

# Why Graduates In Pakistan And Japan Join Teaching? A Comparative Exploratory Study

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## Abstract

A person's prior knowledge, self-perception in many areas relevant to teaching, and the goals of the profession as a whole all play a role in how they decide whether to become a teacher. An attempt has been made, taking into account both the value of the teaching profession and the reasons why some particular people prefer to pursue this career path. Changes in demographic variables over time were found to have a substantial impact on how motivated they become to join this profession. From motivation for entry to motivation for the first year of teaching, the significance of acquiring a classroom, a salary and benefits, and a professional level of living rose. Interviews were conducted with Japanese primary school teachers to find out more about their reasons for choosing the profession. The most significant factor in their decision to enter the industry is the possibility that new graduates would be able to obtain work as instructors quite soon after completing their degrees. It was asserted that this feature was a significant appeal for prospective academics in this field. In light of this, the major objective of the study is to compare the reasons why people in Pakistan and Japan choose to become teachers. This led to the analysis of three research issues in the study. What criteria do Pakistani teachers take into account when making their career decision? To what extent do Japanese teachers take these considerations into account when making their career decision? What are the comparing aspects that Pakistani and Japanese rely on while making such decision?

**Keywords:** Japan, Pakistan, Profession Choices, Career Goals

## Introduction

The ideology that motivates someone to choose the teaching profession as a job is founded on a functioning lighthouse image, the individual's prior knowledge, how the individual perceives themselves in several areas relevant to the profession, as well as the aspirations of the profession (Alharbi et al., 2020). It has been attempted, through the use of surveys and interviews, to investigate the reasons why starting teachers in Pakistan decided to enter the profession and the significance of these motivating factors in one's first year as teachers, taking into consideration the significance of the teaching profession and the reasons why individual people desire to choose the career path

(Alharbi et al., 2020). It was discovered that changes in demographic parameters, in conjunction with time, played a significant effect on the evolution of their motivation (Alharbi et al., 2020). When comparing entering motivation to first-year teaching motivation, the significance of "getting my classroom," "income and perks," and "professional standard of living" improved (Baig & Iqbal, 2018). On the other hand, interviews were conducted with primary school teachers in Japan to determine the reasons these individuals chose to pursue a career in teaching (Baig & Iqbal, 2018). It was claimed that now the fact that classroom teachers can still have actual employment settlements or speedy employment following graduation was the primary element

that inspired them to join this career. Specifically, it was reported that this feature motivated instructors to choose this field (Arvaz, 2020).

It also explored the process by which student teachers build their identities from the beginning of their pre-service training to the completion of their first year of teaching. This study provides a listing of the various researchers' interpretations of professional roles (Baig & Iqbal, 2018). A basic classification of professionalism has been based on the fundamental beliefs that an individual possesses regarding learning and their role as a teacher; belief systems that were already constantly established and restructured through experience (Baig & Iqbal, 2018). However, it was also suggested that a teacher's decision to enter the teaching profession may be broken down into the following three categories: extrinsic factors, intrinsic factors, and altruistic factors (Bashir et al., 2021). These categories vary depending on the region and country (Baig & Iqbal, 2018). It is common to practice in nations with large metropolitan areas for the salaries of teachers to fall behind those of similar senior managers inside the business sector in terms of annual compensation (Alharbi et al., 2020). In contrast to the situation in underdeveloped countries, there is a greater level of competition for available jobs in the private sector (Baig & Iqbal, 2018). Because of this, the compensation and job security may not be as appealing to teachers in metropolitan areas (Bashir et al., 2021). In developing countries, the number of available jobs in various commercial industries is proportionately lower than in developed countries (Arvaz, 2020).

It was additionally discovered though that talented students who practise becoming instructors are joining the industry as transitional work till other projects materialise subsequently again for the next career including law or business. This was another finding that was made. In addition, the reasons that 10 Pakistani educators chose to become educators and continued in the field were investigated (Alharbi et al., 2020). The environmental impacts and the institutional influences were the two primary

sources of data that she used in the creation of her research project (Bashir et al., 2021). It also refers to the reasons that motivate people to choose a certain teacher, and there is a lot of information available about the characteristics that motivate people to go into the teaching profession. In addition, the author refers to the teacher trainees who decide to pursue a career in teaching by making a comparison between trainees in metropolitan countries and developing countries who share a great deal of information concerning the realities of selecting such a profession (Arvaz, 2020). On the contrary hand, another specific source is extremely similar to this study because it discusses the factors that lead people to choose a career in teaching and to continue working in the field (Bashir et al., 2021). The significant difference between the two is that this study concentrates on 10 Pakistani educators (Arvaz, 2020). There is a lot of overlap between this study and the research that has been done up to the point where the motivations for choosing a teaching vocation and staying in the profession are concerned (Alharbi et al., 2020).

### **Aims and objectives**

The main aim of the research is to compare why the teaching profession is chosen by the individuals in Japan and Pakistan. As a result of this, the main objectives of the study are as follows:

- To identify the factors that are considered by Pakistani teachers for choosing the profession
- To identify the factors that are considered by Japanese teachers for choosing the profession
- To compare the factors that are prevalent in Japan and In Pakistan for choosing the option

### **Research Questions**

As a result of this, the main focus of the study will be as follows:

- What are the factors that are considered by Pakistani

teachers for choosing the profession?

- To identify the factors that are considered by Japanese teachers for choosing the profession?
- What are the comparative factors that are prevalent in Japan and In Pakistan for choosing the option?

## Literature Review

### Chapter Introduction

In this chapter, the literature review will be carried out on the past studies that have been carried out on the topic. As a result of this, there will be several things that will be analysed within the chapter. These include the importance of choosing the teaching profession by the individuals, along with the perception of the teachers towards the teaching profession. This is coupled with the factors that influence the decision to be teachers to various individuals.

### Choosing the teaching profession

The idea of the government within Japan about education has become more relativized as a result of the changes to governance (Bashir et al., 2021). Because of this, the teaching profession, which is comprised of experts whose qualifications are determined by the powers of government, the university, which serves as an organisation for the training of educators and researchers, who are responsible for developing the educational depth of knowledge for both the education sector, has also been contextualized (Chen et al., 2021). Students, families, neighbourhood citizens, regular taxpayers, organisations not for profit, and companies are all considered to be participants in this management structure (Bashir et al., 2021). Recent changes to school governance have bestowed greater power on some of these constituencies to the detriment of classroom teachers and also have positioned educators in a situation that is increasingly subordinate to their previous standing (Chen et al., 2021). For instance, reform movements that were intended to promote the best governance by principals genuinely loosened the prerequisites

that were relevant to principals (Bashir et al., 2021). This allowed school systems to designate "civilian" precepts who did not have learning licences or experience in the classroom (Santos & Miguel, 2019). Teachers' leadership was restricted when university meetings were mandated by law (Chen et al., 2021). This was because academic staff conferences were designed to bolster the authority of principals. On the other hand, relevant stakeholders and family members were given the responsibility to monitor how schools are managed in their roles as school members of the council (Chen et al., 2021). These changes are part of a bigger movement that is diminishing the teachers' roles and the amount of influence they have in the management of schools (Thaheem et al., 2021). In addition to the institutional changes that have taken place over the past two decades, there have been an increased number of instances in which parents have placed ridiculous demands on both teachers and schools (Chen et al., 2021). Through print and broadcast media, such as television and newspapers schools and educators have been subjected to severe criticism (Hussain et al., 2022). These developments point to a general tendency that, among the various stakeholder groups in education, the education system is placed in an increasingly subordinate position. The notion of competence in the teaching staff, on which both the institution including educational theory traditionally relied up to this point, has been considerably disturbed as a result of these advances (Chen et al., 2021).

### Teachers' Perception of the teaching profession

Young individuals who are getting close to the end of their schooling are faced with several important decisions, one of which is the choice of a career (Hussain et al., 2022). Both parents and their children need to give careful consideration to this decision because picking a profession is not an easy task (Hussain et al., 2022). Because education plays such an important part in preparing the next generation of any given society, it is critical that those who enter the field be well-educated and committed to their work.

Therefore, going into education as a profession is becoming increasingly important (Hussain et al., 2022). There are a lot of additional characteristics both inside and outside of the family that have been related to job choices, and this includes choices in the teaching profession as well as other professions. Some people believe that the teaching profession is unable to attract intelligent and motivated young people, which might be problematic for recruitment efforts (Chen et al., 2021). There are certain underlying structural, social, and psychological factors at play here (Hussain et al., 2022). One school of thought maintains that prospective instructors entering the field do so for motives that can be categorised as either altruistic or extrinsic (Hussain et al., 2022). According to a different point of view, kids make that decision as a result of the influence of other people, such as their parents, instructors, or peers. The purpose of this study is to investigate the motivations behind student instructors' choice of teaching as a profession to pursue after graduation (Utami & Prestridge, 2018). The purpose of this research is to raise awareness regarding the teacher training system in Japan by investigating the reasons student instructors choose teaching as a vocation and seeking to determine the factors that contributed to their decision (Hussain et al., 2022). It is anticipated that the findings and suggestions that will be made available as a consequence of this research will encourage national education ministry officials, national education programme coordinators, and other government leaders to make changes to the system to make progress (Chen et al., 2021).

### **Factors influencing the decision to be teachers**

The literature evaluation of the numerous research shows that in general, all of the participants had a favourable opinion towards the work and endorsed the education system (Utami & Prestridge, 2018). This is even though perhaps the remuneration for this profession is poor (Chen et al., 2021). People have a propensity to feel that teaching is a wonderful job; nevertheless, on the other hand, time, it's a profession which carries a significant amount of responsibility (Utami &

Prestridge, 2018). In addition, people believe that the best way to obtain information would be through one's professors; for this reason, the teaching profession is an occupation that is highly esteemed and widely recognised in every nation (Wray et al., 2022). Based on these findings, it is commonly believed that the variables that led the participants to join the education system were greatly affected either by participants' enthusiasm for education, addition to the reality that learning is an established profession (Chen et al., 2021).

The findings of other studies indicate that factors such as age, gender, geographical location, and amount of previous classroom experience had little bearing on the participants' perspectives of the teaching profession (Wray et al., 2022). However, it has been discovered that some aspects that are attractive to teachers in one nation are not present in another, such as higher salaries and more rapid job settlements (Chen et al., 2021). This may be the result of the study having a small sample size, as there were only 126 people who participated in the research (Bashir et al., 2021). According to the results of another study, the vast majority of participants expressed the opinion that a variety of variables had a role in their decision to pursue a career in teaching (Wray et al., 2022). The most important takeaways from the research are the participants' perspectives on the education sector and indeed the reasons that had a role in shaping their decisions to become educators (Bashir et al., 2021).

The results of the statistical techniques demonstrate that age, gender, teaching experience, instructional subject, and degree of teaching did not influence the participant's views of the education sector (Zhang & Bray, 2020). This was shown to be the case even though each of these factors was examined (Wray et al., 2022). However, considerations such as geography, society, and economics might have a role in a person's decision to pursue a career in teaching (Wray et al., 2022). In another study, participants were given a variety of options from which to select their responses regarding the factors that led to their decision to pursue a certain line of

work (Chen et al., 2021). The findings of this study revealed that the vast majority of respondents believe that (Zhang & Bray, 2020): The teaching profession enjoys a high level of reputation and respect in every country; the teaching profession is acknowledged across society for both the degree to which it requires an exceptionally high level of professionalism and unwavering dedication at all times (Zhang & Bray, 2020).

Another study came to the important conclusion that although educators are willing to pursue this field, they don't regard it to be their ideal work (Zhang & Bray, 2020). This was one of the most important findings from the other study (Bashir et al., 2021). Some people are forced into the teaching profession because they do not have any other options (Zhang & Bray, 2020). Students who don't get admitted into any other sector can now join the teaching profession (Zhang & Bray, 2020). This is an additional

significant aspect that should be taken into consideration, and it is worth noting that many traditional universities have lowered their requirements for academic merit (Chen et al., 2021). Whenever qualified employees enter real classes for the first time, particularly when they are expected to keep up with current information and master's degrees, their competence to teach is called into doubt (Zhang & Bray, 2020). These are the reasons why. Researching the effectiveness of such teachers and determining whether or not they have the necessary skills is also something that should be done in preparation for future studies (Bashir et al., 2021).

### Chapter Summary

The chapter analysed the importance of the teaching profession and the reasons why individuals are inclined toward choosing the teaching profession. Also, the various factors were analysed as to why the individuals like the profession in general.

## Data Analysis

### Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
<b>Assurance Of Job</b>	438	95.6%	20	4.4%	458	100.0%
<b>Half Day</b>	431	94.1%	27	5.9%	458	100.0%
<b>Teaching As Call</b>	428	93.4%	30	6.6%	458	100.0%
<b>People Recommendation</b>	433	94.5%	25	5.5%	458	100.0%
<b>Enjoy With Children</b>	444	96.9%	14	3.1%	458	100.0%

<b>Further My Studies</b>	439	95.9%	19	4.1%	458	100.0%
<b>Additional Job</b>	435	95.0%	23	5.0%	458	100.0%
<b>Good Salary</b>	434	94.8%	24	5.2%	458	100.0%

Table 1: Case Processing Summary

The Table 1 above compares the different characteristics that are offered to the individuals that are working in Japan and Pakistan. These characteristics measured included the assurance of the job, half day offered, teaching calling for the various individuals, people recommendation for getting the job etc. Approximately the teachers most responded for the option of further their studies with 439 responses and the least responses came for teaching calling with 428 responses. There were certain missing values too and so the total of the participants in the questionnaire were 458 respondents.

In table 2 below, the characteristic of assurance of job for the teacher was analysed. 291 respondents were from Pakistan and 147 individuals participated from Japan. 104 individuals strongly agreed with the assurance in Pakistan which was the highest and only 9 participants strongly disagreed. On the other hand, Japan’s respondent disagreed with 50 responses being the highest, and 37 individuals agreed that their jobs were assured. The Chi square tests shows that there was a linear by linear association of 1, and the likelihood ratio between the variables was 101.913. The pearson chi square resulted to be 104.435 for the 438 valued cases.

		Country			X <sup>2</sup>	P-Value	Likelihood	S-value	
		Pakistan	Japan	Total					
<b>Assurance of Job</b>	<b>Strongly Disagree</b>	Count	9	34	43	104.435 <sup>a</sup>	-0.426	101.913	-0.400
		%	3.1%	23.1%	9.8%				
	<b>Disagree</b>	Count	25	50	75				
		%	8.6%	34.0%	17.1%				
	<b>Agree</b>	Count	153	37	190				
		%	52.6%	25.2%	43.4%				
	<b>Strongly Agree</b>	Count	104	26	130				
		%	35.7%	17.7%	29.7%				
<b>Total</b>	Count	291	147	438					
	%	100.0%	100.0%	100.0%					

Table 2: Assurance of Job in country

The symmetric measures in Table 3 below shows that Pearson's R value has turned out to be -0.426 and the corresponding standard error is 0.044.

The Spearman correlation is -0.4 and the standard error is 0.046 which shows that the value can vary by this amount.

Symmetric Measures		VALUE	STANDARD ERROR <sup>A</sup>	APPROXIMATE T <sup>B</sup>	APPROXIMATE SIGNIFICANCE
<b>Interval By Interval</b>	Pearson's R	-0.426	0.044	-9.845	.000 <sup>c</sup>
<b>Ordinal By Ordinal</b>	Spearman Correlation	-0.400	0.046	-9.125	.000 <sup>c</sup>
<b>N of Valid Cases</b>		438			

Table 3: Symmetric Measures

		Country			X <sup>2</sup>	P-Value	Likelihood	S-value	
		Pakistan	Japan	Total					
<b>Half Day</b>	<b>Strongly Agree</b>	<b>Count</b>	41	147	188	284.429 <sup>a</sup>	-0.697	346.253	0.742
		<b>%</b>	14.5%	99.3%	3.6%				
<b>Disagree</b>	<b>Count</b>	91	1	92					
	<b>%</b>	32.2%	0.7%	21.3%					
<b>Agree</b>	<b>Count</b>	104	0	104					
	<b>%</b>	36.7%	0.0%	24.1%					
<b>Strongly Disagree</b>	<b>Count</b>	47	0	47					
	<b>%</b>	16.6%	0.0%	10.9%					
<b>Total</b>	<b>Count</b>	283	148	431					
	<b>%</b>	100.0%	100.0%	100.0%					

Table 4: Half Day

Table 4 above analyses whether the participants willing to require a half day from their schedule off. From Pakistan, 91 respondents were the highest who strongly disagreed with the statement and 41 participants were the least number of participants who strongly agreed with the statement made. In Japan, 147 participants

strongly agreed with the statement and only 1 individual strongly disagreed. The Chi square tests shows that there was a linear by linear association of 1, and the likelihood ratio between the variables was 346.253. The Pearson chi square resulted to be 284.429 for the 431 valid cases.

Symmetric Measures		VALUE	STANDARD ERROR <sup>A</sup>	APPROXIMATE T <sup>B</sup>	APPROXIMATE SIGNIFICANCE
<b>Interval By Interval</b>	Pearson's R	-0.697	0.021	-20.116	.000 <sup>c</sup>
<b>Ordinal By Ordinal</b>	Spearman Correlation	-0.742	0.022	-22.920	.000 <sup>c</sup>
<b>N Of Valid Cases</b>		431			

Table 5: Symmetric Measures

The symmetric measures in Table 5 above shows that Pearson's R value has turned out to be -0.697 and the corresponding standard error is 0.021.

The Spearman correlation is -0.742 and the standard error is 0.022 which shows that the value can vary by this amount.

		Country			X <sup>2</sup>	P-Value	Likelihood	S-value	
		Pakistan	Japan	Total					
<b>Teaching as calling</b>	<b>Strongly Agree</b>	<b>Count</b>	13	30	43	37.011 <sup>a</sup>	-0.222	36.358	0.216
		<b>%</b>	4.7%	20.1%	10.0%				
	<b>Disagree</b>	<b>Count</b>	79	54	133				
		<b>%</b>	28.3%	36.2%	31.1%				
	<b>Agree</b>	<b>Count</b>	155	47	202				
		<b>%</b>	55.6%	31.5%	47.2%				
	<b>Strongly Disagree</b>	<b>Count</b>	32	18	50				
		<b>%</b>	11.5%	12.1%	11.7%				
<b>Total</b>	<b>Count</b>	279	149	428					
	<b>%</b>	100.0%	100.0%	100.0%					

Table 6: Teaching as calling

Table 6 above analyses the teaching calling statement that has been made by the participants overall. In Pakistan, 13 people least responded with that they strongly agreed with the statement, and 155 participants agreed with the statement. 54 participants disagreed with the statement and

18 participants strongly disagreed with the statement made. The Chi square tests shows that there was a linear by linear association of 1, and the likelihood ratio between the variables was 37.011. The Pearson chi square resulted to be 36.358 for the 428 valid cases.

Symmetric Measures	VALUE	STANDARD ERROR <sup>A</sup>	APPROXIMATE T <sup>B</sup>	APPROXIMATE SIGNIFICANCE
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<b>Interval By Interval</b>	Pearson's R	-0.222	0.050	-4.702	.000 <sup>c</sup>
<b>Ordinal By Ordinal</b>	Spearman Correlation	-0.216	0.050	-4.568	.000 <sup>c</sup>
<b>N Of Valid Cases</b>		428			

Table 7: Symmetric Measures

The symmetric measures in Table 7 above shows that pearson’s R value has turned out to be -0.222 and the corresponding standard error is 0.05. The

Spearman correlation is -0.216 and the standard error is 0.05 which shows that the value can vary by this amount.

		Country			X <sup>2</sup>	P-Value	Likelihood	S-value
		Pakistan	Japan	Total				
<b>People’s recommendation Country</b>	<b>Strongly Agree</b>	<b>Count</b> 15	96	111	199.953 <sup>a</sup>	-0.623	210.341	-0.607
		<b>%</b> 5.3%	64.9%	25.6%				
	<b>Disagree</b>	<b>Count</b> 49	28	77				
		<b>%</b> 17.2%	18.9%	17.8%				
	<b>Agree</b>	<b>Count</b> 137	14	151				
		<b>%</b> 48.1%	9.5%	34.9%				
	<b>Strongly Disagree</b>	<b>Count</b> 84	10	94				
		<b>%</b> 29.5%	6.8%	21.7%				
<b>Total</b>		<b>Count</b> 285	148	433				
		<b>%</b> 100.0%	100.0%	100.0%				

Table 8: People’s recommendation

Table 8 presents whether they are happy with the recommended country. 201 participants strongly disagreed with the fact that they enjoyed. 88 participants agreed with the statement, and only 7 disagreed in Pakistan. On the other hand, 61 individuals strongly disagreed, and only 5

individuals strongly agreed with the statement. The Chi square tests shows that there was a linear by linear association of 1, and the likelihood ratio between the variables was 210.341. The pearson chi square resulted to be 199.953 for the 433 valid cases.

Symmetric Measures	VALUE	STANDARD ERROR <sup>A</sup>	APPROXIMATE T <sup>B</sup>	APPROXIMATE SIGNIFICANCE
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<b>Interval By Interval</b>	Pearson's R	-0.623	0.035	-16.533	.000 <sup>c</sup>
<b>Ordinal By Ordinal</b>	Spearman Correlation	-0.607	0.037	-15.845	.000 <sup>c</sup>
<b>N Of Valid Cases</b>		433			

Table 9: Symmetric Measures

The symmetric measures in Table 9 above shows that pearson's R value has turned out to be -0.623 and the corresponding standard error is 0.035. The Spearman correlation is -0.607 and the standard error is 0.037 which shows that the value can vary by this amount.

Table 10 analyses that whether the teachers in the primary and secondary schools enjoy teaching the children. 201 participants

strongly disagreed with the fact that they enjoyed. 88 participants agreed with the statement, and only 7 disagreed in Pakistan. On the other hand, 61 individuals strongly disagreed, and only 5 individuals strongly agreed with the statement. The Chi square tests shows that there was a linear by linear association of 1, and the likelihood ratio between the variables was 48.970. The pearson chi square resulted to be 48.973 for the 444 valid cases.

		Country			X <sup>2</sup>	P-Value	Likelihood	S-value	
		Pakistan	Japan	Total					
<b>Enjoy with children country</b>	<b>Strongly Agree</b>	<b>Count</b>	0	5	5	48.973 <sup>a</sup>	-0.324	48.970	0.293
		<b>%</b>	0.0%	3.4%	1.1%				
	<b>Disagree</b>	<b>Count</b>	7	22	29				
		<b>%</b>	2.4%	14.9%	6.5%				
	<b>Agree</b>	<b>Count</b>	88	60	148				
		<b>%</b>	29.7%	40.5%	33.3%				
	<b>Strongly Disagree</b>	<b>Count</b>	201	61	262				
		<b>%</b>	67.9%	41.2%	59.0%				
<b>Total</b>	<b>Count</b>	296	148	444					
	<b>%</b>	100.0%	100.0%	100.0%					

Table 10: Enjoy with children

The symmetric measures in Table 11 below shows that pearson's R value has turned out to be -0.324 and the corresponding standard error is

0.045. The Spearman correlation is -0.293 and the standard error is 0.047 which shows that the value can vary by this amount.

Symmetric Measures	VALUE	STANDARD ERROR <sup>A</sup>	APPROXIMATE T <sup>B</sup>	APPROXIMATE SIGNIFICANCE

<b>Interval By Interval</b>	Pearson's R	-0.324	0.045	-7.188	.000 <sup>c</sup>
<b>Ordinal By Ordinal</b>	Spearman Correlation	-0.293	0.047	-6.444	.000 <sup>c</sup>
<b>N Of Valid Cases</b>		444			

Table 11: Symmetric Measures

The Table 12 below shows the characteristic of further my studies. 291 individuals responded from Pakistan and 148 from Japan. 186

individuals strongly disagreed with the statement and only 6 participants strongly agreed in Pakistan.

		Country			X <sup>2</sup>	P-Value	Likelihood	S-value
		Pakistan	Japan	Total				
<b>Further my studies</b>	<b>Strongly Agree</b>	<b>Count</b> 6	49	55	238.287 <sup>a</sup>	-0.712	262.651	0.700
		<b>%</b> 2.1%	33.1%	12.5%				
	<b>Disagree</b>	<b>Count</b> 11	60	71				
		<b>%</b> 3.8%	40.5%	16.2%				
	<b>Agree</b>	<b>Count</b> 88	32	120				
		<b>%</b> 30.2%	21.6%	27.3%				
	<b>Strongly Disagree</b>	<b>Count</b> 186	7	193				
		<b>%</b> 63.9%	4.7%	44.0%				
<b>Total</b>	<b>Count</b> 291	148	439					
	<b>%</b> 100.0%	100.0%	100.0%					

Table 12: Further my Studies

However, in Japan, 60 participants disagreed with the statement and only 7 participants strongly disagreed with the statement. The Chi square tests shows that there was a linear by linear association of 1, and the likelihood ratio between the variables was 262.651. The pearson chi square resulted to be 238.287 for the 439 valid cases.

The symmetric measures in Table 13 below shows that pearson's R value has turned out to be -0.712 and the corresponding standard error is 0.028. The Spearman correlation is -0.7 and the standard error is 0.028 which shows that the value can vary by this amount.

Symmetric Measures	VALUE	STANDARD ERROR <sup>A</sup>	APPROXIMATE T <sup>B</sup>	APPROXIMATE SIGNIFICANCE
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<b>Interval By Interval</b>	Pearson's R	-0.712	0.028	-21.183	.000 <sup>c</sup>
<b>Ordinal By Ordinal</b>	Spearman Correlation	-0.700	0.028	-20.506	.000 <sup>c</sup>
<b>N Of Valid Cases</b>		439			

Table 13: Symmetric Measures

In Table 14, the characteristic of addition Job country was analysed. 288 individuals participated from Pakistan and 147 from Japan. 115 participants agreed with the additional job

characteristic, and 33 individuals strongly agreed with the statement. Also, for Japan, 111 individuals strongly agreed for the additional Job criteria and the least number of participants were 2 who strongly disagreed.

		Country			X <sup>2</sup>	P-Value	Likelihood	S-value
		Pakistan	Japan	Total				
<b>Addition Strongly Agree</b>	<b>Count</b>	33	111	144	187.190 <sup>a</sup>	-0.589	198.217	0.612
	<b>%</b>	11.5%	75.5%	33.1%				
<b>Disagree</b>	<b>Count</b>	106	27	133				
	<b>%</b>	36.8%	18.4%	30.6%				
<b>Agree</b>	<b>Count</b>	115	7	122				
	<b>%</b>	39.9%	4.8%	28.0%				
<b>Strongly Disagree</b>	<b>Count</b>	34	2	36				
	<b>%</b>	11.8%	1.4%	8.3%				
<b>Total</b>	<b>Count</b>	288	147	435				
	<b>%</b>	100.0%	100.0%	100.0%				

Table 14: Additional Job

The Chi square tests shows that there was a linear by linear association of 1, and the likelihood ratio between the variables was 198.217. The pearson

chi square resulted to be 187.190 for the 435 valid cases.

<b>Symmetric Measures</b>		<b>VALUE</b>	<b>STANDARD ERROR<sup>A</sup></b>	<b>APPROXIMATE T<sup>B</sup></b>	<b>APPROXIMATE SIGNIFICANCE</b>
<b>Interval By Interval</b>	Pearson's R	-0.589	0.032	-15.180	.000 <sup>c</sup>
<b>Ordinal By Ordinal</b>	Spearman Correlation	-0.612	0.033	-16.089	.000 <sup>c</sup>
<b>N Of Valid Cases</b>		435			

Table 15: Symmetric Measures

The symmetric measures in Table 15 above shows that pearson’s R value has turned out to be

-0.589 and the corresponding standard error is 0.032. The Spearman correlation is -0.612 and the standard error is 0.033 which shows that the value can vary by this amount.

		Pakistan	Japan	k	X <sup>2</sup>	P-Value	Likelihood	S-value	
<b>Good Salary</b>	<b>Strongly Agree</b>	<b>Count</b>	32	45	77	36.824 <sup>a</sup>	-0.286	36.864	0.286
		<b>%</b>	11.2%	30.4%	17.7%				
	<b>Disagree</b>	<b>Count</b>	89	57	146				
		<b>%</b>	31.1%	38.5%	33.6%				
	<b>Agree</b>	<b>Count</b>	129	39	168				
		<b>%</b>	45.1%	26.4%	38.7%				
	<b>Strongly Disagree</b>	<b>Count</b>	36	7	43				
		<b>%</b>	12.6%	4.7%	9.9%				
<b>Total</b>	<b>Count</b>	286	148	434					
	<b>%</b>	100.0%	100.0%	100.0%					

Table 16: Good Salary

In Table 16 above, other characteristics of good salary were analysed for the countries Japan and Pakistan. 286 participants responded from Pakistan and 148 from Japan. 129 responded that they agreed and 89 individuals disagreed. The least number of individuals strongly disagreed

with the statement in Pakistan with 32 respondents. For Japan, 57 individuals disagreed with the statement and only 7 participants strongly disagreed with the statement. The Chi square tests shows that there was a linear by linear association of 1, and the likelihood ratio between the variables was 36.864. The pearson chi square resulted to be 36.824 for the 434 valid cases.

Symmetric Measures		VALUE	STANDARD ERROR <sup>A</sup>	APPROXIMATE T <sup>B</sup>	APPROXIMATE SIGNIFICANCE
<b>Interval By Interval</b>	Pearson's R	-0.286	0.045	-6.192	.000 <sup>c</sup>
<b>Ordinal By Ordinal</b>	Spearman Correlation	-0.286	0.045	-6.194	.000 <sup>c</sup>
<b>N Of Valid Cases</b>		434			

Table 17: Symmetric Measures

The symmetric measures in Table 17 above shows that pearson’s R value has turned out to be

-0.28 and the corresponding standard error is 0.045. The Spearman correlation is -0.286 and the

standard error is 0.045 which shows that the value can vary by this amount.

### Comparative Findings & Recommendations

(Making Research Useful for Masses)

#### Q1. I decided to join teaching because with a teaching qualification I am assured of a job.

Pakistan	Japan	Recommendation
Most of the Pakistani teachers join the teaching profession because they are sure that this job is permanent and no one will fire them off the job because of the bad performance (especially in the government sector). 88.3% (52.6+35.7) teachers join teaching because they are no longer unemployed. This has nothing to do with the passion to join teaching as a profession because they love teaching.	57% of teachers in Japan have not joined teaching for employment but because they love teaching. However in Japan still 43% of the teachers believe that employment is an important reason for becoming a teacher. This shows a big difference in both the countries in the reasons to join teaching.	Teaching gives you employment but only those who deserve this employment shall come to this profession i-e- better teachers. The Govt. of Pakistan has still not introduced any necessary license for teaching to enter into the profession. Professional B.Ed and M.Ed programs have 97% passing rates which shows almost everyone who wants a teaching degree is getting it. Govt shall make the teaching standards high and entry into the profession difficult enough so that only serious people come to the profession. Also a process to filter out bad teachers must be introduced as the unconditional job security is not beneficial to ensure quality of education in the country

#### Q2. I decided to join teaching because as a teacher I only work half-day

Pakistan	Japan	Recommendations
Seeing the ratio in Pakistan, it can be seen that different people have different views regarding the half days of the teachers. 36.7% of people believe in giving the half days and around 46.7% (14.5%+32.2%) people are against the concept of half leaves.	In Japan, it can be seen that everyone strongly opposes the concept of having half days or taking half leaves since the percentage of strongly disagreeing is 99.3% which turns the tables around.	Teaching is not a job, rather it is a quality that not everyone possesses. Now, coming towards the recommendations, it can be seen that Japan is doing very better in this regard by keeping and maintaining the quality of teaching but on the other hand, Pakistan needs to bring up the hard work and the future of the country. It is not considered a good thing to run away from the responsibilities, and being a teacher his or her students shall be a top priority of him.

#### Q3. I decided to join teaching because I view teaching as a calling.

<b>Pakistan</b>	<b>Japan</b>	<b>Recommendations</b>
When it was asked if they joined teaching as is the profession or for their want, 33% (4.7+28.3) of Pakistani teachers disagreed with this statement and termed it as a profession. A Whopping majority of Pakistani teachers said that they don't take teaching as a profession as 67% (11.5+55.6) agreed with this, and said that teaching is not a profession but just a means for the satisfaction of their inner goals.	In Japan, the majority of the teachers 56 % (20.1+36.2) disagreed that the teaching is calling. They take it as a serious profession. However, 43 % (31.5+12.1) agreed to the statement and said that they joined this profession to satisfy their inner goals.	Results show that the majority of the Pakistani teachers don't even take teaching as a profession hence a reason for their continuous nonprofessional attitude. Although 43% of the Japanese teachers also think that they joined the profession to satisfy their inner goals, here too the inner goals may differ for which a new research can be done. It is very necessary that teaching shall be done professionally and in a proper method. If nonprofessionals join this profession they will do no good to the teaching itself and the professional status of the teachers will not be raised.

**Q4. I decided to join teaching because people (relatives/friends) recommended teaching as a field of study.**

<b>Pakistan</b>	<b>Japan</b>	<b>Recommendations</b>
As teaching is for the people of the country, it's important to get their recommendation. The survey showed that 77.6% of the people agree with the current teaching system in Pakistan. However, 22.5% of people think Pakistan is doing great as a teacher, considering it a profession.	Although Japan has improved as a nation and built up its teaching quality, people's recommendation is still necessary. According to the report, only 16% of the people agree with the current system, while the rest still think there is room for improvement.	People's recommendations play an important role in any country. The stats show that the people of Japan are not satisfied with the current teaching system there and they disagree to a great extent. However, the Pakistani people somewhat agree with the current teaching system, but majorly they don't either. Hence, proper questionnaires should be distributed among the public and parents to get their views and ideas regarding changes in both countries.

**Q5. I decided to join teaching because I have always enjoyed working with children.**

<b>Pakistan</b>	<b>Japan</b>	<b>Recommendations</b>
Every profession demands time, and so does teaching. If we look at it as a whole, it is very difficult for teachers to extract time from their schedule and have fun	On the other hand, in Japan, they too take into consideration the time spent with their children and despite the busy schedules, teachers somehow manage	In my opinion, every person should take out time to get relaxed and talk to their children, and when it comes to teachers, they must do the same. The good part is, it's working the same way in both

with children. Still, most of the ratio agreed with the statement and almost 97.6% (29.7+67.9) teachers spent time with children and enjoyed it.	to have fun with kids. Almost 82% of the population is involved here, whereas the rest finds it difficult.	countries, Pakistan and Japan. However, the overall ratio is comparatively more in Pakistan than Japan.
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**Q6. I decided to join teaching because teaching provides a good opportunity to further my studies.**

<b>Pakistan</b>	<b>Japan</b>	<b>Recommendation</b>
The ratio of agree to strongly disagree decreases as the survey is taken in Pakistan. More people support further studies after doing sixteen to eighteen years of education. In any case, the percentage of “agreeing people, and strongly agreeing people” makes a total of more than 93% (30.2%+60.9%) which is quite a lot.	While in Japan, it is not really considered for a teacher to do further studies. They might think from a view to be better at what they are teaching and flourish in it only. Thus, the ratio of teachers disagreeing with further studies is around 73% (33.1%+40.5%).	<p>If a teacher knows more, he can deliver more. This is a basic rule of teaching.</p> <p>In Pakistan, teachers get upgraded with the upgrade in their degree levels. So, it is quite difficult to know which one is doing what. In Japan, teachers prefer not to study further because it might make them confused among other things at a time.</p> <p>Thus, in my recommendation, the Pakistan government should not give them hype to get more levels of degree. And if they want to do so too, there should be a series of tests taken so that teachers would actually focus on “learning” rather than “earning”.</p>

**Q7. I decided to join teaching because teaching gives me the opportunity to do a second job additional to my teaching.**

<b>Pakistan</b>	<b>Japan</b>	<b>Recommendations</b>
In Pakistan, the sum of 51.7% teachers agree to do the additional job. Whereas, 48.3% teachers think that the profession of teaching is sufficient for them.	Coming towards Japan, the 93.9% (75.5+18.4) teachers consider doing no additional job except a minimum of 6.2% teachers think about having an additional job which would obviously be to meet their ends.	In my opinion, the Govt. of Pakistan should raise the pays of the teachers in order for them to concentrate only on teaching completely. Otherwise, if they will focus on teaching and other jobs then slowly it will affect the quality of their work and their health too. Thus, teachers with greater experience will retire sooner than expected and it would cause a great loss for the educational sector.

**Q8. I decided to join teaching because teaching provides a good salary.**

<b>Pakistan</b>	<b>Japan</b>	<b>Recommendations</b>
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<p>There is a difference of opinion when it comes to being paid a good salary package, so we will calculate the total agree to disagree ratio. The ratio agreeing to being paid a good salary equals around 57.5% and those people with the opinion of not having a good salary package are 42.3%.</p>	<p>While in Japan, it is the opposite case. It seems that teachers in Japan are not really content with the salaries they are because around more than 68% teachers are of the view that they are not paid well.</p>	<p>If passion meets with the earning, it creates a different zone in the life of a human. Seeing the stats, it can be seen that Japan isn't doing very well regarding the salaries paid to the teachers. It may affect the quality of the teaching in the longer term and that may affect the economy as a whole. Hence, Japan should concentrate on the salaries and bonuses along with some other perks to the teachers.</p>
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### General Recommendations

- A federal authority of recruitment could be established, and it should be responsible for appointing teachers using a specific set of tests. Additionally, the minimum qualifications for entering the teaching profession should be as follows: (a) a bachelor's degree, and (b) three years of experience in the teaching profession.
- The results of an aptitude test that a graduate student must pass with high marks in order to be admitted to a programme that trains teachers should be required.
- The teachers have to be assigned to a district that is not their home district, and they have to be provided with housing and transportation assistance as well as other amenities.
- There is a potential correlation between the academic qualification of a teacher and the amount of training or specialisation that they have received.
- If a candidate lacks professional teaching training, then they should not be considered for the position of teacher.
- It's possible that instructors will receive seasonal bonuses based on their performance in the classroom.
- A family allowance could be given to instructors who are exceptionally professional and highly motivated.

- It's possible that teachers who work in rural locations will be eligible for a special payment, but it'll depend on how well they do their jobs.
- It is necessary to provide for both the short term and the long term.
- Medical insurance.
- There is a possibility that announcements will be made on services relating to healthcare and interest-free loans for the construction of homes.

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