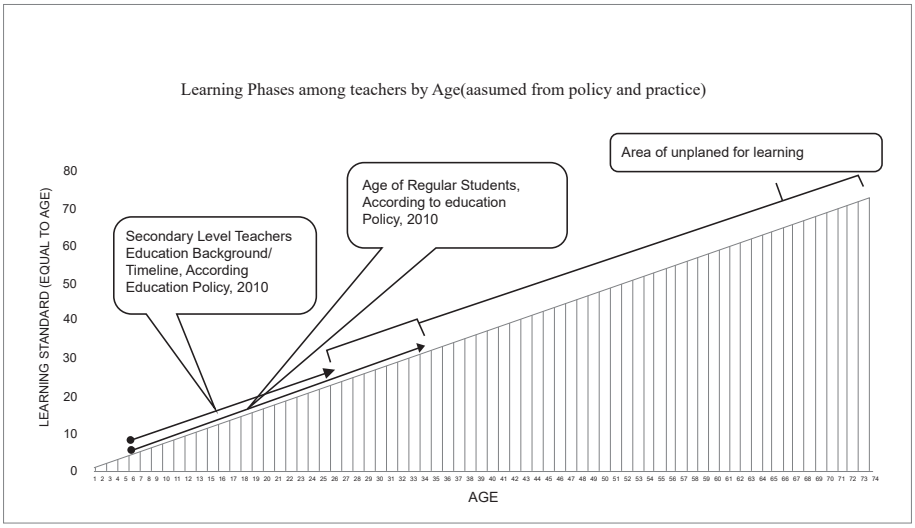


Figure 10. Age-based learning level (each year is equal to one learning level) and unplanned phases in learning.

One major challenge in education policy arises from an emphasis on formal education, not lifelong learning. To become lifetime learners, young people need to leave school being motivated towards further learning. However, the traditional view of education typically involves limited opportunities for students to be involved in setting their objectives or engaging in self-directed learning. Courses and continuing education programs for teachers rarely address LLL topics in a way that is relevant to high school teachers. High school teachers may not be aware of the importance of LLL or the resources available to them.

Education policy changes frequently for students, but what about the teachers? This is a frequently asked question by the teachers during conducting the research. This question reflects on the initiatives to be taken for developing the qualities of teachers besides changing the qualities of students. One respondent stated as

> "*As a teacher, I believe it's essential to keep learning and growing, not just for myself but for my students. Education policies frequently change, but our role as educators remains constant. To effectively support our students, we need ongoing opportunities for professional development, collaboration, and mentorship. Investing in the development of teachers is investing in the future of education. And there are no incentives for adopting these changes*"

Discussion

To summarize, the sources of the learning activities are mainly learning by participation which indicates that learning by doing, experimenting, and getting ideas from colleagues are more possible options of learning for teachers. Secondly, an opinion partially disagreed by the teachers is that there is a need of continuing learning till the end of the career. However, the teachers do not continue learning effectively as their career timeline increases. At the starting

of the teaching career, the teachers' learning intentions were high. It remarkably declined as the career duration extended.Thirdly, teachers accept changes in teaching/learning activities as they have less autonomy in decision-making on what and when they need to learn. Fourthly, compensation or incentives factors have a significant influence on teachers' job satisfaction that reflects the interest in continuing need-based learning. Along with these findings, the study explored key challenges in continuing teachers' learning.

Now let's see what these findings reflect. The findings of the study indicate that the existence of career-related lifelong learning among teachers is alarming. There are very little effort and intention in continuing learnings for professional development if those learnings are not rewarded by incentives. Furthermore, several individual, institutional and policy-level challenges hinder teachers' ability to continue learning throughout their careers. However, the findings of the study are explainable with the conceptual framework, providing a comprehensive analysis of the various dimensions and influencing factors of lifelong learning among high school teachers. In terms of personal and task factors, the results show that attitudes towards continuous learning are influenced by age, duration of working experience and both individual and collegial practice of social attitudes that impedes teachers from continuing learning. Age and extensive working experience can lead to a perception of reduced learning needs, which affects teachers' motivation, perseverance, curiosity, and regulation of learning. The framework suggests that attitudes, as influenced by factors such as age and experience, significantly shape teachers' engagement in lifelong learning. Besides, the pressure of work and lack of autonomy (institutional restrictions) in learning activities negatively influence the intentions of continuous learning, particularly non-compulsory learning activities. The finding indicated that teachers spend very little time engaging in learning activities. The pressure to meet various responsibilities and requirements can reduce their motivation and perseverance to actively pursue learning opportunities.

Rural district schools have less access to learning facilities compared to urban-based schools, which aligns with the conceptual framework's access component. Urban areas, like Dhaka, have better resources, learning opportunities, and professional development programs. The presence of educational institutions, training centers, and professional networks creates a supportive environment for teachers to engage in lifelong learning. In terms of resources for lifelong learning, the study can connect job satisfaction of teachers. The study reveals that government school teachers have higher job satisfaction compared to non-government high school teachers, influenced by factors like salary, promotion facilities, and working conditions. Job satisfaction impacts teachers' engagement in lifelong learning, as perceived lack of resources negatively affects motivation, perseverance, curiosity, and learning regulation. Insufficient ICT support in rural schools hinders online learning, and adult education is initiated as part of lifelong learning in Bangladesh.

Recommendations

- Teachers' professional learning and reflection are crucial for school development, as they can improve students' attitudes and teaching processes. To achieve this, the school environment should be resourceful and useful for learning. Dhaka-based non-government schools should recruit contractual trainers for in-house workshops and training, and schools in rural districts can be included in such initiatives. Creating a culture of using the library among teachers can enhance learning.
- Teachers spend less time on learning activities, and financial cost, distance from training opportunities, and workload are important inhibitors of access to learning intentions. Lifelong learning needs effective marketing and dissemination within schools, and later career-stage teachers should be made more aware of available learning possibilities.
- Personalized support for teachers' professional development is recommended, with experienced educators guiding and inspiring young teachers. Digital technology integration is crucial for enhancing educational outcomes, but challenges like access, family barriers, workload, and inadequate choice-based content can hinder access.
- Feasible competition among schools and teachers can be a catalyst for self-development and institutional growth. National education policies lack provisions for lifelong learning, hindering personal, professional, and national development. Integrating lifelong learning into Bangladesh's education policy could create a learning society.
- To ensure lifelong learning, the Ministry of Education can diversify funding sources by investing in teachers' learning competency frameworks, research, and incentives. UNESCO's Institute of Lifelong Learning can provide advice on policy development and implementation strategies.

Conclusion

Learning at work has got priority as a major source of national and global policy debates. Analytically speaking, the recognition of the importance of lifelong learning is crucial in a society that is undergoing rapid changes. Being such a society, Bangladesh must prioritize the cultivation of continuous learning among its citizens. By prioritizing career-related lifelong learning among teachers, this research seeks to uncover the factors that influence their motivation and engagement in their ongoing learning activities. Understanding these factors can help identify strategies and policies that foster a culture of lifelong learning within the teaching profession. Additionally, exploring the experiences and perspectives of teachers regarding their professional development can provide valuable insights into the effectiveness of existing training programs and identify areas for improvement. In terms of validity and generalization, the rsults of the paper are possibly adequate to understand scenarios of career-related lifelong learning of teachers in high schools in Bangladesh. Since the topic is underexplored or inadequately investigated in the academic field, this study can play a key role in enhancing food for thought for researchers. Thus, this study catalyzes advancing scholarly discourse and understanding in the area of lifelong learning within the teaching profession

in Bangladesh. However, the study has some limitations. Firstly, since this is an exploratory study, it was difficult to find a sound theoretical rationale to explain the specific findings of the study. If more research is done on teachers and lifelong learning, then a more structured and well-explainable framework might be built. Secondly, the sample size is barely adequate for generalizability. Studies with national-level data can be more effective to reconsider the results of this study.

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