

A Comparative Study To Explore Schooling System In Japan And Pakistan

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Abstract: This research compares and contrasts the educational systems of Pakistan and Japan, looking at the oversight of education and training, educational design, curriculum development, assessment and evaluation, supervision and administration, and teacher preparation and education. The research brought forth similarities and differences between Pakistani and Japanese educational systems. This study seeks to comprehend more fully how educators in Pakistan and Japan see their own professional status. Japan is way ahead from Pakistan in different areas thanks to the role teachers play in their educational systems. All facets of the instructors' personalities were examined, together with the academic framework, the jobs of the teachers, and the educational systems in Pakistan and Japan. The second-largest number of children worldwide that are not in school is in Pakistan, which has 158 million people (58 percent). There are 22.8 million kids in Pakistan between the ages of 5 and 16 who are not in school, or 12.1% of the entire population. Meanwhile, the attention of the world's students has been drawn to Japan's superior educational system.

Keywords: Cross-cultural projects, Cultural and social implications, Cultural and social implications, Learning communities, Teacher professional development

I. Introduction:

Pakistan has publicly stated its intention to support national education policy and international education programs to increase literacy and school enrollment in the country. To that end, the most current set of National Education policies provides a vision that puts out recommendations for improving the educational system's overall literacy rates, ability, and infrastructure. Furthermore, during the past two decades, the government has shown a consistent dedication to and pursuit of fulfilling its international responsibilities; included in this group of international pledges are "Education for All" (EFA), "Millennium Development Goals"

(MDGs) 2015, and "Sustainable Development Goals" (SDGs) 2015-2030 (Puig, 2021.)

An examination of Pakistan's educational system found that, despite the 18th Amendment's 2010 proclamation that education is a fundamental human right, not much has changed in Pakistani classrooms (Farooq, 2018). Since Pakistan's inception, the education sector has received the country's smallest budget, undermining the sector's once-solid roots. Since then, the country's economic, political, and social problems have not improved due to the lack of a proper schooling system. Pakistan's schools have failed terribly despite 25 years of foreign pledges and the completion of 25 educational programs

(Farooq, 2018). Several problems plaguing Pakistan's educational system include a lack of resources, an inefficient policy implementation, an unreliable examination system, inadequate physical facilities, a low-quality teaching staff, and a lack of leadership.

Unfortunately, the educational system of Pakistan is making matters worse rather than better. There appear to be two distinct educational structures in operation in Pakistan. Urdu-language curriculum with a focus on Islamic studies offered in public or alternative schools, religious madrassas are another form of school found in Pakistan. Although Islamic studies are prioritized in madrassas, other disciplines, such as English, computer science, and science, are not disregarded (Vestenskov et al., 2018). To some extent, this is correct, yet it receives surprisingly little focus. That is, madrassas must incorporate secular sciences into their curricula, and if they don't, extremism is taught in the name of religion. Degrees from the Pakistani school system overseas are not given much weight, and students are re-graded, all because of these three-tiered education systems that do not serve the country or humanity but instead play with the young generation and the builders of the future of the country (Afzal and Qadir, 2022).

1.1. Problem statement:

The schooling system is unfairly divided into categories, which causes the Degrees from the schools internationally are not given much weight, and students are re-graded, all because of these three-tiered education systems that do not serve the country or humanity but instead play with the young generation and the builders of the future of the country.

The teacher's role in Pakistan's schooling system is not up to the standards that meet today's modern tech world, teaching methodologies are not updated, and teachers are carelessly

unfocused. Also, there is a lack of resources in the majority of the schools in Pakistan.

1.2. Purpose of the research:

The instructors and schooling system in both nations will be compared in terms of their professional teaching status and social standing once a thorough analysis has been performed. The educational system, the function of educators, and their significance in student learning are all under the microscope in this investigation. Since Japan has recently implemented substantial educational changes, the researcher was interested in contrasting the education systems of both countries. As the Japanese educational system is regarded as one of the best in the world thanks to its graduates' success in the scientific, technological, and industrial workforce, this research concentrated on the country of Japan (Krishna, 2019).

Furthermore, the schooling system in Pakistan is a synthesis of teachers' professional identities and methods of instruction. Unfortunately, the teachers still couldn't help the students reach their learning goals even with their training and expertise. So, this research emphasizes the importance of Japanese educators; Japanese educators are among the world's best educators.

1.3. Research objectives:

- There is a discrepancy between the Japanese and Pakistani views on the social standing of teachers.
- Educator quality matters in terms of the quality standard schooling system in Japan and Pakistan.
- Suggestions will be made for both countries based on the current state of the education sector.
- The schooling system needs to be restructured in Pakistan, as learning from Japan is one of the best.

- The unfair categorization and division of the schooling system need to be managed and provided with standardized policies and curricula that meet the desired requirements.

1.4. Research questions:

- Why is there a need to improve the schooling system in Pakistan?
- How can it be possible to provide equal and fair opportunities in all categories of the schooling system in Pakistan?
- How do differences in teacher rank in Japanese and Pakistani schools affect student achievement?
- In light of the current state of the teaching profession in the two nations, what kind of suggestions can be made?

1.5. Significance of the present study:

The findings of this study will be used to compare and contrast the educational systems of Pakistan and Japan. This study will describe how teacher training varies between the two countries, allowing us to determine which country is making the most of its teachers' talents. To help instill a passion for education improvement and to propose a road map for such improvement, a comparative study is being conducted. This research highlights the importance of teachers' identities as a starting point for delving into the intricacies of today's most pressing educational challenges. Despite Pakistan's best efforts, the country's educational system has not improved because of the unstructured teaching system in Pakistan. Japan's educational system, the roles of educators, and the methods by which they carry them out will all be the focus of this research. This research aimed to examine Pakistan and Japan's educational policies and practices

because both countries have discovered a similar set of issues in the classroom. Due to the shared geographic location, it is natural to draw parallels between the two nations (Pakistan and Japan); nevertheless, the JISCA and ODA funding for educational growth in Pakistan (Brown and Grävingsholt, 2016) might cause some adjustments to be made. The results of this comparative research will help improve education and lay the way for future developments in this subject. This research will compare and contrast policies and management to provide insight into the nuances of the challenges educators face in the classroom and the challenges students face in the schooling system of Pakistan. Despite Pakistan's best efforts, the country's educational system has not improved due to the existing approaches.

2. Literature review:

Education in Pakistan is a shared responsibility of the central government and the individual provinces. Islamabad is home to a national education ministry responsible for setting national education policy and planning (Khushik and Diemer, 2018). It incorporates state and regional governments into the development of federal educational initiatives.

2.1. Pakistan's schooling system:

In light of the federal education policy in Pakistan, each province creates and implements its programs according to local conditions and resources. Since implementing the devolution plan in the education sector of Pakistan in 2002, the Executive District Officers have had primary responsibility for managing most aspects of K-12 education (Education) (Paine, Blömeke and Aydarova, 2016). The primary responsibilities of district governments in Pakistan include, for instance, the execution of policies, the

supervision and monitoring of schools, and the recruitment and transfer of instructors (Nawab, 2020). The Education Development Office (EDO) in Pakistan is backed by DEOs, Dy. DEOs, and a slew of other employees. To a significant extent, provincial governments continue to be responsible for other crucial tasks and obligations, such as policy formation, teacher training, and budget allocation to district governments. Secretary or, in certain provinces, Special Secretary (Schools) and Special Secretary (Higher Education) refer to the administrative head of the Education Department at the provincial level. Numerous assistant and deputy secretaries and other personnel assist them (Ali, 2018).

In Pakistan, there are three distinct levels of education available to students: primary (grades 1–8), secondary (grades 9–12), and tertiary (higher) education. Primary and elementary schools serve students in K-5, while elementary and middle schools serve students in grades 6-8, respectively (Agarwal, Nunes and Blunt, 2021). Even at the elementary school level, education in Pakistan is not mandated by law, contributing to the country's dismal literacy and enrollment rates. More than 5.5 million kids in the school-going age range (7-9) are not admitted to schools. The duration of secondary school in Pakistan is four years (grades 9-12). It may find that at public high schools and colleges, where the middle class is highly represented.

Public education in Pakistan is rapidly declining; it is well acknowledged that there is an extreme lack of resources and a pressing need to improve the quality of science education. There was a significant lack of teachers in Pakistan both at independence and after that; laboratories were underequipped and badly maintained, and the curriculum didn't reflect the needs of the moment (Bashiruddin, 2018). Research indicates that minimal enrolment rates at the elementary and secondary school levels are necessary for a

functional higher education system. There appears to be a minimum enrolment rate of 80% of females at the school level, which is necessary for meaningful workforce involvement (Klasen, 2019).

The development and experiences of children in the years preceding puberty significantly impact their later development and lives (Sumner, 2019). In elementary schools in Pakistan, students spend most of the school year with the same teacher and class. They spend more time with their educator than with their parents. However, in Pakistan, where a teacher's worth is mostly determined by student performance on standardized tests, this is typically overlooked (Bano, Jabeen, and Qutoshi, 2018).

Education issues in Pakistan are on the rise, and the country's economic and social climate and attitudes are major contributors. Events such as strikes, protests, student group boycotts of classes, suspension of teachers' educational activities to address their concerns, bribery, recommendation culture, and so on all contribute to Pakistan's political instability (Panhwar, 2016). Some have an impact on the kids and also take the focus away from the professors.

2.2. Japan's schooling system:

One reason for Japan's amazing development in the twentieth century was the country's emphasis on education (Tipton, 2017). Today, we'll take a closer look at teaching Japanese has made Japan one of the world's most advanced societies. To be "civilized" means more than having advanced scientific and technological knowledge (Singhal and Singhal, 2022). Being civilized It's also shorthand for a country whose citizens are kind, respectful, truthful, and accountable, as from Tokyo to Nagasaki, it is a common sight on the roads and in the streets of Japanese cities (Clapson, 2019). As one of the most civilized nations in the world, Japan has benefited much

from its educational system (Cantor, 2017), which is examined in this research paper.

"Every individual must have the right to equal education appropriate to his or her aptitude, as established by law," states Article 26 of the Japanese constitution (XACAHOBA, 2020). As required by law, the people must guarantee that all children in its care, including boys and girls, attend school regularly. Such mandatory education must be provided at no cost. The federal government of Japan fully funds local elementary, middle, and high schools. The federal government's role is restricted to setting general guidelines and minimum requirements across the board (Kaur and Sharma, 2019).

Moreover, the federal govt. Japan ensures financial support for bettering educational conditions. The national government offers advice and help without meddling with curriculum content as long as specific national standards are followed (Glover and Levačić, 2020). Educational authorities at the prefectural and regional levels are responsible for elementary and secondary schooling, respectively. The prefectural board is responsible for the organization and management of secondary schools and special education institutions in the same way as the provincial board (Tangthongtongkul, 2016).

The provincial boards of education in Japan are responsible for paying the wages of secondary school teachers, whereas the regional council boards of education are in charge of hiring them (Park et al., 2020). Municipal boards of education are responsible for planning, constructing, and overseeing the operation of their respective public-school systems, with support from the prefectural boards of education (Kimura and Tatsuno, 2017).

2.3. Japan's contribution to the education system of Pakistan:

Japan's government has given Pakistan about a billion dollars in official development assistance (ODA) since 1954 (Sasada, 2019). In addition, the Japanese government's development agency, the Japan International Cooperation Agency (JICA), is pouring millions of dollars into Pakistan's education system to improve infrastructure, human resources, and delivery methods across official, informal, and distant learning (Jain, 2016). In 1954, Japan provided Pakistan with various economic help, including technical support; Japanese Official Development Assistance (ODA) granted financial loans to Pakistan to improve education (Kolachi, 2018).

3. Methodology:

The researcher acquired information for the study by carrying out a mix of qualitative and quantitative questionnaires, including those found in the following categories: 1) an analysis of the previously published research on the topic of educational growth; 2) a survey of educators using a questionnaire, and 3) further surveys by methods of observation and focus group interviews. This survey research focuses on basic and secondary education in Pakistan and Japan and the numerous teaching faculties used in both nations' primary and secondary school disciplines.

The differences between quantitative and qualitative methods have been the subject of many studies investigating various topics (Mohajan, 2018). To further separate qualitative research from quantitative research, one definition of qualitative research is an in-depth exploration of cultural and social spectacles with an emphasis on texts (Mohajan, 2018). This definition focuses on the study of written material texts (Mohajan, 2018). Quantitative research, on the other hand, looks at local statistics and patterns to better grasp the bigger picture (Shaffer, 2017). This type of study is often used in economics. Quantitative research may also be

defined as an investigation of the impacts that a hypothesis may have had. This is the second meaning of quantitative research. The use of quantitative research in this manner is rather widespread (Larson-Hall and Plonsky, 2015).

The above methodology aims to ascertain the participants' levels of familiarity with the topic, their preparedness to take action, and their general perspective on the situation. In descriptive corrective research, the focus of the examination is not only on the variables themselves but also on the relationships between them. Developing predictions about one or more variables through research on predictive correlation entails computing the variances of

those variables concerning the variances of other variables (Heinze, Wallisch, and Dunkler, 2018)..

The research heavily depended on a survey questionnaire (permission to use it was given), the purpose of which was to investigate the identities of instructors and determine their professional standing. This study was conducted as a part of a larger investigation of teachers' professional identities, career profiles, and experiences worldwide. The research for this study was carried out as part of a research partnership project between Japan and Pakistan.

4. Results and findings:

4.1. Questionnaire summary:

	Overall (N=457)
Q1- What is your country of origin?	
N-Miss	1
Japan	150 (32.9%)
Pakistan	306 (67.1%)
Q2 -What is your ethnicity/nationality?	
N-Miss	1
Japan	150 (32.9%)
Pakistan	306 (67.1%)
Q3 Teaching Qualification	
N-Miss	1
No teaching qualification	5 (1.1%)
Certificate	2 (0.4%)
Diploma	9 (2.0%)
Degree	20 (4.4%)
Degree with diploma/certificate	162 (35.5%)
Postgraduate qualification	258 (56.6%)
Q4 school type	
N-Miss	10
Primary School	156 (34.9%)
Lower Secondary	291 (65.1%)

	Japan(N=150)	Pakistan (N=306)	Total (N=456)	P value
Q 5. To what extent do you consider the following factors as obstacles related to learners? Please mark the adequate response. [Poor discipline]				0.009
N-Miss	4.0	0.0	4.0	
Not at all obstacles	38.0(26.0%)	61.0 (19.9%)	99.0(21.9%)	
Minor obstacles	58.0(39.7%)	91.0 (29.7%)	149.0(33.0%)	
Medium obstacles	29.0(19.9%)	74.0 (24.2%)	103.0(22.8%)	
Serious obstacles	21.0(14.4%)	80.0 (26.1%)	101.0(22.3%)	
Q 5.1. To what extent do you consider the following factors as obstacles related to learners? Please mark the adequate response. [Uninvolved parents]				<0.001
N-Miss	4.0	0.0	4.0	
Not at all obstacles	40.0(27.4%)	72.0 (23.5%)	112.0(24.8%)	
Minor obstacles	51.0(34.9%)	57.0 (18.6%)	108.0(23.9%)	
Medium obstacles	41.0(28.1%)	82.0 (26.8%)	123.0 (27.2%)	
Serious obstacles	14.0 (9.6%)	95.0 (31.0%)	109.0(24.1%)	
Q 5.2. To what extent do you consider the following factors as obstacles related to learners? Please mark the adequate response. [Orphaned children] p <0.001				
N-Miss	9.0	0.0	9.0	
Not at all obstacles	98.0(69.5%)	67.0 (21.9%)	165.0(36.9%)	
Minor obstacles	21.0(14.9%)	105.0(34.3%)	126.0(28.2%)	
Medium obstacles	14.0 (9.9%)	87.0 (28.4%)	101.0(22.6%)	
Serious obstacles	8.0 (5.7%)	47.0 (15.4%)	55.0(12.3%)	
Q 5.3. To what extent do you consider the following factors as obstacles related to learners? Please mark the adequate response. [Poverty] p <0.001				
N-Miss	5.0	0.0	5.0	
Not at all obstacles	43.0 (29.7%)	69.0 (22.5%)	112.0 (24.8%)	
Minor obstacles	64.0 (44.1%)	79.0 (25.8%)	143.0 (31.7%)	
Medium obstacles	25.0 (17.2%)	69.0 (22.5%)	94.0 (20.8%)	

Serious obstacles	13.0 (9.0%)	89.0 (29.1%)	102.0 (22.6%)
Q 5.4. To what extent do you consider the following factors as obstacles related to learners? Please mark the adequate response. [Lack of guidance and counseling] p <0.001			
N-Miss	6.0	0.0	6.0
Not at all obstacles	39.0 (27.1%)	78.0 (25.5%)	117.0 (26.0%)
Minor obstacles	64.0 (44.4%)	63.0 (20.6%)	127.0 (28.2%)
Medium obstacles	32.0 (22.2%)	70.0 (22.9%)	102.0 (22.7%)
Serious obstacles	9.0 (6.2%)	95.0 (31.0%)	104.0 (23.1%)

Table 1: Questionnaire Table

The demographics of the participants in the study are listed in Table. Pakistan accounted for almost two-thirds of the respondents (n = 306, 67.1%), while women made up about half (n = 192, 42.2%). It was found that more than 60% of the teachers in the sample had less than ten years of experience in the classroom (281, 61.6%). Nearly 92% of those responding were competent educators with bachelor's degrees or above. Of those who participated, 65.1% were educators, with the vast majority (291) working in secondary schools for younger students.

The data was collected from educators in two different nations. Surveys from educators in Pakistan (67%) and Japan (43% of the total) make up the study's analysis. Teachers made up the entirety of the sample, and their input was duly valued. Our primary focus was collecting 31% of data on mentioned levels of instructors from both nations, and their teaching experience was limited to elementary and lower secondary.

From what can be seen, all of the p-values in the question are less than 0.05, making them statistically significant with a 95% confidence level and hence appropriate for decision-making. Many challenges face a child who is raised in poverty. Uncertainty about one's financial future can cause stress, disrupting a student's ability to focus in class.

One of the most debated and discussed topics is the role of parents. It has been conceptualized and defined in a wide range of ways. Consider the following information as you consider how to include parents in their child's education if they are blind or visually impaired. Semi-structured interviews were conducted with five parents of visually impaired students from two public secondary-level institutions in Lahore, Pakistan, to investigate the challenges parents of visually impaired students face when trying to get involved in their children's education. The most salient findings included the parents' perspectives of students with visual impairments, including the following:

- a lack of social acceptance
- a lack of parental participation
- parental despair
- parental ambitions

The study's findings suggest that Japanese educators benefit when their social position and sense of self-identity are enhanced. The higher quality of education and the larger proportion of the population enrolled in school in Japan are two additional factors contributing to the country's superior academic achievement. Success in disciplines like technology and science might point to an excellent education. It shows how the teacher's professional identity

affects the teaching-learning process and students' outcomes in the classroom. There is a great deal of disagreement between public and private sector practitioners as to how they should operate.

4.2. Problems identified:

The main problems are the high costs of education, the lack of funding for it, and the difficulty in getting a good education. Many young people are not in school, adding to the country's economic burden, and the dropout rate is likewise high. To put it another way: our nation's educators lack the tools they need to establish its foundation. Pakistan's educational programs require training for future teachers might use some work in the following areas:

- Quality Measures
- The course of study should meet the requirements
- Dependent and independent Framework
- Critically required adjustment to Emerging Technologies
- Incorporate Greater Responsibility and Personalized Instruction
- Infrequent Checkups
- Deliver Tailored Instruction

Japan has one of the most educated populations in the world because of its excellent educational system (100 percent attendance in obligatory grades and zero illiteracy) (Sahlberg, 2021). The standard Japanese educational pathway begins with a six-year elementary school, continues through a junior high school and high school that lasts three years, and culminates in either a two- or three-year junior college or a four-year university.

According to the respondent, Pakistan's educational system has been failing due to the country's constitution for a long time. One of the largest in the world, it faces various challenges due to its size. While the country's literacy rate

has improved, it remains low, and Pakistan has the biggest number of children (22.8 million) who are not in school (Mian and Chachar, 2020). Only Nigeria has a larger number of out-of-school children. The necessary infrastructure is not in place. Pakistan's education system is plagued by several issues, including a lack of funding, a failure to execute regulations, a flawed test system, inadequate facilities, unqualified teachers, a lack of direction, low enrollment, high dropout rates, political instability, and more.

5. Discussion and interpretation:

5.1. Observation of school facilities in Pakistan:

The infrastructure of public schools is insufficient; nevertheless, this infrastructure has been degraded due to the responsible authorities' lack of care and disdain for the schools. Every public school has a building with study halls, libraries, and science labs. However, they have been depressed for a considerable amount of time. There is a significant amount of broken sports equipment and obsolete laboratory apparatus. The grass has been removed from the fields, leaving the playgrounds bare.

On the other hand, private schools typically have superior laboratories, libraries, and athletic facilities because they are privately funded. All facilities receive adequate care due to the huge number of personnel and teachers who are well compensated. Since the beginning of this commercial growth, several schools have been established in the buildings and neighborhoods of residential areas. This typically means that the purpose-built brilliance of public schools cannot be equaled, but this is not always the case.

5.2. Fee structure:

The financial component of the educational gap is an extremely important factor to consider. It is the primary factor responsible for the widespread

inequality within Pakistan's educational system (Amir, Sharf, and Khan, 2020). While the cost of attending a public school is relatively low, the cost of attending a private school is significantly more. Due to the high cost of tuition and other fees associated with attending these schools, the typical individual can't afford them. Because of this, they are considered to be of the highest social status.

5.3. Enrollment status:

Public school enrollment tends to be fairly high. This creates a space crunch for schools when funding is already extremely tight. Teachers are concerned that this will make it more difficult to provide individualized instruction. It has been known for classes to have as many as 150 students in attendance. Because of a lack of good furniture and other facilities, these students are jammed into small, cramped classrooms. This does not provide a positive and cognitively friendly environment and offers few learning opportunities. Private schools, on the other hand, are selective and have stringent admittance procedures. These schools prevent classroom sizes from becoming unmanageable by using rigorous examination and admissions criteria. As a result, professors and students benefit from a more favorable classroom setting. The resulting curve may be modified to accommodate students of varying backgrounds and skill levels.

6. Recommendations:

6.1. Disputes in the institutions experienced by training instructors:

Students would benefit from managing the Teacher Coaching organization's efforts to make the space more welcoming. As a result, students would have a better time learning and be better able to focus in class.

6.2. Amount of Time Devoted to Evaluating Classroom Instruction:

Throughout the teaching practicum, student educators are expected to put their theoretical knowledge to use in the authentic classroom and classroom-like settings. The practical component of a teacher education program is, thus, as important as, if not more so, the theoretical component. Therefore, the time allotted for the teaching practice course falls short of what is needed to learn the necessary teaching abilities and fulfill the objectives of both the course and a teacher development project. Thus, there is a pressing need to lengthen the period of student teaching. Increasing teachers' preparation time can benefit students in other ways, including preparing them to participate in and succeed in extracurricular activities, such as planning and executing field trips, athletic events, and tests.

6.3. Schooling for the English Language and technology:

Languages other than English should be an essential component of the Teacher Training Institutes in Pakistan. Most aspiring teachers said they wanted to get better at English and more occupied with tech knowledge, and just a few said they were comfortable communicating in the local language. The Teacher Education University's English classes and technology-based subjects should be open to any student who wishes to enroll.

6.4. Views on the role of the teacher:

The research shows that despite the many challenges of teaching, educators enter the profession with high expectations for success. Professional development and continued awareness of future expectations should be central to teacher preparation programs. In doing so, the value of the role and the weight of the duties associated with it will be emphasized. It can reduce other difficulties teachers face, boost

their commitment, and invigorate their passion for the profession. The following are suggestions that the government and officials should think about. According to this section, the government of Pakistan has the potential to play a pivotal role in bolstering the country's plan for developing its teaching force.

6.5. Boost the Government's Educational Investment:

As in economics in any country, Literacy in Pakistan stands at 63%, yet education only received 1.77 % of GDP last year, according to the Economic Survey of Pakistan 2021-22 (Abbasi, 2022). So, both students and educators have fewer resources at their disposal and fewer opportunities to flourish. Education is crucial for the progress of any country, but especially one like Pakistan, which is still in its formative stages of development. The government of Pakistan might play a significant role in bringing about educational reform by raising education funding from its present value of 1.77% of the GDP. Pakistan's government must recognize and prioritize the education system by providing more funding. This will open up new educational and professional development possibilities for educators and students in Pakistan and beyond. Governmental corruption in Pakistan further reduces the country's already meager education budget.

6.6. All types of schools have the potential to provide an outstanding education:

The government's priority should be elevating the standard of public education and should raising the bar on public school education if it cares about ensuring that kids from all socioeconomic backgrounds get a great education. If the teaching profession received higher pay and recognition, it would become more attractive to bright and capable individuals, accomplishing the goal. In addition, there has to be a system in place to

evaluate teachers' work and conduct in public schools.

7. Suggestions for Future research:

Although this study was well-designed and answered its research goals, it was limited by its short duration. Consequently, below are a few recommendations for research: To understand better the factors that lead people to choose teaching as a career, the role of the teacher, and the status of education in Pakistani society, it would be beneficial to broaden the scope of this study by collecting data from other teacher training facilities. Second, only about one-eighth as many male teaching instructors as female trainee instructors participated in this study's data collection. To further explore the differences between male and female trainee educators, conducting future studies with both sexes represented at about the same levels would be helpful. In this investigation, we zero in specifically on the challenges faced by student teachers. To better understand how the teacher development plan may be improved, it will be required to study the concerns of teacher trainers. This study's results reflect the participants' perspectives, which were heavily influenced by Pakistani culture. In the future, researchers may employ several theoretical frameworks to show how social context influences an individual's capacity to internalize particular values and norms.

8. Conclusion:

The study's findings suggest that Japanese educators benefit when their social position and sense of self-identity are enhanced. The higher quality of education and the larger proportion of the population enrolled in school in Japan are two additional factors contributing to the country's superior academic achievement. Success in disciplines like technology and science might point to an excellent education. It shows how the teacher's professional identity affects the

teaching-learning process and students' outcomes in the classroom. There is a great deal of disagreement between public and private sector practitioners as to how they should operate. Public school educators were less invested in their professional growth than private school colleagues. In the private sector, teachers are held to a higher standard by their employers, who want them to do well in the classroom. However, private schools and universities typically offer superior learning environments to their publicly funded counterparts. Since public sector pay and promotion have little bearing on teachers' performance or innovation, Because of this, faculty members working in public sector universities have little interest in adopting the most current teaching methods, which is a primary reason for low educational standards and public unhappiness with the quality of education delivered by public institutions. We are all aware of how important it is for educators to assess and improve their instruction methods consistently. The research concluded that in Pakistan's private sector, teachers' teaching potential is generally developed through professional development and that their administration makes it mandatory for them to obtain professional training to apply the skills for students learning outcomes in educational environments.

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Appendix:

Appendix A: Questionnaire

1. What is your country of origin?

2. What is your ethnicity/nationality?

3. What is your highest teaching qualification?

No teaching qualification	1
Certificate	2
Diploma	3
Degree	4
Degree with diploma/certificate	5
Postgraduate qualification (Honors degree/Masters /PhD)	6

4. At what type of school are you employed?

Primary school	1
Secondary school	2

5. To what extent do you consider the following factors as obstacles related to learners? Please mark the adequate response with x?

	Not at all obstacles	Minor obstacles	Medium obstacles	Serious obstacles
Poor discipline				

Uninvolved
parents
Orphaned
children
Poverty
Lack of
guidance and
counseling
