

**STUDY OF TEACHER PREPARATION SYSTEM IN PAKISTAN AND JAPAN, FINDING SIMILARITIES/DISSIMILARITIES AND SUGGEST IMPROVEMENT IN THE SYSTEM**

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**ABSTRACT**

*Study was carried out to examine the education programs for teacher preparation in Japan and analyse the practical viability of these programs for development of effective teacher in Pakistan and a comprehensive analysis of teaching system in Pakistan was carried out. It was noted that the criteria for appointment of elementary level teacher is not realistic, they are not subjected to initial aptitude, their academic quality is not taken into account, having no sense of even ordinary classroom management and having no motivation towards this national cause of child education and its future development. The teachers posted at the schools have never been evaluated for their attitude and teaching performance and they have no fair of any sort of accountability. Teacher motivation process did not exist in the system, and due to lack of motivation the teachers always complaining for non-existence of some allowances and incentives apart from a handsome salary package. If there is some reality with the claims of teachers about allowances and incentives, redress is needed, because issues either these are realistic or not but causing annoyance and lack of motivation; and these factors have partial contribution to failing the system. Under these circumstances, the institutions are inherently the part of the problems, and such problems will remain unsolved even after provision of thousand hours of pre-service and in-service teacher training. The teacher preparation system adopted in Japan may feasibly and successfully be executed in Pakistan if university graduates with strong academic background are selected on the basis of high score in aptitude test and they are sent for teacher training at least for a period of 3 years before joining the school. The appointment of teachers demands 100% merit without accepting the regional, political, religious and ethnic influences. These quality teachers may be given one year professional/specialization training and the teachers must not be posted in their home district, but they may be entertained with attractive package of salary and allowances considering family welfare and other short and long term benefits. There is no problem with the adoption of Japanese teacher*

*training system in Pakistan, but the administrative, social and political hindrances will need to be eradicated.*

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**Keywords:** Teacher Preparation, Pakistan, Japan, Suggestions to Improve System.

## INTRODUCTION

As the world progressively turns into a worldwide society, instruction is seen as a critical street for national advancement. Financial development, advancement and enhanced expectations for everyday comforts are thought to be specifically connected to the condition of instruction. The readiness of new instructors and the continuous expert advancement of those in the present showing power are critical to instructive change (Cobb *et.al.*,1995). An informed people are an indispensable asset for national development in a worldwide economy, and instructor training is rising as a fundamental component to enhancing training. Expanding scholarly prerequisites for larger amounts of learning require better-qualified instructors. In the most recent decade, educator instruction has progressively turned out to be a piece of degree-allowing schools or colleges; the span of preparing has expanded; and the significance of clinical practice through extensive understudy showing encounters and/or temporary positions has picked up noticeable quality (DSD, 2006; Mukhtiar Ahmed, 2004; Malik and Khan, 2006).

The craft of teaching individuals is a standout amongst the most critical and troublesome assignments over and over confronted by the sciences, together with legislative issues and society. More often than not, this assignment runs as one with the strains, even clashes, which can emerge between the privilege of people to the most ideal self-improvement and the social weights to adjust to existing standards (Anees Muhammad, 2005). Teachers are routinely stood up to with these instructive and socialization weights and procedures. They inspect the causes and assess the results and social conditions. They concentrate on the points, substance and strategies for instructive ideas. What's more, a large number of them settle on the commonsense side of the instructive sciences and get to be educators in schools and grown-up training offices (Khan, 2004 and Shaoukat Hussain, 2004).

Numerous nations recognize quality instructors as major objective of teacher training programs. The quality instructors are portrayed mixed accompanying characteristics: pedagogical information, branch of knowledge substance learning, abilities and states of mind fundamental for viable educating, solid comprehension of human development and youngster advancement, compelling relational abilities, solid feeling of morals, and limit for recharging and progressing learning (Cobb *et.al.*, 1995). The social task of instructor training is very expansive crosswise over nations. Like the U.S., France, Germany, New Zealand, Hong Kong, and the People's Republic of China refer to the significance of a very much prepared showing power as crucial to get ready understudies to work ably inside an inexorably innovatively data based society. In numerous nations, organizations set their own objectives for educator training programs, in spite of the fact that as a rule these objectives are set inside a structure of national or state/region explained objectives (NCTAF, 1996).

Teachers take a gander at the objectives, legitimization and viability of instructive and preparing frameworks. With their own ideas and change proposition they endeavor to review undesirable patterns and discover answers to new issues and issues. On the off chance that they figure out how to acquire the political pioneers' consideration as they are in such a position to impact the recharging and learning in instruction framework. Under such instances, the secondary school graduates may appreciated by instructive scientists for their awesome fame (Ibrahim, 1998). The youth can be pulled in for new ideas to replace old school structures (Kardar, 2005). The study is being discussed examining the frameworks of Japan for development of teachers and go through the possibilities to adopt Japan's teacher preparation framework for teacher preparation in Pakistan. It is well marked that emergence of Pakistan as a new nation on globe, and incredible destruction of Japan in the world war-II happened almost in the same time range and accordingly these nations could be considered as of similar age. However, happened later, when Pakistan came into existence as a new nation and on the other hand Japan suffered Atomic attacks faced an incredible harm. Japan became world's leader in education and technology and up to a recent past world's second largest economy; while Pakistan got a gradual deterioration in all life spheres.

Along these lines, Pakistan and Japan are referred to as the nations of the same age. In this assessment the measures and endeavours of Japan for teacher preparation are under discussion and possibilities will be examined for similar adoption in Pakistan. Moreover, educator development framework and other measures that destined Japan to a remarkable success in education particularly, the nature of instruction for enhanced success rate in educational quality and similarities will be inspected to receive the same in Pakistan.

With the acknowledgment of the aforementioned contentions for Pakistan, the inquiry emerges; is the present instructor training framework fit for satisfying the demonstrated necessities. In Pakistan an experimental answer has not yet been searched for. Be that as it may, by examination one finds a comparable circumstance in numerous different nations where endeavors were made to redress the issues. The systems of activity and encounters honed the view of characteristics they confronted. It is conjectured that such elements may hone the view of eccentricities in one's own nation and fortify the era of thoughts and measures to be taken for the particular instructive setting. Moreover, both the nations took begin from pre-mechanical period. At that point what made Japan to rise as one of the main nations of the globe? How could it have been able to it spread the data innovation? How could it have been able to it patch up its arrangement of instruction? These are a portion of the few inquiries which urge each reasoning individual know the genuine inspiring power working behind the framework in Japan.

Since, a fruitful methodology in one nation can't be adjusted to another's without the top to bottom investigation of its socio-political and educo-tech environment. At that point stems in the component/assignment of deciding its practicability for Pakistan, else it can end up resembling shifting polar bears to deserts. In any case new lessons can be learnt from disappointments and be mindful so as not to rehash them, but rather to attempt to decide to discover options appropriate to one's specific circumstance. Thus, such investigation is desperate needed for teacher preparation plans and feasibility and practical viability of these programs for preparation of teachers in Pakistan. The research was subsequently completed to look at the distinction and similitudes in the issues of instructor training changes, to distinguish an ideal opportunity to time issues of educator

preparing and how Japan attempted to adapt to the issues and to recommend effective framework educator development for Pakistan.

#### **METHODOLOGY**

The project planning is of prime significance and the planning based on realities, viable and practicable contents leads to a successful project. In this study, the specifics are analyzed and well described using comparative methods to destine the planning a informative generalizations and paradigms feasible and suitable to solve the problems specific to the referred studies; while confronting challenges and arising issues have also been highlighted and discussed the removal. To this context, Japan having different culture and language; having wide gap when compared with Pakistan for education standards, technological inventions and political scenario was taken as a reference to assess the educator training issues faced there and how they destine such issues and how they resolve these problems successfully. In this regard, the projects and programs developed in Japan for teacher preparation were specifically and critically examined and models they developed for re-service and in-service teacher training in different areas of specialization were taken into consideration for comparison and adoption probability in Pakistan. Moreover, the outcomes of the analysis and implications for Pakistan were taken into account to facilitate the practicability of these developments and improvements in teacher preparation framework for Pakistan.

The situations in relation to educator training in Japan and Pakistan were descriptively compared and confronting issues were strategically subjected to solution in relation to educator education. The online available secondary data on teacher education programs in Japan were collected; while help was also sought to enrich the study for supportive information through relevant books, magazines and other possible sources of information. As the numerical data collection process was completed, evidences were searched for decline in teacher education standards and what measures the Japanese government and relevant agencies adopted to redress and correct the system; and the extent of effectiveness was recorded after redressing the issues affected teacher education adversely in Japan. Japan is known as the leading country of 21<sup>st</sup> century in all its life spheres in view of the numerical data and steps/measures taken to

improve the situation regarding teacher education by them was highlighted. In light of the problems and their remedies developed by the Japanese agencies, we have suggested the steps and measures to improve teacher preparation system for Pakistan. The education infrastructure, teacher education in Japan and in Pakistan was compared through the secondary data available online for both the countries at different websites. After examining the education infrastructure critically and planning strategies developed in Japan; the comparison was developed for Pakistan in view of the study outcome. In view of maxim of this comparative study, suggestions in regards to practical viability of the steps and measures for improvement in teacher education in Pakistan were developed.

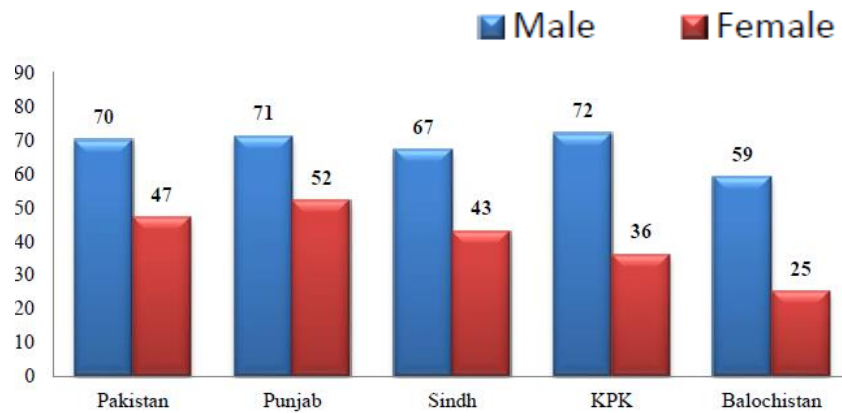
## RESULTS AND DISCUSSION

**Literacy:** The secondary data were used to assess the literacy rate in different provinces of Pakistan and it was noted (Table 1) that province of Punjab leads in the literacy rate (61%), followed by Sindh (56%), KPK (53%) and Balochistan (43%). Moreover, the literacy rate was significantly higher in the urban areas of all the provinces as compared to their rural population. The data in Fig. 2 showed that the female literacy rate was markedly lower regardless the provinces of Pakistan than the male literacy rate and situation clearly indicates the stagnant position in case of women literacy in the country.

**TABLE-1**  
**LITERACY RATE IN PAKISTAN**

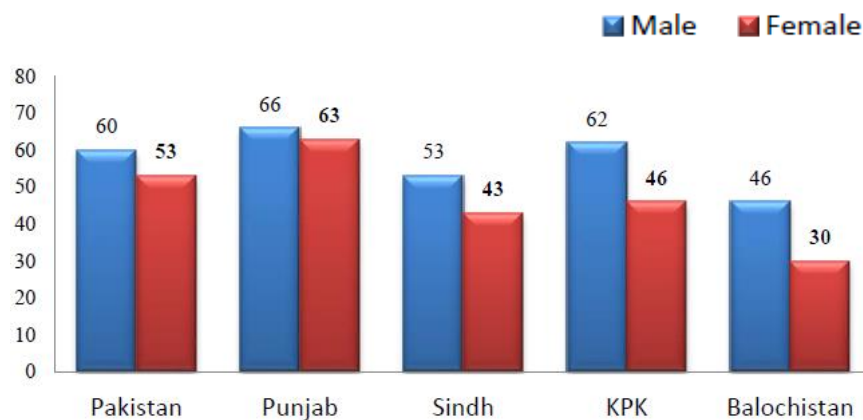
Province/Area	2012-13			2013-14		
	Male	Female	Total	Male	Female	Total
<b>Pakistan</b>	<b>71</b>	<b>48</b>	<b>60</b>	<b>70</b>	<b>47</b>	<b>58</b>
Rural	64	37	51	63	36	49
Urban	82	69	76	81	66	74
<b>Punjab</b>	<b>71</b>	<b>54</b>	<b>62</b>	<b>71</b>	<b>52</b>	<b>61</b>
Rural	66	45	55	65	43	53
Urban	82	72	77	82	71	76
<b>Sindh</b>	<b>72</b>	<b>47</b>	<b>60</b>	<b>67</b>	<b>43</b>	<b>56</b>
Rural	59	22	42	53	21	37
Urban	84	70	77	80	63	72
<b>KPK</b>	<b>72</b>	<b>35</b>	<b>52</b>	<b>72</b>	<b>36</b>	<b>53</b>
Rural	69	31	49	70	32	49
Urban	78	52	66	81	55	68
<b>Balochistan</b>	<b>62</b>	<b>23</b>	<b>44</b>	<b>59</b>	<b>25</b>	<b>43</b>
Rural	55	15	37	54	17	36
Urban	81	47	65	74	45	59

Source: Pakistan Social and Living Standards Measurement Survey, 2013-14



**Fig. 1:** Gender based literacy rate in Pakistan during 2013-14

**Net enrollment:** The facts and figures in Fig. 2 indicate that the net enrollment rate was highest in Punjab province, followed by KPK and Sindh while Balochistan recorded the least enrollment rate. The gap between male and female enrollment was minor in Punjab which considerably widen in other provinces of the country, particularly in Balochistan, followed by KPK.



**Fig. 2:** Net male & female enrollment rate (%) in different provinces of Pakistan

**Number of Mainstream Institutes, Enrollment and Teacher by Level:** The overall education situation based on key indicators such as likely enrolments, number of institutes and teachers, has depicted a slight improvement. The total number of enrolments during 2013-14 was recorded at 42.1 million as compared to 41.1 million during the same period last year. This indicates an increase of 2.4 percent and it is estimated to increase to 43.4 million during 2014-15. The number of institutes which stood at 240.9 thousands during 2013-14 compared to 241.5 thousands during last year. This shows a slightly decline of 0.2 percent. However, the number of institutes is estimated to increase to 244.9 thousands during 2014-15. The number of teachers during 2013-14 was recorded at 1.53 million as compared to 1.55 million during last year showing a decline of 1.2 percent. This number of teachers is estimated to increase further to 1.57 million during the year 2014-15 (Table 2).

**TABLE-2**  
**NUMBER OF MAINSTREAM INSTITUTES, ENROLLMENT AND**  
**TEACHER BY LEVEL (THOUSANDS)**

Year	Enrolment			Institutions			Teachers		
	2012-13	2013-14 (P)	2014-15 (E)	2012-13	2013-14 (P)	2014-15 (E)	2012-13	2013-14 (P)	2014-15 (E)
Pre-Primary	9284.3	9267.7	9220.2	-	-	-	-	-	-
Primary*	18790.4	19441.1	19935.4	159.7	157.9	158.7	428.7	420.1	413.6
Middle	6188.0	6460.8	6772.6	42.1	42.8	43.2	362.6	364.8	375.7
High	2898.1	3109.0	3297.6	29.8	30.4	32.6	489.6	500.5	518.0
Higher Sec./ Inter	1400.0	1233.7	1249.6	5.0	5.2	6.0	132.0	124.3	146.4
Degree Colleges	641.5	674.4	801.3	1.5	1.1	1.0	48.8	26.0	23.5
Technical & Vocational Institutes	302.2	308.6	318.7	3.3	3.3	3.4	16.1	16.4	16.6
Universities	1594.6	1594.6	1828.3	0.147	0.161	-	77.6	77.6	83.2
<b>Total</b>	<b>41099.1</b>	<b>42089.9</b>	<b>43423.7</b>	<b>241.5</b>	<b>240.9</b>	<b>244.9</b>	<b>1555.4</b>	<b>1529.7</b>	<b>1577</b>

Source: Ministry of Professional & Technical Training, AEPAM, Islamabad

E: Estimated, P: Provisional, \*: Including Pre-Primary & Mosque Schools



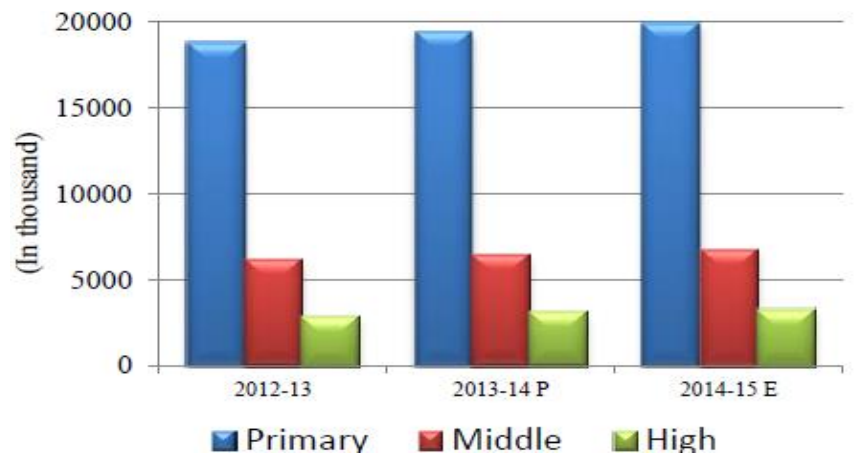


Fig. 3: Enrollment at each level

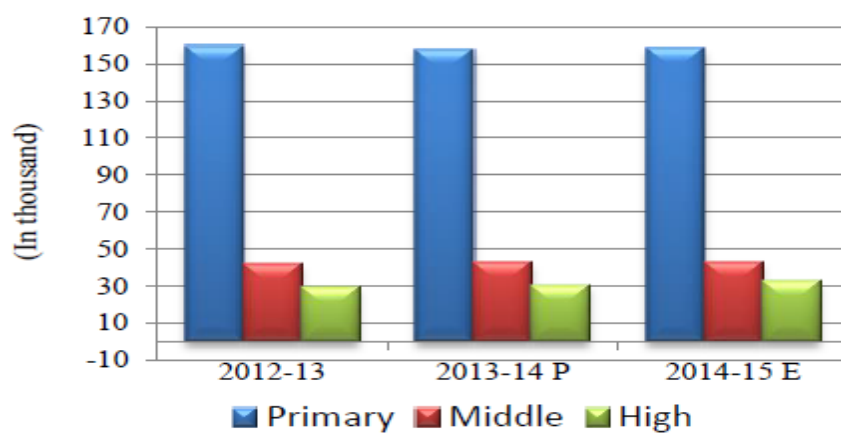
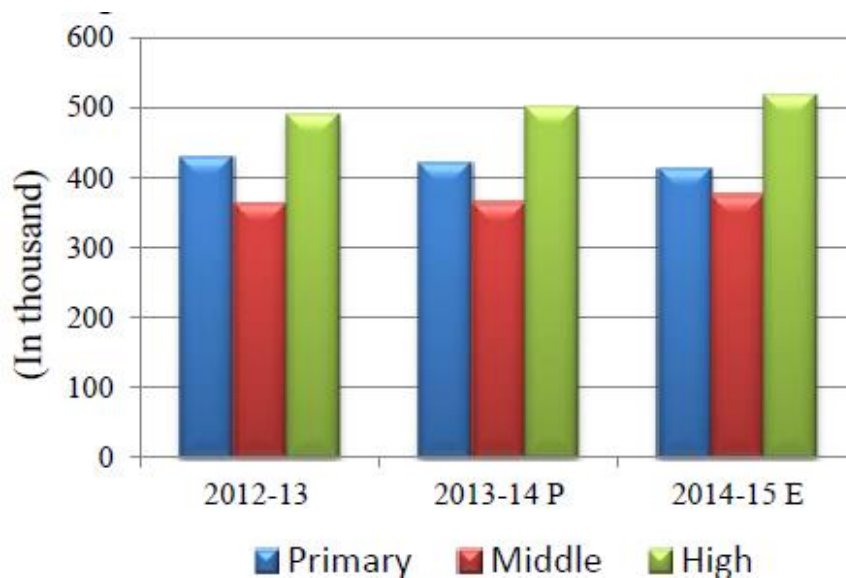


Fig. 4: Institutions at each level



**Fig. 5:** Teachers at each level

Pakistan like many other creating nations faces numerous difficulties in enhancing its training part. Government understands the significance and generational effect of training on the lives of individuals and on the general economy and has in this manner resolved to enhance the nature of instruction and in addition upgrade the instructive offices. As of late, Government has chosen to twofold the training spending plan in rate of GDP term as conceived in Fiscal Responsibility and Debt Limitation (FRDL) Act, 2005. This will mean an additional spending of 1.8 percent of GDP far beyond the current pattern amid the following 5 years, taking greatest advantage of the financial space produced by the economy in the previous couple of years at the national level. The Government proposes to assimilate considerable piece of this increment in essential and auxiliary training, while additionally putting vigorously in advanced education (Shami, 2006).

#### TEACHER EDUCATION IN PAKISTAN

In the field of instructor training, numerous have watched that the "aptitudes" of educating and information of disciplinary substance, albeit essential, are insufficient to help understudies form

into fruitful educators. It is important to attract thoughtfulness regarding the basic requirement for pre-service instructors to create fulfilling proficient characters and the part that educator teachers may play in that procedure. Educating is a testing calling and just those instructors can bear the substantial obligations of country building that are satisfactorily prepared have positive and expert methodology. The pre-administration and in-administration preparing, obviously, infers advancement of satisfactory abilities, commitment to instructing and a determination for constant development and learning. On the off chance that the educators are very much prepared and exceptionally energetic, learning will be upgraded (Ministry of Education. 2005).

#### **PROFESSIONAL TEACHER EDUCATION**

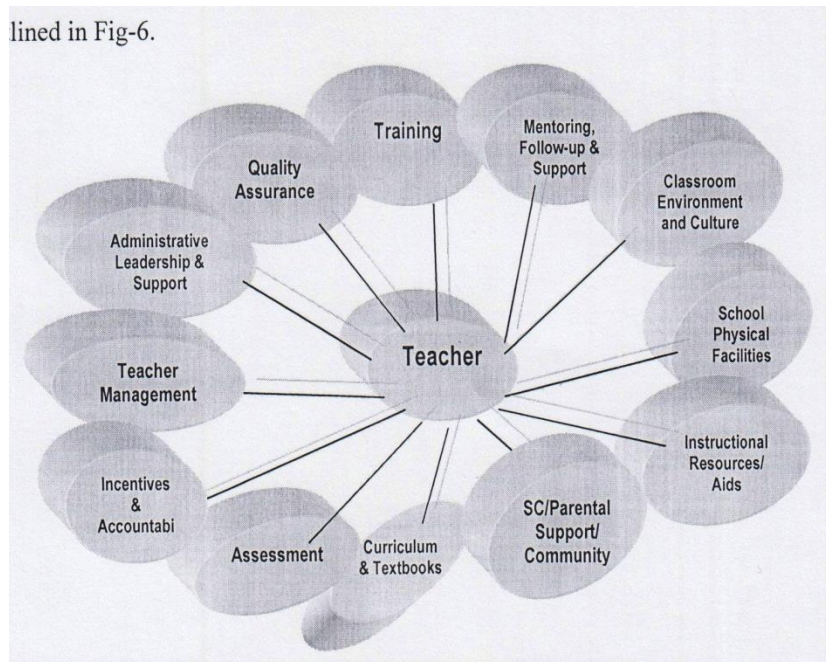
The BoC (Bureau of Curriculum and Extension Wing) Sindh and PITE are the essential teacher producers of pre-administration and in-administration educator training. The university branches give educator instruction at B.Ed., M.Ed and Ph.D levels using IERs and Colleges of Education. GECEs offer PTC, CT, OT and DTC. GECEs together with Regional Education Extension Centers, 8 ETRCs, Teacher Training Centers or Training Outposts working under the control BCEW Sindh. The Boards of Intermediate and Secondary Education look at bodies for the educator instruction training courses. The BoC attempts programs related to further development of teacher advancement in collaboration with Curriculum Wing of Federal Ministry of Education and Sindh Textbook Board to improve the training courses (Jamil, 2004).

#### **QUALITY EDUCATION INDICATORS (PAKISTAN)**

A noteworthy issue harrowing instruction in Pakistan is the nature of learning and competency level of both understudies and educators, which is among the poorest in the district. One reason is the low level of instructive capabilities required to wind up an elementary teacher. Another is the nature of instructor confirmation programs, which experiences the absence of satisfactorily prepared educators. There is likewise little accentuation on showing hones and non-presence of legitimate bolster/checking frameworks for educators. Increments in access and enlistment are unsustainable without changes in the nature of instructing and learning at the

classroom level. Current information demonstrates that for each 100 understudies selected in government schools at evaluation one, just eight go ahead to finish grade twelve (Shami *et.al.*, 2005). The educator cores a mind boggling arrangement of student improvement as outlined in Fig-6.

**FIGURE-6**  
**MAJOR QUALITY INDICATORS OF AN EFFECTIVE TEACHING SYSTEM**



#### TEACHING STRENGTH IN PAKISTAN

**The Teaching Profession in Japan:** In 1992, there were 935,000 teachers employed in over 40,000 national and public elementary, lower secondary, upper secondary, and special education schools in Japan. About 60 percent of all teachers in Japan are male, with females holding the majority of positions in elementary schools.

**Teaching Conditions:** A Japanese teacher's sense of duty to students extends beyond instruction and counseling in school to responsibility for students' behavior outside of school as well. One reporter distributed a story on his encounters, underpins these perceptions. He portrays two circumstances and educators were called

upon to mediate in the life of an understudy's, out of the scholarly domain with an understudy found drinking and some playing hooky with understudy other time. The reporter stated that it was very basic for instructors to tackle such obligations and these educators or teachers are praised and encouraged in Japan (White, 1994; Feiler, 1995).

As opposed to instructors in numerous Western nations, educators are not disconnected from each other. An instructor's day is more adjusted between showing understudies and working with different grown-ups to enhance their educating and the school's project. Instructors additionally work together with the gathering of educators educating the same scholastic subject. Educators in Japan, like other APEC individuals considered, spend extend periods of time to achieve their employment. Case in point, one author depicts a normal instructor's day starting at 7:30 a.m. what's more, enduring until no less than six at night, excluding Saturday classes (White, 1994). Regularly it is the more youthful educators who work for longest period of time.

Customarily, with these obligations comes a generally high level of admiration according to the group. One sign of educators' rank in the public arena is that their level of compensation is for the most part equal to or somewhat higher than other opens workers with comparative scholastic foundations. State funded teachers' compensations are built up and paid by the prefectural or neighborhood sheets of training, in light of national principles, with stipends made for number of wards, lodging, transportation, assignments to distant zones, and authoritative positions (MESCC, 1994).

Japanese instructors are very much regarded when contrasted with educators in different social orders. Instructors talked with feel that, while appreciation is high contrasted with educators in different social orders, there has been a decrease in the admiration concurred instructors in the course of recent years. Customarily, one reason instructors in Japan were all around regarded was that they had an abnormal state of training in correlation with other individuals in the group. As per the educators and overseers met, as instruction levels of the overall population have expanded in the course of recent decades, this qualification no more exists. Also, some prominent that, as a rule,

the Japanese individuals are turning out to will probably address conventional figures of power.

As of late, the media have concentrated on the issues connected with Japanese school life, for example, abnormal amounts of anxiety among both instructors and understudies, expanded rates of savagery in the schools, and most as of late, the issue of gatherings of understudies or whole classes singling out a specific understudy for badgering and tormenting. In spite of the fact that these occurrences may not be as across the board as media recommend, unquestionably there is expanded open worry about the school environment. One educator expressed that the most well-known response when individuals hear an instructor is not “Gracious that is noteworthy”, but instead, “Goodness, that must be exceptionally troublesome”. Similar feelings were similarly regular in the Northern Territory, Australia and New Zealand.

#### **THE TEACHER INDUCTION PROGRAM**

**Problems Specific to Newly Appointed Teachers:** Japanese schools, particularly rudimentary and lower optional schools, are extremely dynamic and occupied spots. Contrasted with numerous Western schools, instructors in Japan face bigger class sizes and profound scholastic, direction, and regulatory obligations. For individuals new to the calling, the move time frame can overpower. Since the college instructor preparing projects are hypothesis based and the time of understudy educating is exceptionally concise, recently designated educators have almost no experience managing youngsters, not to mention attempting to lead them to more elevated amounts of learning and development. Managing vast quantities of guardians, who are typically extensively more established and might be from various foundations than the instructor, is another region where recently selected educators may have truly no experience. Correspondingly, a number of the authoritative obligations are ones for which the new instructors have had no readiness.

Generally, recently utilized educators have been adjusted to their new circumstances by the casual backing of alternate instructors in the school. This atmosphere of backing can be found in an association in Japanese society, where it is the obligation of the senior individuals from a gathering to guarantee that the lesser individuals adjust effectively.

**TEACHER PREPARATION IN JAPAN**

**Pre-service Training and Certification:** Instructors may get pre-service training at any college with an educator instructional class. Around 75% of the every single junior school, college, and master's level college have endorsed affirmation courses for instructor preparing. Notwithstanding junior schools and colleges, there is one part level educator preparing college in every prefecture. Monbusho benchmarks determine the quantity of credit hours and teaching method courses. For the most part, most of the courses require instructional method for those proposing to educate the lower grade levels, though those planning to instruct the upper evaluation levels are required to take a large portion of courses in subject.

Notwithstanding scholastic course work, educator programs related to teach need a workshop. Individuals desire to end up primary teachers expend no less than 4 weeks in a month and those aiming to wind up lower and upper auxiliary teachers expend about two weeks in a month. The practicum is generally gone before and took after by a sum of 15 - 30 hours (one credit) of related direction. The national instructor preparing colleges have model schools appended to them with the end goal of educator preparing. In different cases, the foundation makes uncommon courses of action with the planned instructor's place of graduation or other coordinating school.

**In-service Training and Certification:** The in-administration preparing framework for starting educators is made out of two sections: apprenticeship preparing in a school (around Seventy days a year) and address courses in instructor preparing focuses (around thirty five days a year). Both use customary preparing styles. In apprenticeship preparing, the primary year instructors are guided by a resigned educator or a veteran in the school to ace educating aptitudes. At the educator preparing focuses, address courses are offered in topic fields, showing strategies, and instructive objectives.

**Overview of the Certification Process:** Necessities for getting educators' endorsements in Japan are set by the Regulations. This archive diagrams the base necessities for affirmation by which each certify organization must tolerate. With a specific end goal to end up qualified educators, people should first enter higher instructive foundations approved by Monbusho and take courses necessary for authentication of instructors. After fruition of tutoring, the understudies or the organizations demand prefectural sheets of



instruction to issue the endorsements. This solicitation needs to be made before qualifying examination regulated by prefecture might be set aside a few minutes of graduation. When understudies pass the examination, they are conceded an impermanent capability dependent upon graduation. Despite the fact that the declarations are issued by the prefectural sheets of instruction where the people have finished their training, people are permitted to take the examinations somewhere else. The individuals who pass the examination are qualified to instruct in that specific prefecture. On the off chance that an instructor moves to another prefecture, he or she should pass the examination in that prefecture to end up a qualified educator there.

#### **PATHS TOWARD TEACHER CERTIFICATION IN JAPAN**

**Direct Route:** People enter instructor training get important credits for confirmation from high instructive foundations that certify by Monbusho, while the testaments are allowed by prefectural sheets of instruction. This is the most widely recognized approach to get the declarations (Shinburi, 1986). Starting 1990, around 76% of every single junior school, universities, graduate schools, and assigned educator instruction foundations were licensed by Monbusho to offer courses in instructor training. Credits to instructor accreditation can be gotten just from these licensed foundations.

**Upgrading:** Qualified educators overhaul their affirmation level while they are instructing by going to addresses in licensed establishments or by enlisting in correspondence courses. The individuals passing Educational Personnel Examinations (EPE) are allowed updated declarations or testaments for instructing different subjects (Shimbori, 1986).

#### **TYPES OF TEACHING CERTIFICATES**

Three types of teacher certificates are listed by the Educational Personnel Certification which include regular, temporary and extraordinary.

**Regular Certificates:** Regular authentications are positioned by level of instruction. 5-Star regular certificate are conceded to people with four year certifications; 2<sup>nd</sup> Class regular certificate is allowed to junior school graduate. As of late, a Special Training Certificate was included, to be allowed to the individuals who hold graduate degrees or the equal. The objective of setting up the new rank of normal



testaments was to encourage the flood of exceedingly particular and learned people into the instructing calling. For instance, albeit primary teachers are in charge of showing all subjects, people who are ensured for instructing certain subjects at middle school, for example, music, craftsmanship, physical training, or home financial matters are likewise qualified to educate their particular subjects in grade schools. Middle school and secondary teachers spend significant time in showing specific subjects and in this way hold testaments in particular territories (Egawa *et.al.*, 1992).

**Extraordinary Certificates:** Extraordinary authentications are allowed to profoundly proficient and talented people who as of now hold a four year certification or the identical and having passed EPE. This authentication was set up in 1989 so that people without declarations and with no educator preparing from higher instructive organizations could be welcome to educate in their specific territories, for example, nursing and the hand to hand fighting.

**Temporary Certificates:** Temporary declarations are allowed just when schools can't discover or procure qualified holders of general educator endorsements. Provisional testaments are conceded to partner instructors for particular sorts of schools, for example, for middle school educating, and for colleague medical caretaker educators. Interim associate instructor authentications for kindergartens, primary schools, and middle schools are conceded to the individuals who have moved on from secondary school, or the equal have passed the EPE. The provisional authentication for secondary school instructing is allowed to the individuals who have gotten 2 years or a greater amount of school training (62 credits) or the comparable, and have additionally passed the examination (Egawa *et.al.*, 1992 and Jichi Sogo Center, 1991).

#### REQUIREMENTS FOR CERTIFICATES

**In-Class Education:** so as to get educator testaments, understudies must gain required credits from certify higher instructive establishments in instructing, in subjects identified with educating (e.g., instructive brain science), and, for those looking for confirmation in a custom curriculum, in subjects identified with that enclosure.

**Field Training:** Student instructing, otherwise called viable preparing or field experience, is a critical part of the instructor

training educational programs. Understudies should visit the schools to practice and learn in genuine settings. Host schools suit certain quantities of understudy educators under the supervision of guide instructors. The coach instructors are in charge of directing, educating, and giving input to understudy educators.

**Rotation of Teachers:** Instructors of open basic and middle schools are normally exchanged to different schools each 3 to 5 years. For understudies, this procedure is accepted to give an equivalent nature of instructing. For instructors, it gives new and empowering encounters alongside the chance to associate with an extensive variety of educators, which adds to their advancement of educating ability. Another objective of instructor revolution is to keep the arrangement of force orders among educators with high position at a specific school.

**Teacher Training for New Teachers:** As specified before, so as to finish instructor training programs at certify higher instructive foundations, imminent educators must take part by and by educating in host schools. Because of the late increment in the quantity of understudies who are procuring credits for instructors' testaments (even from outside the division of training), the basic lack of host schools and additionally experienced tutor educators raised doubt about the quality and viability of such brief times of work on instructing.

**Out-of-School Training:** Regularly booked preparing is directed at instructive focuses and different areas outside school around 1 day a week. The project incorporates instructive preparing, for example, addresses, work on educating, and direction; visits to various sorts of schools, instructive habitats for youngsters, welfare homes, and private organizations; outside exercises, for example, humanitarian effort in the group; and study bunches managing distinctive themes. In this program, the objective is to upgrade in-school preparing through collaborations with educators who have had encounters in other school groups keeping in mind the end goal to build comprehension of different perspectives on training and instructing.

#### **COMPENSATION PACKAGES FOR TEACHERS IN JAPAN**

**Salaries of Teachers:** The top of the line, and most reduced, compensation is connected to speakers, aide instructors, and colleague

medical caretaker educators at a wide range of schools. The inferior compensation (and next-most minimal pay) is appropriate to general instructors and attendant educators. Second rate class compensations spread bad habit key positions at basic, middle school, and secondary schools, and executives of kindergartens. The fourth-class (and most astounding) compensation is for principals of rudimentary, middle school, and secondary schools. In every class, the pay increments are allowed by years of experience. The normal monthly salary of for primary teachers was \$2,765, middle school \$2,744 and secondary school \$2,941 (Shimizu *et al.* 1993).

**Bonuses for Teachers:** Other than the month to month pay rates, a reward is given twice per year, ordinarily in summer and winter. The measure of the reward fluctuates as per area and is liable to change each year. In 1996 the mid-year extra was around 2.2 times the measure of the month to month compensation; the winter extra was around 2.7 times the measure of the month to month pay.

#### **Allowances**

- Family allowance.
- Remote area allowance.
- Special service allowance.
- Vocational education allowance.
- End-of-the-academic-year allowance (50% of salary).
- The cold place allowance.

#### **Benefits for Teachers**

1. Medical insurance of the employee and his/her dependents.
2. Retirement plans and annuities upon retirement.
3. Health-related services, recuperative and recreational benefits, house building, house managing, house lending, or house selling houses; investment of teacher's saving, low interest loans for house building and for such extraordinary expenses.

#### **Similarities**

1. Pakistan came into being and Japan's devastation in world war-II happened in mid-forties.
2. Positive and strong relations between these two nations and they always found together at all world forums considered as global partners in discussion on education.
3. Similarity in teacher: Student ratio to some extent.

**Dissimilarities**

1. Pakistan is a nation whose 40% population lives below poverty while Japan is the world's 3<sup>rd</sup> largest economy.
2. There is wide gap teacher appointment criterion between Japan and Pakistan. In Pakistan, a student having only matriculation can enter this profession without professional training; while in Japan, four years university education and at least three years professional teaching training is essential to enter the teaching profession.
3. In Japan the teacher selection is responsibility of an independent on well set national criteria, while in Pakistan the appointments are made on political, administrative influences and these teachers have no teaching capabilities, are mostly academically poor.
4. In Japan at least 4 years university education and 3 years professional teacher training is basic criteria for entering teaching profession, while in Pakistan thousands of teachers who entered on Matriculation basis as teacher have yet not received any teacher training.
5. In Japan teacher is kept busy with weekly and monthly training courses even when he is functional at the school; while in Pakistan no one has any interest to monitor, evaluate and upgrade the teacher.
6. In Japan teacher is evaluated for his/her capabilities after every four years and this process continues up to the 56 years age, while in Pakistan there is no teacher evaluation system.
7. Pakistani is free of any accountability, while in Japan teacher has to submit his daily progress report and authorities critically examines the efficiency and deficiencies of teacher and tackle the teacher accordingly.
8. A Japanese teacher gets handsome amount as salary and bonuses, other allowances as well as long and short term benefits for his performance, while a Pakistani teacher faces financial hardship.

**SUGGESTIONS**

1. A Federal authority of recruitment may be established that should be responsible to appoint teacher through a particular set

of tests and minimum qualification for entering teaching profession should be:

- (a) Graduation, (b) 3 years teacher training.
2. The entry of a graduate for teacher training should be subjected to the result of an aptitude test passing with high scores.
3. The teachers must be facilitated for housing, conveyance etc. and they must be posted in district other than the district of his/her domicile.
4. The salary of teacher may be linked with the academic qualification and teacher trainings/specialization.
5. Without professional teaching training, the appointment of teacher must be avoided.
6. Seasonal bonuses on the basis of performance may be announced for teachers.
7. Highly motivated and professional teachers may be rewarded with family allowance.
8. The teachers working in remote areas may be given special allowance subject to high professional performance.
9. Short and long term needs to be ensured.
10. Medical insurance.
11. Health-related services and loaning for house building without mark-up may be announced.

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