
WOULD I RETURN TO TEACHING IF GIVEN A SECOND CHANCE? PERSPECTIVE FROM JAPANESE AND PAKISTANI TEACHERS

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ABSTRACT

The status of the teaching profession can vary depending on the country and context in which it is being considered. In general, teaching is considered an important and respected profession that plays a crucial role in educating and shaping the next generation. The decision of teachers to remain in or leave the teaching profession is influenced by various factors, such as job satisfaction, working conditions, salary, and opportunities for professional development. In Pakistan and Japan, teachers face different challenges and opportunities, and it is likely that their views on the teaching profession will also differ. Some teachers may choose to leave the profession due to dissatisfaction with working conditions or lack of job security, while others may remain in the profession due to a passion for teaching and a desire to make a positive impact on students. Whether or not teachers in Pakistan and Japan will choose to remain in the teaching profession if given the opportunity will depend on their individual experiences and perspectives. Further research is needed to understand the specific factors that influence teacher retention in these countries.

KEYWORDS*Japan, Pakistan, Teaching, Education, Choice, Opt***INTRODUCTION**

The teaching profession has been a source of inspiration and passion for many individuals, and it's considered one of the most noble professions globally. The role of teachers is to shape young minds and help students grow into responsible and productive citizens. However, the teaching profession is not without its challenges and difficulties, and the question of whether teaching is a blessing or disguise has been a topic of discussion for many years. On the one hand, the teaching profession is often seen as a blessing because of the many rewards it offers. Teachers have the opportunity to make a positive impact on the lives of their students and help shape their futures. They also have the satisfaction of knowing that they are making a difference in the world, and that their efforts will continue to impact the lives of their students long after they leave the classroom. Furthermore, the role of a teacher is diverse and dynamic, allowing for personal growth and professional development.

On the other hand, teaching can also be a disguise, as it comes with many challenges and difficulties. For example, teachers often work long hours and have a demanding workload, which can lead to burnout and stress. They also face many distractions in the classroom, from students with behavioral issues to overcrowded classrooms, which can make it difficult to maintain an optimal learning environment. Furthermore, teachers are under constant pressure to meet the demands of their students, the school district, and the government, which can be stressful and overwhelming. However, despite these challenges, the teaching profession can also be seen as a blessing in disguise. The difficulties and obstacles that teachers face are opportunities for growth and improvement, and they can help teachers to become better educators. In addition, teachers who face these challenges are often the most dedicated and passionate individuals, as they are willing to work hard to overcome these difficulties and make a difference in the lives of their students.

The teaching profession is also a great source of personal fulfillment and satisfaction. Teachers have the opportunity to work with students of all ages and backgrounds, and they can help students to reach their full potential. They also have the opportunity to work in a supportive and collaborative environment, where they can learn from their colleagues and exchange ideas and best practices. Furthermore, teachers have the satisfaction of knowing that they are making a difference in the world, and that their efforts will continue to impact the lives of their students long after they leave the classroom. Moreover, the teaching profession is a dynamic and evolving field, which allows teachers to grow and develop professionally. Teachers have the opportunity to attend professional development workshops and conferences, where they can learn

about new teaching techniques and best practices. They can also pursue advanced degrees in education, which can help them to advance in their careers and become leaders in their field. Furthermore, teachers have the opportunity to work in different settings, such as private schools, public schools, and international schools, which can provide a diverse and challenging work environment.

In conclusion, the teaching profession is both a blessing and a disguise, and it can be seen as a blessing in disguise. While it comes with many challenges and difficulties, it also offers many rewards and opportunities for personal and professional growth. Teachers who choose to pursue a career in education are often passionate and dedicated individuals, who are willing to work hard to make a difference in the lives of their students. The teaching profession is an essential part of society, and it will continue to be an important field for individuals who want to make a positive impact in the world.

LITERATURE REVIEW

It's safe to say that teaching is a popular profession globally, as education is considered essential for personal and national development. In many countries, teaching is also one of the largest employment sectors, providing jobs for millions of individuals. The importance of education and the growing demand for teachers in many countries suggest that the number of people opting for a career in teaching will continue to grow in the future.

Responses from Pakistan

It is difficult to generalize about the experiences and opinions of all teachers in Pakistan, as individual experiences and opinions can vary greatly. However, based on some studies and reports, the teaching profession in Pakistan faces several challenges, such as low salaries, poor working conditions, and a lack of job security, which can lead to dissatisfaction among teachers.

Despite these challenges, many teachers in Pakistan still choose to remain in the teaching profession because they are passionate about educating and making a positive impact on their students' lives (Alam, 2013). Furthermore, the high demand for teachers in Pakistan and the need for quality education suggest that many individuals will continue to choose teaching as a career. Ultimately, whether teachers in Pakistan would choose to remain in the teaching profession if given a chance will depend on their individual experiences and perspectives. Some teachers may opt for other careers due to dissatisfaction with their current work conditions, while others may choose to remain in the profession because of their love for teaching and desire to make a positive impact on their students' lives (Bahanshal, 2013).

It's worth noting that to improve teacher retention in the country, the government and educational institutions in Pakistan need to address the challenges faced by teachers, such as low salaries, poor working conditions, and a lack of job security. Providing teachers with fair compensation and good working conditions, as well as offering opportunities for professional development, can help to attract and retain talented individuals in the teaching profession.

Response from Japan

The teaching profession in Japan is highly regarded and has a long-standing tradition of respect and reverence. Despite facing some challenges, such as long working hours and a demanding workload, many teachers in Japan would choose to become teachers again if given the opportunity (MacWhinnie, 2017).

One reason for this is the strong sense of responsibility and duty that many Japanese teachers feel towards their students. In Japan, education is considered a vital part of society, and teachers play a crucial role in shaping the futures of their students. This sense of responsibility and commitment to their students is one of the reasons why many teachers in Japan would choose to remain in the teaching profession. In addition to this sense of duty, many teachers in Japan also appreciate the sense of fulfillment and satisfaction that comes from making a positive impact on their students' lives. Teachers in Japan have the opportunity to work with students of all ages and backgrounds, and they can help students to reach their full potential (Butt, 2013). They also have the satisfaction of knowing that they are making a difference in the world, and that their efforts will continue to impact the lives of their students long after they leave the classroom.

Another factor that contributes to the positive attitude of teachers in Japan towards their profession is the strong support and collaboration among teachers. In Japan, teachers work together in a supportive and collaborative environment, where they can learn from their colleagues and exchange ideas and best practices (Hino, 2009). This sense of community and collaboration among teachers helps to mitigate the challenges and difficulties of the profession, and contributes to the positive perception of teaching among teachers in Japan.

Furthermore, the Japanese education system places a strong emphasis on teacher training and professional development. Teachers in Japan have the opportunity to attend professional development workshops and conferences, where they can learn about new teaching techniques and best practices (Yasmin, 2018). They can also pursue advanced degrees in education, which can help them to advance in their careers and become leaders in their field. This focus on professional development and growth helps to keep teachers engaged and motivated in their careers.

Despite these positive factors, the teaching profession in Japan is not without its challenges. For example, teachers in Japan often work long hours and have a demanding workload, which can lead to burnout and stress. They also face distractions in the classroom, such as students with behavioral issues, which can make it difficult to maintain an optimal learning environment. A study by Ahmad and Karim (2019) investigated the views of Pakistani teachers on their job satisfaction and willingness to continue teaching. The study found that while Pakistani teachers generally expressed high levels of job satisfaction, many reported feeling overworked and undervalued. Despite these challenges, however, the majority of Pakistani teachers indicated that they would choose to become teachers again if given the chance.

A study by Hashimoto, Nagata, and Sakamoto (2019) examined the views of Japanese teachers on their job satisfaction and career intentions. The study found that while Japanese teachers generally reported high levels of job satisfaction, many expressed concerns about their workload and work-life balance. Additionally, the study found that many Japanese teachers were considering leaving the teaching profession due to factors such as low pay and lack of career advancement opportunities. Another study by Raza and Khan (2020) investigated the factors that influence Pakistani teachers' job satisfaction and intention to stay in the teaching profession. The study found that factors such as salary, job security, and support from school leadership were important predictors of job satisfaction among Pakistani teachers. Additionally, the study found that Pakistani teachers' intention to stay in the teaching profession was positively influenced by their sense of professional identity and their belief in the importance of their work.

Overall, these studies suggest that while Pakistani and Japanese teachers generally express high levels of job satisfaction, there are significant challenges that may influence their willingness to continue teaching. Factors such as workload, salary, and support from school leadership may play an important role in shaping teachers' views on their profession and their willingness to continue teaching. In a study conducted by Buriro and Naqvi (2021) in Pakistan, they found that teachers who felt a sense of job security, were satisfied with their salaries, and had opportunities for professional development were more likely to remain in their teaching positions. Additionally, teachers who felt supported by their colleagues and administration were more likely to stay in the profession. However, the study did not directly address the question of whether teachers who had left teaching would want to return. Another study conducted by Tani and Kuroda (2021) in Japan explored the factors that contribute to teacher burnout and the potential role of job crafting in preventing burnout. They found that teachers who engaged in job crafting activities, such as seeking out new challenges or developing new teaching strategies, were less likely to experience burnout. However, again, this study did not directly address the question of whether teachers who had left

teaching would want to return.

Overall, the limited research on teacher retention and burnout suggests that creating a supportive and satisfying work environment may be key to retaining teachers in the profession. However, further research is needed to specifically address the question of whether teachers who have left teaching would want to return and what factors might influence their decision to do so. A study by Wang and Chong (2022) in China investigated the factors influencing teachers' intention to leave the profession. They found that low salaries, heavy workloads, and lack of career development opportunities were significant factors contributing to teacher turnover. Additionally, they found that teachers' job satisfaction and sense of belonging in the workplace were positively associated with their intention to stay in the profession. Another study by Sopha and Sopheap (2021) in Cambodia explored the reasons why teachers leave and return to the profession. They found that low salaries and lack of opportunities for professional growth were major factors contributing to teacher turnover. However, they also found that some teachers who had left teaching returned because they missed the sense of purpose and fulfillment that comes with the job. In terms of strategies for retaining teachers, a study by Brown et al. (2021) in the United States found that providing opportunities for teacher leadership and collaboration can improve teacher retention. They found that teachers who were involved in leadership roles, such as mentoring new teachers or serving on committees, were more likely to stay in the profession.

Finally, a study by Fang and Chen (2021) in Taiwan examined the factors that contribute to retired teachers returning to the profession as substitute teachers. They found that the desire to continue working and contribute to society, as well as the opportunity to maintain social connections and keep up-to-date with educational trends, were significant factors influencing retired teachers' decisions to return to the classroom.

RESEARCH OBJECTIVES

1. To identify the choice of teacher to become a teacher again in Pakistan
2. To identify the choice of teacher to become a teacher again in Japan
3. To make a comparison of the ways to choose the teacher to become a teacher again in Japan and Pakistan.

RESEARCH QUESTIONS

1. What are the responses of teachers to becoming teachers again in Pakistan?
2. What are the responses of teachers to becoming teachers again in Japan?
3. What are the responses of teachers to become teachers again in Japan and Pakistan comparatively?

RESEARCH METHODOLOGY

The researcher used a quantitative survey to collect data. Primary and secondary education teachers from Pakistan and Japan are among the target respondents of the questionnaire survey. The questionnaire adopted was a property of the research team of the Africa-Asia University Dialogue for Educational Development (A-A Dialogue), whose secretariat is situated in Japan's Hiroshima University. 306 teachers from Pakistan and 150 teachers from Japan responded to the questionnaire.

The questionnaire gathered information on the following topics: the research participants' profiles; language instruction at school; career profiles; personal teaching experience; professional status as a teacher; and teachers' perceptions of the external environment of the school where they teach (obstacles, challenges, and recommendations on how to improve the status of the teaching profession in their respective countries). The similarities and differences in how teachers in Pakistan and Japan perceive their social status, as well as how that perspective affects teachers' professional identities, were examined in the relationships between the variables. By using frequency distribution, percentage distribution, and cross-tabulation, the data were coded, examined, and evaluated. This paper is a part of the whole research done on the topic.

RESULTS AND DATA ANALYSIS

Table 1:

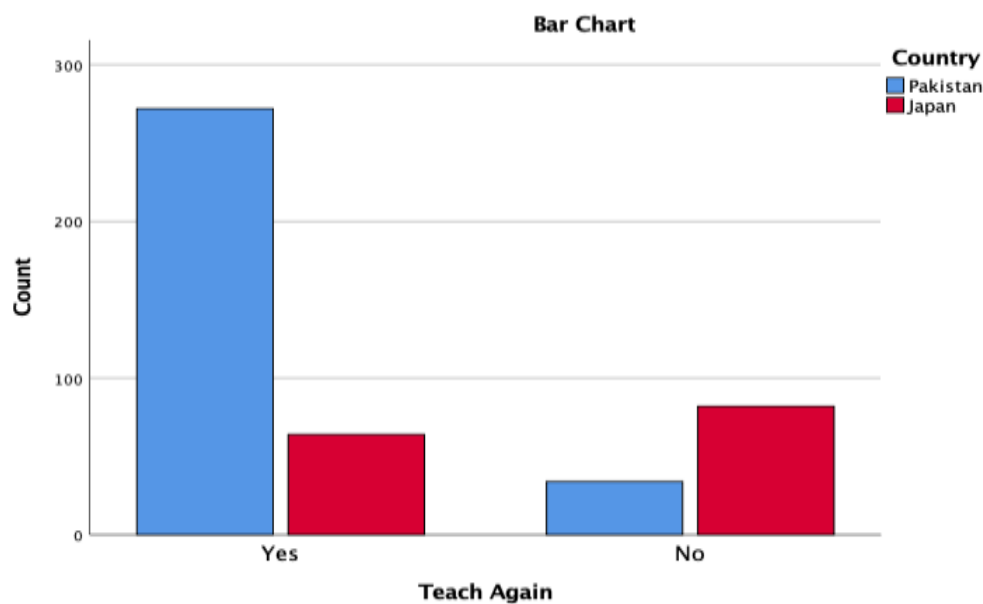
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Teach Again	452	98.7%	6	1.3%	458	100.0%
Status of Teaching	453	98.9%	5	1.1%	458	100.0%
Feeling as Teacher	454	99.1%	4	0.9%	458	100.0%
Community View	454	99.1%	4	0.9%	458	100.0%
Low Status	445	97.2%	13	2.8%	458	100.0%
Teacher Value	442	96.5%	16	3.5%	458	100.0%

Table 1 contrasts all of the characteristics that are provided to those working in Pakistan and Japan. Teach Again, Status of Teaching, Feeling as a Teacher, Community View, Low Status, and Teacher Value were among the traits that were measured. The categories Feeling as a Teacher and Community View received the most replies from teachers (454 each), while Teacher Value received the least (442). There were also some data that were missing, for a total of 458 responders for the questionnaire.

Table 2: Teach again

			Country		Total	X ²	P-value	Likelihood	S-value
			Pakistan	Japan					
Teach Again	Yes	Count	272	64	336	105.1	.482 (0.045)	101.1	.482 (0.045)
		%	88.9%	43.8%	74.3%				
	No	Count	34	82	116				
		%	11.1%	56.2%	25.7%				
Total		Count	306	146	452				
		%	100.0%	100.0%	100%				

Table 2 analyzes the teacher's features of teaching again. Pakistan contributed 306 replies, and Japan contributed 146. Pakistan had the biggest number of participants who replied yes—272—while just 34 said no. In contrast, 82 respondents from Japan chose to reply negatively, while 64 people chose to support returning to teach in Japan. The likelihood ratio between the variables was 101.178, and the Chi-square tests indicate that there was a linear by-linear link with one degree of freedom. The Pearson chi-square value for the 452 valued instances was 105.164. This result is significant and indicates that the variables are highly correlated. According to the symmetric measurements, Pearson's R-value is 0.482, and the related standard error is 0.045. The value can vary by this much, as indicated by the Spearman correlation, which is 0.482, and the standard error, which is 0.045.

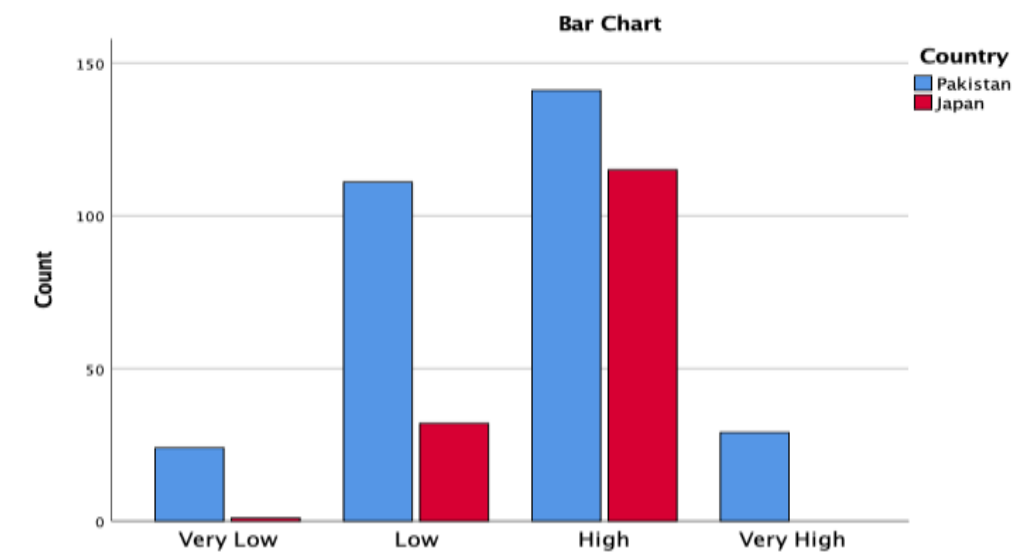


Bar Graph shows the analysis of teaching again in Pakistan and Japan, where from Pakistan most of the respondents said yes to teaching again and least response from Japan for adopting again the teaching profession.

Table 3: Status of Teaching

			Country		Total	X ²	P-value	Likelihood	S-value
			Pakistan	Japan					
Status of Teaching	Very Low	Count	24	1	25	47.769	.135 (0.039)	59.739	.147 (0.042)
	Low	%	7.9%	0.7%	5.5%				
	Low	Count	111	32	143				
		%	36.4%	21.6%	31.6%				
	High	Count	141	115	256				
		%	46.2%	77.7%	56.5%				
	Very High	Count	29	0	29				
	High	%	9.5%	0.0%	6.4%				
Total			Count	305	148	453			
			%	100.0%	100.0%	100.0%			

The characteristic of the status of teaching was examined in table 3 above. Pakistan contributed 305 responses, and Japan contributed 148. 24 people state that Pakistan's status of education is very low. In Pakistan, 111 people react with a low status, 141 people respond with a high status, and 29 people respond with an extremely high status. On the other side, 1 person says that the status of teaching in Japan is very low, 32 people say that it is low, 115 people say that it is high, and 0 people say that it is very high. The likelihood ratio between the variables was 59.739. According to the Chi-square tests, there was a linear by-linear connection with one degree of freedom. The 453 valued instances yielded a Pearson chi-square value of 47.769; this value is significant and indicates that the variables are highly correlated. Based on the symmetric measurements, it can be shown that Pearson's R-value is 0.135 and the related standard error is 0.039. The value can vary by this much, as indicated by the Spearman correlation, which is 0.147 and the standard error, which is 0.042.

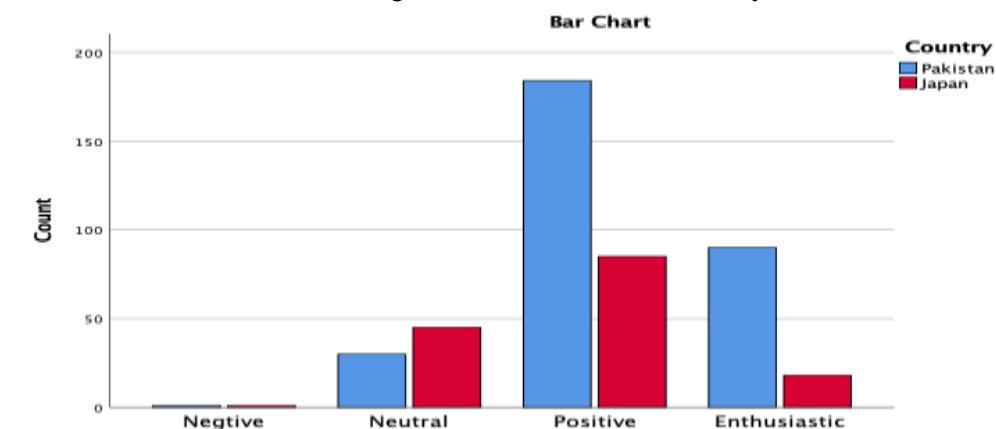


Bar Graph shows the analysis of the status of teaching in Pakistan and Japan, where from Pakistan most of the respondents respond that the status of teaching is high and least response from Japan for status of teaching than Pakistan.

Table 4: Feeling as Teacher

			Country		Total	X ²	P-Value	Likelihood	S-value
			Pakistan	Japan					
Feeling as Teacher	Negative	Count	1	1	2	38.361 _a	-.280 (0.044)	38.013	-.279 (0.044)
		%	0.3%	0.7%	0.4%				
	Neutral	Count	30	45	75				
		%	9.8%	30.2%	16.5%				
	Positive	Count	184	85	269				
		%	60.3%	57.0%	59.3%				
	Enthusiastic	Count	90	18	108				
		%	29.5%	12.1%	23.8%				
Total		Count	305	149	454				
		%	100.0%	100.0%	100.0%				

Table 4 above analyses whether the participants feelings about their teaching profession. From Pakistan, 305 respondents where positive responses were 184, negative were 1, 30 were Neutral and 90 were Enthusiastic about their feeling. In Japan, 149 participants where positive responses were 85, 1 was negative, 45 were Neutral, and 18 were Enthusiastic about their feeling. The Chi-square tests show that there was a 38.013 likelihood ratio between the variables. The Pearson chi-square test showed a significant result of 38.361 for the 454 valued instances, concluding that variables are related to one another. The Pearson's R-value came out to be -0.280, and the associated standard error is 0.044. The Spearman correlation is -0.279, and the standard error is 0.044, indicating that the value can fluctuate by this amount.



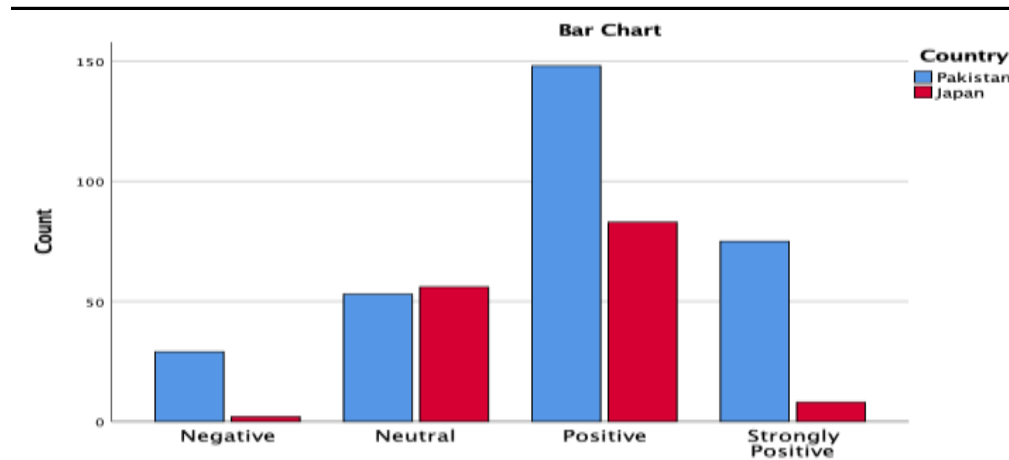
Bar Graph shows the analysis of feeling as a teacher in Pakistan and Japan, where from Pakistan most of the respondents respond positively to teacher's feelings and least positive response from Japan than Pakistan.

Table 5: Community View

			Country		Total	X ²	P-Value	Likelihood	S-value
			Pakistan	Japan					
Community View	Negative	Count	29	2	31	48.042	-.134 (0.042)	54.483	-.175 (0.043)
		%	9.5%	1.3%	6.8%				
	Neutral	Count	53	56	109				
		%	17.4 %	37.6 %	24.0 %				
	Positive	Count	148	83	231				
		%	48.5 %	55.7 %	50.9 %				
	Strongly Positive	Count	75	8	83				
		%	24.6 %	5.4%	18.3 %				
Total		Count	305	149	454				
		%	100.0 %	100.0 %	100.0 %				

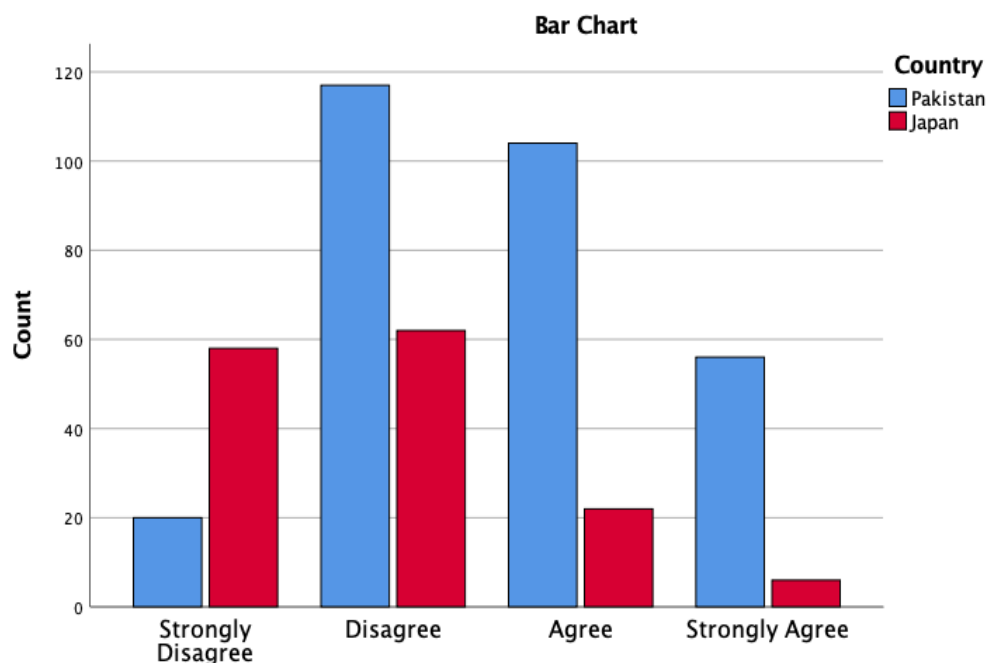
Table 5 above analyses whether the participants feelings about their community view. From Pakistan, 305 respondents where positive responses were 148, negative were 29, 53 were Neutral and 75 were strongly positive about their feeling. In Japan, 149 participants where positive responses were 83, 2 was negative, 56 were Neutral, and 8 were strongly positive about their feeling. The Chi-square tests show that between the variables, the likelihood ratio was 54.483. The Pearson chi-square test showed a significant result of 48.042 for the 454 valued instances, concluding that variables are related to one another. The Pearson's R-value came out to be -0.175, and the associated standard error is 0.043. The Spearman correlation is -0.134, and the standard error is 0.042, which suggests that the value can fluctuate by this amount.

The examination of community views in Pakistan and Japan is depicted in a bar graph, with Pakistan receiving a majority of positive responses and Japan receiving a less positive reaction than Pakistan.

**Table 6: Low Status**

			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%				
Total	Strongly Agree	Count	56	6	62				
		%	18.9%	4.1%	13.9%				
		Count	297	148	445				
			%	100.0%	100.0%				

The analysis in Table 6 above looks at the Low Status. The largest number of respondents from Pakistan who strongly agreed with the statement was 56, while the lowest number of respondents who strongly disagreed with the statement was 20. In Japan, 62 respondents strongly agreed with the statement, while 78 disagreed. The likelihood ratio between the variables was 90.130, and the Chi-square tests demonstrate a linear by-linear connection with one degree of freedom. The 445 valued instances yielded a Pearson chi-square value of 89.212; this value is significant and indicates that the variables are closely related to one another. According to the symmetric measurements, Pearson's R value is -0.416, and the related standard error is 0.039. The value can vary by this much, as indicated by the Spearman correlation, which is -0.420 and the standard error, which is 0.040.



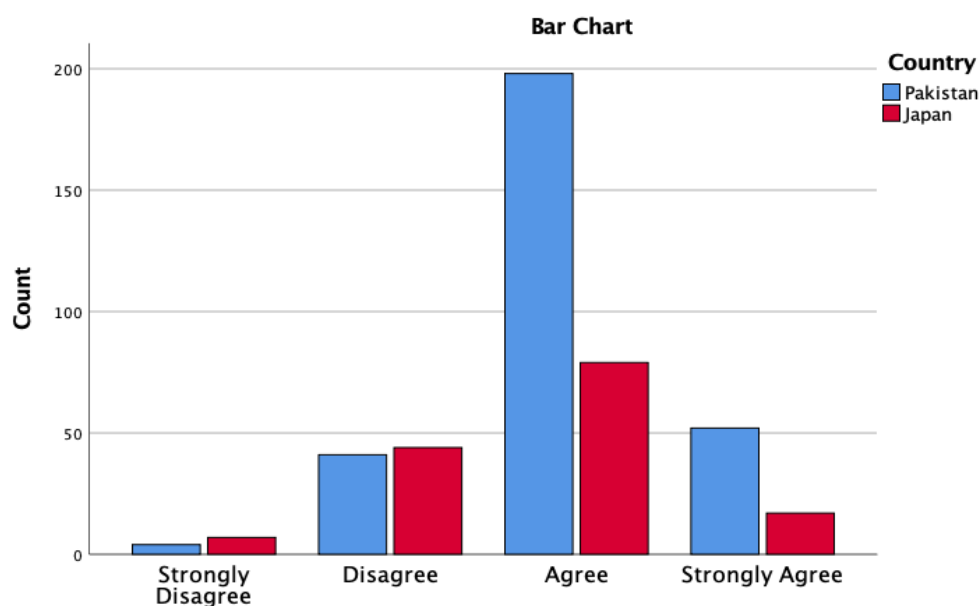
The analysis of low status (the teaching profession) in Pakistan and Japan is shown in a bar graph, with a moderate response from Pakistan for considering the teaching profession to be low status and a fewer positive reaction from Japan than Pakistan.

Table 7: Teacher Value

			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	Coun t	295	147	442				
	%	100.0%	100.0%	100.0%				

The teacher value declaration provided by all participants is analyzed in Table 7 above. 52 respondents in Pakistan said that they strongly agreed with the statement, while 4 individuals disagreed. Seven individuals in Japan strongly disagreed with the statement, while 17 others strongly agreed. According to the Chi-square tests, the likelihood ratio between the variables was 21.838, and there was a linear by-linear connection with one degree of freedom. The 442 valued examples yielded a Pearson chi-square value of 22.8; this result is significant and indicates that the variables are related to one another. According to the symmetric measurements, Pearson's R-value is -0.205, and the related standard error is 0.048. The value can vary by this much, as indicated by the Spearman correlation, which is -0.203 and the standard error, which is 0.048.



The analysis of teacher value in Pakistan and Japan is shown in a bar graph, with Pakistan with a greater percentage of respondents who agree with the statement and Japan with a lower number.

FINDINGS AND RECOMMENDATIONS

In conclusion, many teachers in Japan would choose to become teachers again if given the opportunity. The strong sense of responsibility and duty towards their students, the sense of fulfillment and satisfaction from making a positive impact on their students' lives, the strong support and collaboration among teachers, and the emphasis on

professional development and growth, are some of the factors that contribute to the positive perception of teaching among teachers in Japan. Despite facing some challenges, the teaching profession in Japan remains an important and respected field, and it will continue to attract individuals who want to make a positive impact in the world.

In this research, a comparison between Pakistan and Japan's education system has been studied topics are Teach Again, Status of Teaching, Feeling as Teacher, Community View, Low Status, and Teacher Value.

Q13. If you were to choose a profession again, would you choose the teaching profession again?

Pakistan	Japan	Recommendations
In Pakistan 88.9% teachers agreed that they would choose this profession again and again. While 11.1% of them disagreed with this thought.	Japan has 48.8% of teachers who are willing to be teachers again if they had to choose the profession but 56.2% teachers had their own reasons and disagreed with this profession.	Teaching is a profession where a person grows everyday even when they are the one who is spreading knowledge, that is the reason why it is said that teaching is preaching. Pakistani teachers are more enthusiastic and said they would choose this career all over again but some teachers of Japan tend to disagree.

Q14. How would you evaluate the status of teaching as a profession in your country?

Pakistan	Japan	Recommendations
The ratio of teacher count from very high to high is still more than "low to very low" when it comes to the status of teaching in Pakistan. It means teachers from Pakistan strongly agree with their teaching methodology and what position they are given here. If we see, almost	Japan has a similar status of teaching with respect to methodology and skills. In fact, they are at an upper hand than Pakistan. The ratio of "low to very low" is negligible when compared to "high to very high." We can see that almost 78% of	As far as my recommendations are concerned, I think there is no shame in improving the teaching skills, even if you think you are at your best. Applying the formula here, although Pakistan and Japan are struggling the most to keep up their status of teaching, they can still do more. Japan has a comparatively higher ratio of people agreeing

46% of teachers consider their status high in this profession.	people think the status of teaching in Japan is pretty high.	to their teaching status than Pakistan, which means Pakistan should work more on their techniques.
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Q15. How do you feel about being a teacher?

Pakistan	Japan	Recommendations
A teacher knows his worth, and it is again an important aspect when someone is in the profession. According to the survey, in Pakistan, 60% of the people have a positive response and they think teachers are being given that respect to be felt as a great profession. Just like that, almost 30% are wholeheartedly accepting the profession. While there is only less than 1% of the population that is not satisfied with the status.	The survey of Japan showed a mixed ratio of population lying between neutral and positive response. More than half of the population feels the honor and finds the profession very respectful, leading to a good response. However, at the same time, 30% of people are still confused if they're feeling good about being teachers or not, so they stand neutral.	The most important factor in any profession should always be the satisfaction, and the feeling of being at the right place. Being a teacher, one must also feel the same. The entire survey ratio of both countries, Pakistan and Japan, gave a mixed reading. The positive response from Pakistan is greater than from Japan. Similarly, Japan has a higher ratio of teachers who are neutral and are unable to analyze their worth. It means Japan should introduce more ways to satisfy their teachers who are the significant asset of their country.

Q16. What is your community's view on teaching?

Pakistan	Japan	Recommendations
Community means the population residing in a country, and it's important to get their views on teaching. Pakistan, being a Muslim country, give	As we know, Japan has improved its teaching skills, so there is little to no community having negative feedback on the teaching system. The	The opinions and recommendations from a community of any country is equally important as any other factor. My perspective here is that countries should periodically take opinions from

its teachers the due respect and that is why almost 50 percent (approx. 48.5%) people have a positive response. With that said, approx. 24.6% strongly agree with the teaching system, however, less than 10% of people are not satisfied.	ratio of strongly positive to positive is huge, which is almost 61%. The rest of the population is still unclear whether to give a positive or a negative response.	their people in order to bring more improvement. Japan has a large positive population, meaning they are satisfied with the teaching system. Pakistan, on the other hand, has also more positive results, but there is still a little space of improvement, so the people with negative opinions can change their minds.
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Q17 (a). My community will always see teaching as a low status job.

Pakistan	Japan	Recommendations
Pakistan is a developing country, so there are chances that the teachers are not getting the status which they deserve, and most people agree with the statement. As per the survey, the total percentage agreeing with the low status of teachers is almost 54%, whereas, 47 to 48% people think they are at the right position. The difference is very low, leading to a clash in opinions.	Japan, on the other hand, is a successfully leading country where teachers are given a good status. That is why most people, almost 81%, disagree with the statement of "low status." There are still a few people, with a 19% ratio, who think teachers' status should be improved.	Teachers are the true asset of any society which should be given the right status. The basic purpose behind the act should always be the improved generation that the teachers are automatically raising. Japan is comparatively good at giving teachers their due respect and a good status, however, people of Pakistan are a bit unsatisfied. So, Pakistan should make ways and satisfy their teachers, in order to get better outcomes.

Q17 (b). It is changing. My community is starting to see the value of teacher

Pakistan	Japan	Recommendations
Despite being a developing country, Pakistan struggles to give their teachers the right value, and most	On the contrary, more than 50% (53.7+11.6) of the survey population agree that the teachers in Japan	Every person has a different opinion and we can't deny that. Teaching is one of the most respectable professions, and every country regards that.

people agree to the statement. According to the survey, 85% (67.1+17.6) of the people agree with the statement. However, approx. 15.5% still have a clash in their opinions, so they disagree.	are given the true value, and are respected. As with the positive reviews, comes negative. So, here again, 30-35% of the population disagrees.	Most of the people in Japan still think that their teachers are not entertained the way they should be w.r.t. respect, honor, and money, so Japan should make an effort to bring changes. People of Pakistan, on the other hand, are more satisfied with the value given to teachers, but the room for perfection is still there.
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