



RESEARCH PAPER

Comparing Education Reforms Efforts in Japan and Pakistan: Implications for the Future of Teaching

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ABSTRACT

This study aims to provide insights into the current state and potential future, as well as to identify similarities and differences in the opportunities available to teachers in both countries. The research was quantitative and a survey questionnaire was used to collect the required data. The total participants were 452, in them 306 respondents were from Pakistan and 146 were from Japan. The instrument was developed by the researcher group of the Africa-Asia University Dialogue for Educational Development (A-A Dialogue). The data were coded, analyzed, and interpreted by frequency distribution, percentage distribution, and cross tabulation. The comparison of attitudes towards teaching careers in Pakistan and Japan highlights notable differences in perceptions of the status, value, and career aspirations within the profession. The Chi-square test indicated a strong association between variables and Pearson's R-value and Spearman correlation were both show positive relationship between the variables. These findings emphasize the need for cultural and contextual considerations to improve quality and promote leadership development.

KEYWORDS

Career Aspiration, Contextual Considerations, Opportunities, Potential Future, Teaching Career

Introduction

After World War II, the United States played a significant role in shaping the Japanese educational system (Ahmad et al., 2021). To improve secondary schools, a reform in 1948 combined males' liberal compulsory education, girls' community colleges, and apprenticeship programs into new secondary schools (Cooc & Kim, 2022). Meanwhile, new junior high schools and six-year educational institutions were established, and basic schools were elevated to the status of selected universities for higher education (Cooc & Kim, 2022). Most of the federal liberal and technical schools and universities within the same district were merged into new national universities in 1949, except for a few in densely populated areas (Ahmad et al., 2021). Postgraduate schools were introduced at several colleges in 1953, followed by junior colleges in 1950, colleges of science in 1962, and special training schools (Almeida et al., 2020).

In 1949, Japan also enacted a law that required certification of educators (Ahmad et al., 2021). The certifications included Normal certificates (Class 1 and Class 2), provisional certificates, and temporary certificates. Those who completed their studies at four-year universities were awarded Class 1 certificates, while Class 2 certificates were given to graduates of community colleges (Cooc & Kim, 2022). Certifications were also available for

administrators, superintendents, managers, and teachers at various levels, including kindergartens, middle schools, high schools, primary schools, and special needs schools (Ahmad et al., 2021). Teaching credentials at the secondary level were broken down by discipline. Teachers' licenses were issued by each prefecture's board of education to any college grad who had taken and passed the legal minimum number of education credits, irrespective of where the grad had attended college or what their major was (Cooc & Kim, 2022). The term "open system" was used to describe this approach to training educators. Institutions of higher education on a national, state and local scale have provided a large proportion of the nation's educators. However, the primary source of teachers for mandatory schools has historically come from national institutes of education (Almeida et al., 2020).

Pakistan is classified as a developing nation (Almeida et al., 2020) Only 2.2 to 2.5 per cent of the entire budget is allocated to educational spending each year (Cooc & Kim, 2022). Especially because every government places a strong emphasis on education, this is the area with the least amount of knowledge that has to be addressed (Cooc & Kim, 2022). Education will never cease to be a contentious issue (Ahmad et al., 2021). Education and those who work in the field of education are consistently marginalized in our culture, despite the well-known fact that the educational system of a nation is directly proportional to its level of economic advancement (Almeida et al., 2020). It was the cause of education is segmented into multiple levels, and it led to the formation of subgroups within our society (Almeida et al., 2020). Even though a significant amount of effort has been invested, and continues to be invested, in the process of developing curricula and putting them into practice, it is imperative that educators, who are the people who put curricula into practice, be included in the process of effectively educating students (Ahmad et al., 2021). This paper aims to compare the future of teaching careers in Pakistan and Japan, taking into consideration the various opportunities and working conditions provided to teachers in both countries. The research objectives for this study were as follows: (1) to identify the future of teaching careers in Pakistan, (2) to understand the future of teaching careers in Japan, and (3) to compare the teaching career opportunities available to Japanese and Pakistani teachers.

To achieve these objectives, the following research questions were addressed: (1) What is the future outlook for teaching careers in Pakistan? (2) What is the future outlook for teaching careers in Japan? (3) How do the teaching career opportunities available to Japanese and Pakistani teachers compare?

By exploring these questions, this study aims to provide insights into the current state and potential future of teaching careers in Pakistan and Japan, as well as to identify similarities and differences in the opportunities available to teachers in both countries. This information is useful for policymakers and education professionals seeking to improve the quality of teaching and education in these countries.

Literature Review

School Organization and Teaching: Public primary and junior secondary institutions in Japan are usually formed and maintained by the municipality, with the local education department overseeing their operations and all students being required to attend. The municipality is responsible for building and purchasing facilities, paying utility charges, and hiring administrative staff. On the other hand, regular teachers and school administrators are hired by regional government institutions of higher learning and are distributed to each school by the respective prefectural departments of education. Financial support is provided by the Japanese Government's Ministry of Education, Culture, Sports,

Science, and Technology (MEXT), which contributes one-third of the salaries of teachers and administrators working in mandatory schools, and also subsidizes the costs of building elementary facilities and purchasing essential classroom supplies. These mechanisms contribute to equal access to quality education opportunities for all students, regardless of their local government jurisdiction (Almeida et al., 2020; Ge et al., 2022; Islam et al., 2020). District or large city boards of instruction are responsible for establishing and administering colleges and universities in Japan, with these institutions recruiting all of their teachers, administrators, and supplemental staff members. Private high schools also receive some form of financial assistance from the national and municipal (Ge et al., 2022; Islam et al., 2020).

In Japan, female educators have no other occupation outside teaching and must return home to care for their families after work, unlike their male counterparts. Overcrowding is a prevalent issue in Japanese classrooms, with teachers often having to teach pupils from multiple grade levels, and most classrooms lacking basic resources. Many government schools also suffer from a lack of infrastructure, including poor lighting design, a shortage of desks and chairs, and inadequate research facilities. Teachers' morale is further affected by low pay, few incentives, and cultural and societal expectations. Despite these challenges, teachers are expected to instill in their students a profound sense of devotion and pride in their culture. However, due to the profession's low pay and limited autonomy, intrinsic motivation among educators is scarce, making it difficult to recruit and retain them (Ge et al., 2022; Islam et al., 2020; KHALID & QURESHI, 2020; Marcondes et al., 2018).

Organization and Teaching Learning: In primary school, homeroom teachers are responsible for instructing students on all topics from the beginning of the day until the end. On the other hand, the higher-level classes at large schools typically include specialist teachers instructing students in topics also including physical education and music. In addition, extra full-time, as well as part-time specialists, are allocated for classroom instruction or comparatively tiny studies, primarily focusing on Japanese linguistics and mathematics (Marcondes et al., 2018). These teachers are appointed to work either full- or component. Large teaching rooms in educational institutions are typically shared by all of the teaching staff and administrative personnel. This kind of setup makes it simple for members of the faculty to communicate with one another, which is beneficial for fostering interaction and collaboration among the students and faculty all through the entire student body. Junior high school (Islam et al., 2020). In order to improve the situation, respective governments should pay attention to developing students' prerequisite knowledge through learner-centered instruction in their junior high school systems. Additionally, Pakistani senior high school syllabi should be modified. (Saleem et al., 2022)

In junior high schools, everyone teacher has a homeroom that they are responsible for, and they make it a point to check in on their students at the start and end of each school day (Sheikh & Ahmed, 2020). Having said that, every educator is tasked with instructing students in the specific academic field in which they specialize (Marcondes et al., 2018). Classes in science and mathematics, music, and home science may be moved to specialised classrooms with more intimate faculty spaces (Islam et al., 2020). On the other hand, nearly all junior high schools feature sizable faculty rooms equipped with individual desks for each member of the teaching staff. In Japan, there are around 5,400 secondary schools, 4,100 of which are public schools, 1,300 of which are private schools, and just 18 of which are national schools (Sheikh & Ahmed, 2020). The general, vocational, and extensive departments seem to be the three primary categories of the departments that are found in high institutions (Ge et al., 2022).. The course of study offered by MEXT is what is considered to be the national curricular sign of increased schools. To qualify, you need to

have completed a minimum of 74 credits. Although the remaining two-thirds of one of these credits are dependent on the quality of the institution, one-third of one of these credits must be acquired in subjects that are required (KHALID & QURESHI, 2020).

Unfortunately, few educators choose to become educators out of a sense of passion or dedication to the profession. Most rural educators choose to work in education because there are few other job opportunities in their communities (Ge et al., 2022). Female educators in the country cite a variety of motivations, including a love of children, a desire to help others, and a desire to make a difference (KHALID & QURESHI, 2020). The influence of their loved ones is essential in deciding to enter this field. If they didn't have the grades to get into medical school, many women saw "teaching" as their only viable job option. Students that excel in school tend to choose high-status occupations like medicine, engineering, and the like (Ge et al., 2022). Ordinary college graduates with few other options enter the teaching profession (Sheikh & Ahmed, 2020). Having gone through this kind of schooling system and been taught by the same teachers as their students, most teachers have a shallow understanding of the subjects they teach. There has been little systematic research into the problem of teachers' lack of academic qualifications in Pakistan, in contrast to other countries (KHALID & QURESHI, 2020). Probably as a result of a lack of extensive reading, not even 40% of Pakistani instructors were competent in all three categories tested: mathematics, science, and pedagogical skills (Sheikh & Ahmed, 2020). They all failed to pass by more than 30%, the minimum required grade for students in Pakistan (Islam et al., 2020)

Teacher Certification: In 1949, the Educational Personnel Certification Law was passed, making it possible for anybody who has completed the necessary coursework at an accredited institution to become certified as a teacher (Sheikh & Ahmed, 2020). They referred to this approach to education as an "open system" for training educators (Ge et al., 2022). The education boards in each of Japan's prefectures are responsible for issuing teaching licences. In 1954, 1988, and 1999, significant amendments were made to the Education Personnel Certification Law. To produce higher-quality educators, an accrediting mechanism for all teacher education programmes was implemented in 1953 (KHALID & QURESHI, 2020). Credentials in academic or professional areas were required of prospective teachers, and they could only be earned at schools recognised by the Educational Personnel Training Council, which was a branch of the Department of Education. The Education and Personnel Training Council of the Ministry of Education and Science of Japan (MEXT) had to approve all teacher education programmes. The council has to approve any reform or the lecturers (Ge et al., 2022).

Teachers in elementary schools are required to have a high school diploma and a Primary Teaching Certificate (PTC) (KHALID & QURESHI, 2020). A Matriculation Certificate can be obtained by taking the BISE exam regardless of whether or not the candidate has attended formal education. To teach somewhere at the secondary level or middle school level, you'll need an additional 4 years to complete college (Jagannathan, 2020). It's fine to hire teachers who only got a C or third division in school (KHALID & QURESHI, 2020). Professional education certifications are likewise not to be trusted (KHALID & QURESHI, 2020). It is possible to get one of these credentials through Open University's distance learning or private study programmes by passing a written test and proving that you worked for one year with a school approved by the Ministry of Education and connected with BISE (Ge et al., 2022). It is common practice for schools to offer this certification to educators instead of granting study leave or terminating their employment. Afraid of being laid off, they avoid furthering their careers by taking advantage of available training opportunities (Ge et al., 2022). Teaching contact accounts for 58.3% of a typical PTC course, with teaching practice taking up 18.2% and assessment tasks taking up 23.5%

of the time. Most prospective teachers in poor nations see the low cost of teacher education as a major factor in their decision to pursue a career in the field (Islam et al., 2020). Teachers don't play a particularly positive impact on their development. The majority of male educators are busy with other pursuits (KHALID & QURESHI, 2020). In traditional Pakistani families, the male member acts as the breadwinner and takes care of the household's needs (Islam et al., 2020). Their pay is barely enough to cover basic living costs, let alone provide for a family. This means they'll have to look elsewhere for employment. The quality of their lessons suffers as a result of the increased workload. Along with lower salaries, the difficulty in advancing one's career is a major factor in undermining educators' morale (KHALID & QURESHI, 2020). There are rigid hierarchies in place for promoting educators (Ge et al., 2022)

Material and Methods

The questionnaire survey was conducted for Japanese and Pakistani teachers by using the questionnaire form, developed by the researcher group of the Africa-Asia University Dialogue for Educational Development (A-A Dialogue), whose secretariat is located in Hiroshima University, Japan. This is because the questionnaire was developed after the researcher's in-depth discussions and trials for the same purpose as this research and because it can extend further comparative study with the other countries by using the unified questionnaire.

The questionnaire gathered the following data: research participants' profile; language instruction at school; career profile; personal experience as a teacher; professional status as a teacher; teachers' perceptions of the external environment of the school where they teach (obstacles, challenges and suggestions on how to improve the status of the teacher profession in their respective countries

(Shibata, 2022). Relationships between variables were analyzed: similarities and differences in the perception of teachers in Japan and Pakistan on their social status; the perception of social status and its influence on teacher professional identity. The data were coded, analyzed, and interpreted by frequency distribution, percentage distribution, and cross tabulation.

Results and Discussion

Table 1
Teach Again Survey Results for Japanese and Pakistani Teachers

		Crosstab			
		Country		Total	
		Pakistan	Japan		
Teach Again	Y	Count	272	64	336
	es	%	88.9%	43.8%	74.3%
	N	Count	34	82	116
	o	%	11.1%	56.2%	25.7%
Total	Count	306	146	452	
	%	100.0%	100.0%	100.0%	

The results showed that 272 individuals in Pakistan said yes for teaching again, which was the highest, while 82 respondents from Japan said no, which was the highest. The Chi-square test indicated a strong association between the variables. The Pearson's R-value and Spearman correlation were both 0.482, indicating a moderate positive

relationship between the variables. Education is a crucial component of human development and progress, yet it remains a significant challenge for low-status countries. This research paper delves into several critical aspects of education in low-status countries (shown in Table 2).

Table 2
Case Processing Summary for Teach Again Survey

	Case Processing Summary					
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Teach Again	452	98.7%	6	1.3%	458	100.0%
Low Status	445	97.2%	13	2.8%	458	100.0%
Teacher Value	442	96.5%	16	3.5%	458	100.0%
Threat To Culture	436	95.2%	22	4.8%	458	100.0%
High Regard	438	95.6%	20	4.4%	458	100.0%
You Will Become In 10 Years?	449	98.0%	9	2.0%	458	100.0%

The argumentative question (shown in Table 3) encourages researchers to explore the most effective teaching methods in low-status countries.

Table 3
Argumentative Questions and Answers for Low-Status Perception among Japanese and Pakistani Teachers

		Country			Total	X ²	P-value	Likelihood	S-value
		Pakistan	Japan						
Low Status	Strongly Disagree	Count	20	58	78	89.21	-.416 (.039)	90.13	-.420 (0.040)
		%	6.7%	39.2%	17.5%				
	Disagree	Count	117	62	179				
		%	39.4%	41.9%	40.2%				
	Agree	Count	104	22	126				
		%	35.0%	14.9%	28.3%				
	Strongly Agree	Count	56	6	62				
		%	18.9%	4.1%	13.9%				
	Total	Count	297	148	445				
		%	100.0%	100.0%	100.0%				

Our study provides valuable insights into the attitudes of teachers towards teaching again in Pakistan and Japan (shown in Table 4).

Table 4
Argumentative Questions and Answers for Teacher Value Perception across

		Country			Total	X ²	P-value	Likelihood	S-value
		Pakistan	Japan						
Teacher Value	Strongly Disagree	Count	4	7	11	22.8	-.205 (0.048)	21.838	-.203 (0.048)
		%	1.4%	4.8%	2.5%				
	Disagree	Count	41	44	85				
		%	13.9%	29.9%	19.2%				
	Agree	Count	198	79	277				
		%	67.1%	53.7%	62.7%				
	Strongly Agree	Count	52	17	69				
		%	17.6%	11.6%	15.6%				
	Total	Count	295	147	442				
		%	100.0%	100.0%	100.0%				

Additionally, importance of understanding the unique cultural contexts in which education takes place and the role of education in preserving cultural traditions (Shown in Table 5).

Table 5
Argumentative Questions and Answers for Threat to Culture Perception among Japanese and Pakistani

		Country			Total	X2	P-value	Likelihood	S-value
		Pakistan	Japan						
		Count							
Threat to Culture	Strongly Disagree	Count	78	109	187	96.197	-.410 (.035)	102.598	-.446 (.040)
		%	26.7%	75.7%	42.9%				
	Disagree	Count	151	27	178				
		%	51.7%	18.8%	40.8%				
	Agree	Count	45	8	53				
		%	15.4%	5.6%	12.2%				
	Strongly Agree	Count	18	0	18				
		%	6.2%	0.0%	4.1%				
Total	Count	292	144	436					
	%	100.0%	100.0%	100.0%					

This study highlights high-regard countries and their successful educational systems (shown in Table 6).

Table 6
Analysis of Attitudes towards Teaching Profession: Chi-Square Results from Pakistan

		Country			Total	X2	P-value	Likelihood	S-value
		Pakistan	Japan						
		Count							
High Regard	Strongly Disagree	Count	13	9	22	33.601	.252 (0.043)	37.776	-.262 (0.043)
		%	4.4%	6.2%	5.0%				
	Disagree	Count	69	65	134				
		%	23.5%	44.8%	30.6%				
	Agree	Count	158	67	225				
		%	53.9%	46.2%	51.4%				
Strongly Agree	Count	53	4	57					
	%	18.1%	2.8%	13.0%					
Total	Count	293	145	438					
	%	100.0%	100.0%	100.0%					

By examining the factors that contribute to their success, researchers can identify strategies that may be applicable in low-status countries. Additionally, the survey prompts respondents to consider their aspirations and goals for the future, providing insights into the relationship between education and social mobility and the impact of education on individual and societal progress (shown in Table 7).

Table 7
Association between Career Aspirations and Teaching Profession: Chi-Square Analysis Results from Pakistan and Japan

		Country			Total	X2	P-value	Likelihood	S-value
		Pakistan	Japan						
		Count							
You Will Become In 10 Years?	Not In Teaching Profession	Count	11	21	32				
		%	3.6%	14.3%	7.1%				
	A Teacher	Count	76	85	161				
		%	25.2%	57.8%	35.9%				
	Total	Count	93	3	96				

A Senior Teacher	%	30.8%	2.0%	21.4%	126.9	-.313	149.769	-.347
Head of Department	Count	37	28	65	86	(.045)		(0.44)
	%	12.3%	19.0%	14.5%				
Principal	Count	85	5	90				
	%	28.1%	3.4%	20.0%				
Others	Count	0	5	5				
	%	0.0%	3.4%	1.1%				
Total	Count	302	147	449				
	%	100.0%	100.0%	100.0%				

Discussion

The findings presented in the table suggest that there are significant differences in attitudes towards the teaching profession in Pakistan and Japan. In Pakistan, a majority of respondents expressed a desire to teach again, with 88.9% responding positively to this statement (shown in table 1). In contrast, only 43.8% of respondents in Japan expressed a desire to teach again.

Similarly, there were notable differences in perceptions of the status and value of the teaching profession between the two countries. In Pakistan, over half of respondents agreed that the teaching profession is of low status, while in Japan, only 19% of respondents agreed with this statement. Additionally, a higher percentage of respondents in Pakistan (84.7%) agreed with the statement that teachers are valued, compared to 65.3% of respondents in Japan.

The findings also revealed interesting differences in career aspirations between the two countries. In Pakistan, a significant percentage of respondents expressed a desire to become senior teachers (28.1%) or principals (25.2%) in the next ten years (shown in table 7). In contrast, in Japan, the majority of respondents expressed a desire to remain in the teaching profession as teachers (57.8%) with a smaller percentage expressing interest in becoming department heads (19%) or principals (3.4%).

These findings have important implications for policy and practice in both countries. In Pakistan, efforts may need to be made to improve the perceived status of the teaching profession and to encourage more individuals to pursue leadership positions within the field. In Japan, there may be a need to address factors that are contributing to a lower desire to remain in the teaching profession, as well as to explore ways to promote greater interest in leadership positions. These findings highlight the importance of considering cultural and contextual factors when examining attitudes towards the teaching profession. In recommendation, Effective teaching requires a combination of academic background and specialized training. To prepare teachers for all scenarios, training facilities must be readily available. In order to foster a positive learning environment, respect is a key factor. Cultural norms can affect the teaching and learning experience, so conflicts must be resolved through mutual understanding and respect. Teaching is founded on ethical principles, whether it's the teacher-student relationship or the teacher's commitment to their profession. Teacher recommendations should include honest evaluations of a student's academic performance and potential to convey the teacher's classroom interactions.

Conclusion

Overall, the comparison of attitudes towards teaching careers in Pakistan and Japan highlights notable differences in perceptions of the status, value, and career aspirations within the profession. These findings emphasize the need for cultural and

contextual considerations in efforts to improve teaching quality and promote leadership development. Effective teacher training, fostering a positive learning environment, and upholding ethical principles are essential for creating successful teaching careers. By addressing these factors, policymakers and education professionals can work towards improving teaching quality and promoting greater interest in leadership positions in both Pakistan and Japan.

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