

## **Government support for education in Pakistan and Japan. A comparative analysis**

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### **ABSTRACT:**

A nation can advance in a number of significant ways, one of which is through its educational system. It is widely believed that a nation's educational system has a direct impact on its economy, technological growth, and citizens' rising expectations of life's small comforts. Any endeavor to change education must take into account the availability of new, qualified teachers as well as the continued professional development of existing teachers. We conducted this study to compare the educational systems of Pakistan and Japan. The government support given to teachers in Pakistan and Japan was compared and contrasted in the current study. The issue of teachers is crucial in both nations. Pakistani teachers are concerned about the irregular use of promotion policies. However, in Japan, promotional policies are advantageous and consistently applied. Providing students with high-caliber education is a top priority of the teachers. The findings of the study are valuable for policy makers and teachers.

**Keywords:** Pakistan and Japan, education system, governments support, development and education, high caliber education

### **1. Introduction:**

Education is regarded as a vital pathway to national development. It is often believed that the standard of education is directly related to a country's economic growth, technological progress, and rising expectations of life's little luxuries (Nunez, 2021). Reforming education relies heavily on both the availability of prepared new teachers and the steady improvement of the existing teaching force. In today's interconnected global economy, a well-educated populace is an invaluable resource for national progress, and instructor training is increasing to prominence as an essential element in this effort (Asif et

al., 2018). As the academic requirements for taking on more coursework grow, so does the need for more highly prepared educators to provide that content.

One of the most important and challenging tasks continually faced by the sciences, legislation, and society is the art of teaching individuals. The privilege of individuals to pursue the highest possible level of self-improvement often runs counter to the pressures exerted by society to conform to preexisting norms (Asif et al., 2018). These socialization and education heavies are commonly used to slap teachers in the face. They look into what happened and evaluate the social aftermath. They zero in on what matters, the meat and potatoes of instructional concepts (Nunez, 2021). They also tend to gravitate toward the more practical aspects of education and go on to work as teachers or adult educators (Asif et al., 2018).

Providing students with high-caliber education is a top priority in many countries. Educators who are at the top of their game have a wide range of traits, including mastery of subject matter, a deep understanding of human development and child growth, strong relational skills, a strong moral compass, and the ability to recharge and enhance their students' education. Training teachers is a massive international social undertaking. Educators consider the goals, justification, and efficacy of various pedagogical models. Recruiting today's young can help usher in ground-breaking reforms that will make way for a better educational system for everybody. Research is being discussed that looks at how teachers in Japan are trained and how that country's system could be applied to teacher education in Pakistan (Asif et al., 2018).

Pakistan's rise as a new nation on the planet and Japan's enormous destruction in World War II occurred within a very short time frame, hence the two countries might be considered to be of similar age. But later, when Pakistan was founded as a nation and Japan was devastated by atomic bombs, things changed. Japan rose to the top in education and technology, and it was the world's second-largest economy not so long ago, while Pakistan steadily declined in all areas (Nunez, 2021).

### **1.1. Objectives of the Study**

Analysing whether the government supports education in Pakistan and Japan is one of the study's key goals. As a result, the following are the study's primary research goals:

- 1.1.1. Identification of the government support for education in Pakistan.
- 1.1.2. Identification of the government support for education in Japan
- 1.1.3. Comparing the government support for education in Pakistan and Japan

### **1.2. Research Questions**

We have developed the following research question.

- 1.2.1. What is the government's support for education in Pakistan and Japan?

## **2. Literature Review**

### **2.1. Government support for education**

Teachers evaluate the goals, justification, and efficacy of different pedagogical approaches (Chen et al., 2021). They make an effort to examine negative tendencies and find solutions to new problems by putting out their thoughts and proposals for change (Kudo, 2021). If they can catch the ear of influential politicians, they might be able to change how schools encourage students to study and retain new knowledge. In such a scenario, the high school graduates may be admired for their fantastic fame and binenlightening scientists (Kudo, 2021). Recruiting today's young can help usher in ground-breaking reforms that will make way for a better educational system for everybody (Tsevi, 2018). Research is being discussed that looks at how teachers in Japan are trained and how that country's system could be applied to teacher education in Pakistan (Shah et al., 2020). Pakistan's rise as a new nation on the planet and Japan's enormous destruction in World War II occurred within a very short time frame, hence the two countries might be considered to be of similar age (Chen et al., 2021). But later, when Pakistan was founded as a nation and Japan was devastated by atomic bombs, things changed. Japan rose to the top in education and technology, and it was the world's second-largest economy not so long ago, while Pakistan

steadily declined in all areas. In the same vein, Japan and Pakistan have often been grouped as "young" states. In this analysis, we'll look at the steps Japan has taken and the things it has accomplished to better prepare its future teachers, and we'll consider whether or not Pakistan should do the same.

The nature of instruction for improved success rate in educational quality and similarities will be evaluated, as will the educator development framework and other measures that led to Japan's outstanding achievement in education.

Now that we've shown that these concerns are valid for Pakistan, we may ask if the country's current teacher-training system is adequate for meeting these needs (Kudo, 2021). There has not been any effort made to find an experimental solution in Pakistan. However, upon closer inspection, one discovers a similar situation in countless other countries where attempts were made to rectify the faults. Their perspective on the traits they encountered was sharpened by the systems in which they engaged (Kudo, 2021). It is hypothesized that such factors may strengthen the era of thoughts and measures to be done for the specific pedagogical context, and sharpen the view of oddities in one's option.

## **2.2. Indicators for education in Pakistan and Japan**

In addition, both countries may trace their roots back to the pre-mechanical era. As of that time, what factors led to Japan's ascent to the ranks of the world's leading nations (Kudo, 2021)? How did it manage to disseminate the data revolution? How did it manage to fix its instructional layout, anyway (Sawada & Inoue, 2021)? These are only a few of the questions that should have any thinking person curious about the true motivating force at work in Japan's system (Chen et al., 2021; Okubo et al., 2021).

## **2.3. Strengths in education in Pakistan and Japan**

Pakistan, like many other developing countries, confronts significant challenges in attempting to improve its education system (Chen et al., 2021). The government has decided to improve the quality of education and renovate educational facilities because of the long-term benefits to society and the economy that education provides. The government has just decided to double the training budget relative to GDP, contrary to the goals of the 2005 Fiscal Responsibility and Debt Limitation Act (FRDL). For the next five years, spending will increase by 1.8% of GDP above and beyond the existing pattern, making full use of the surplus cash flow the economy has generated over the past several years. The government plans to invest heavily in higher education while also absorbing a sizable portion of the increase in basic and tertiary education (Chen et al., 2021).

Many experts have noted that "aptitudes" of teaching and knowledge of disciplinary content, while necessary, are not enough to enable preservice teachers to mature into effective professionals. It's crucial to pique students' interest in the fundamental need for pre-service teachers to develop rounded, competent characters and the potential role that education teachers may play in that process. Teaching is a demanding profession, and only teachers who are well-prepared and use an upbeat and expert approach can take on the heavy responsibilities of nation-building (Kudo, 2021).

Training for both entry-level and long-term administrative positions requires, naturally, the acquisition of adequate skills, a dedication to teaching, and resolve for ongoing personal and professional development. Improvements in student learning are possible when teachers are well-prepared and enthusiastic (Okubo et al., 2021).

More than 40,000 national and public elementary, middle, and high schools, as well as special education facilities, employed 935,000 instructors in 1992 (Chen et al., 2021). In Japan, men make up roughly 60% of the teaching force, with women predominating at the primary school level. Japanese teacher feels not just responsible for their pupils' academic and social development while in class, but also for their conduct outside of school hours (Okubo et al., 2021). These assumptions are supported by the work of one reporter who published a piece based on his experiences. Out of school hours, he depicts two scenarios in which teachers were called upon to mediate in the lives of their students: one in which a student was found drinking, and another in which teachers caught students playing hooky (Okubo et al., 2021). According to the reporter, in Japan, educators who take on such responsibilities are lauded and commended for going above and beyond the call of duty (Chen et al., 2021).

## **3. Research Methodology:**

The government assistance for teachers in Pakistan and Japan was compared in the current study using a comparative analysis. The seven characteristic statements included in Table A were created. A framework was built to analyse the data gathered on the basis of the research topic. The data were arranged in accordance with this framework, and after that, similarities and differences were found, compared and explained.

**Table A: Characteristics Statements**

S.No.	Characteristic Statements
1.	Government promotes teachers
2.	Teachers are valued by the government
3.	Government supports to protect children at school
4.	There is sufficient support to tackle challenged children
5.	Government supports for teacher development
6.	Promotion policies are equal for all
7.	Government supports in getting in-service training

*The table contains the characteristics statements, created to analyse the government assistance for teachers in Japan and Pakistan*

We asked these statements from 458 teachers in Japan and Pakistan and received the responses mentioned in the analysis tables.

**4. Data Analysis:**

Table 1 contrasts the seven characteristics. With 442 replies, teachers chose the option for government support for teacher development, while with 439 responses, teachers chose the option for government resources to protect children in schools.

**Table 1**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Government promotes teachers	440	96.1%	18	3.9%	458	100.0%
Teachers are valued by the government	441	96.3%	17	3.7%	458	100.0%
Government supports to protect children at school	439	95.9%	19	4.1%	458	100.0%
There is sufficient support to tackle challenged children	440	96.1%	18	3.9%	458	100.0%
Government supports for teacher development	442	96.5%	16	3.5%	458	100.0%
Promotion policies are equal for all	441	96.3%	17	3.7%	458	100.0%
Government supports in getting in-service training	441	96.3%	17	3.7%	458	100.0%

There were also some values that were missing, for a total of 458 responders for the questionnaire.

**Table 2: government promotes teacher**

		Country		Total	X <sup>2</sup>	P-Value	Likelihood	S-Value	
		Pakistan	Japan						
Government promotes teachers	Hardly Ever	Count	95	29	124	16.81	.039	18.65	.072
		%	32.2%	20.0%	28.2%				
	Sometimes	Count	129	80	209				
		%	43.7%	55.2%	47.5%				

	Most Times	Count	49	34	83	2	(0.044)	9	(0.045)
		%	16.6%	23.4%	18.9%				
	Nearly Always	Count	22	2	24				
		%	7.5%	1.4%	5.5%				
Total		Count	295	145	440				
		%	100.0%	100.0%	100.0%				

The characteristic of government teacher promotion was examined in table 2 above. Pakistan contributed 295 respondents, and Japan contributed 145. Govt. Promotes Teachers in Pakistan receives responses from 22 respondents almost exclusively compared to 95 people who seldom ever do so. On the other hand, just 2 of the 29 respondents in Japan almost always respond to the statement "Government Promotes Teachers."

The likelihood ratio between the variables was 18.65, and the Chi-square tests indicate that there was a linear by-linear link with one degree of freedom. The variables are substantially correlated with one another, as indicated by the Pearson chi-square value of 16.81 for the 440 valued cases. According to the symmetric measurements, Pearson's R-value is 0.039, and the related standard error is 0.044. The value can vary by this much, as indicated by the Spearman correlation, which is 0.072, and the standard error, which is 0.045.

**Table 3: Teachers are valued by the government**

		Country		Total	X <sup>2</sup>	P-Value	Likelihood	S-Value	
		Pakistan	Japan						
Teachers are valued by the government	Strongly Disagree	Count	23	81	192.927	-.634 (0.029)	219.859	-.638 (0.029)	
		%	7.8%	55.5%					23.6%
	Disagree	Count	58	56					114
		%	19.7%	38.4%					25.9%
	Agree	Count	133	8					141
		%	45.1%	5.5%					32.0%
Strongly Agree	Count	81	1	82					
	%	27.5%	0.7%	18.6%					
Total		Count	295	146	441				
		%	100.0%	100.0%	100.0%				

The government values teachers, according to the participants' overall statements, as seen in Table 3 above. In Pakistan, 133 of the population agrees, 81 of the population strongly agrees, and 58 of the population disagrees with the assertion that teachers are appreciated by the government. On the other hand, 8 people agreed with the statement, while 81 people strongly disagreed.

**Table 4: government supports to protect children at school**

		Country		Total	X <sup>2</sup>	P-Value	Likelihood	S-Value	
		Pakistan	Japan						
Government supports to protect children at school	Strongly Disagree	Count	24	3	33.038	-.132 (0.045)	33.968	-.165 (0.045)	
		%	8.2%	2.1%					6.2%
	Disagree	Count	55	60					115
		%	18.8%	41.1%					26.2%
	Agree	Count	144	67					211
		%	49.1%	45.9%					48.1%
Strongly Agree	Count	70	16	86					
	%	23.9%	11.0%	19.6%					

Total	Count	293	146	439				
	%	100.0%	100.0%	100.0%				

The analysis for the claim that the government supports child protection at schools is shown in Table 4. According to the Chi-square tests, the likelihood ratio between the variables was 33.968, and there was a linear by-linear connection with one degree of freedom. The 439 valued examples yielded a Pearson chi-square value of 33.038; the results demonstrate significance and lead to the conclusion that the variables are substantially correlated. Pearson's R value was really -0.132, and the related standard error was 0.045.

**Table 5:** There is sufficient support to tackle challenged children

		Country		Total	X <sup>2</sup>	P-Value	Likelihood	S-Value	
		Pakistan	Japan						
There is sufficient support to tackle challenged children	Strongly Disagree	Count	26	11	37	18.781	-.152 (0.044)	19.927	-.160 (0.045)
		%	8.9%	7.4%	8.4%				
	Disagree	Count	91	72	163				
		%	31.2%	48.6%	37.0%				
	Agree	Count	119	55	174				
		%	40.8%	37.2%	39.5%				
	Strongly Agree	Count	56	10	66				
		%	19.2%	6.8%	15.0%				
Total		Count	292	148	440				
		%	100.0%	100.0%	100.0%				

The likelihood ratio between the variables was 19.927, and the Chi-square tests in Table 5 indicate that there was a linear by-linear connection with one degree of freedom. The Pearson chi-square value for the 440 evaluated cases was 18.781. This result demonstrates significance and indicates that the variables are highly correlated. Based on the symmetric measurements, it can be seen that Pearson's R value is actually -0.152, with a standard error of 0.044. The value can vary by this much, as indicated by the Spearman correlation, which is -0.160 and the standard error, which is 0.045.

**Table 6:** Government supports for teacher development

		Country		Total	X <sup>2</sup>	P-Value	Likelihood	S-Value	
		Pakistan	Japan						
Government Supports for Teacher Development	Strongly Disagree	Count	27	8	35	28.794	-.157 (0.043)	31.739	-.174 (0.044)
		%	9.2%	5.4%	7.9%				
	Disagree	Count	78	69	147				
		%	26.4%	46.9%	33.3%				
	Agree	Count	140	65	205				
		%	47.5%	44.2%	46.4%				
	Strongly Agree	Count	50	5	55				
		%	16.9%	3.4%	12.4%				
Total		Count	295	147	442				
		%	100.0%	100.0%	100.0%				

The statement that the participants as a whole made regarding government support for teacher development is analyzed in Table 6 above. In Pakistan, 140 of the population agrees with the statement

"government supports for teacher development," 50 of the population strongly agrees with the statement, and 78 of the population disagrees.

**Table 7: Promotion policies are equal for all**

			Country			X <sup>2</sup>	P-Value	Likelihood	S-Value
			Pakistan	Japan	Total				
Promotion Policies are Equal for All	Strongly Disagree	Count	38	9	47	16.628	-.024 (0.044)	17.516	-.042 (0.045)
		%	12.8%	6.2%	10.7%				
	Disagree	Count	68	41	109				
		%	23.0%	28.3%	24.7%				
	Agree	Count	114	76	190				
		%	38.5%	52.4%	43.1%				
	Strongly Agree	Count	76	19	95				
		%	25.7%	13.1%	21.5%				
Total		Count	296	145	441				
		%	100.0%	100.0%	100.0%				

The Chi-square tests (see Table 7) show that there was a linear by-linear association with one degree of freedom, and the likelihood ratio between the variables was 17.516. The Pearson chi-square resulted to be 16.628 for the 441 valued cases, results show the significance and conclude that the variables are strongly associated with each other. The symmetric measures show that Pearson's R value has turned out to be -0.024 and the corresponding standard error is 0.044. The Spearman correlation is -0.042 and the standard error is 0.045 which shows that the value can vary by this amount.

In Pakistan, 155 of individuals agree, 93 of individuals strongly agree with the statement Government supports in getting In-Service Training, and 37 of individuals disagree with the statement Government supports in getting In-Service Training (see Table 8).

In contrast, 30 people disagreed with the statement, while 88 people agreed. According to the Chi-square tests, the likelihood ratio between the variables was 17.287, and there was a linear by linear connection with one degree of freedom. The 441 valued examples yielded a Pearson chi-square value of 14.376; this value demonstrates the relevance of the findings and leads to the conclusion that the variables are highly correlated.

**Table 8: government supports in getting in-service training**

			Country		Total	X <sup>2</sup>	P-Value	Likelihood	S-Value
			Pakistan	Japan					
Government Supports in getting In-Service Training	Strongly Disagree	Count	9	0	9	14.376	-.090 (0.046)	17.287	-.115 (0.046)
		%	3.1%	0.0%	2.0%				
	Disagree	Count	37	30	67				
		%	12.6%	20.4%	15.2%				
	Agree	Count	155	88	243				
		%	52.7%	59.9%	55.1%				
	Strongly Agree	Count	93	29	122				
		%	31.6%	19.7%	27.7%				
Total		Count	294	147	441				
		%	100.0%	100.0%	100.0%				

## 5. Comparative Findings

This study contrasted the educational systems of Pakistan and Japan. In the current study, a comparative analysis was used to analyse the government support provided to teachers in Pakistan and Japan. The seven aforementioned statements that characterise it.

5.1. Education policies provide equal opportunities for teachers from all phases to be promoted.

Pakistan	Japan	Recommendation
In Pakistan, 35.8% (12.8+23) teachers denied the statement that promotion policies are equal for all. 64.2% (38.5+25.7) teachers are satisfied and comfortable when it comes to promotion policies.	34.5% (6.2+28.3) Japanese teachers disagreed when they heard the statement that promotion policies are the same for everyone. Whereas, 65.5% (52.4+13.1) teachers were in agreement of the policies being the same for all.	This is a serious issue and the responsibility falls into a school's shoulder to provide equal promotion policies for everyone whether be it male or female, relative teachers or non-relatives. This seems to be a minor factor but it can affect the whole school's system as well as the education system. Teachers who are more deserving should get promoted and by doing this the teachers who are not putting much effort will strive hard just by looking up to those who are getting promoted. This way the quality of education will become better and schools will grow eventually as well as the whole country.

5.2. Government value teachers in terms of promotion.

Pakistan	Japan	Recommendations
In Pakistan, the promotion of the teachers is done around 55% (43.7+16.6+7.5) which is the most they could do to raise the awareness about the teachers. However, it also tells us that the government doesn't pay attention around 45% of the time to the teachers and their promotion that would help them grow.	While in Japan, the stats are the same with a low ratio of promotion of the teachers and around 69% teachers are only preferred to be talked about.	Teachers being an integral part of the society they live in, they deserve some appreciation in the form of promotion given by the government. Government has the authority that it can use to help the teachers build their career strongly and have a strong grip over the things.

5.3. Government provides sufficient measures to protect children at school.

Pakistan	Japan	Recommendation
In Pakistan, 27% (8.2+18.8) teachers disagreed when they heard the statement that the Government is providing support in order to protect children at school. Whereas, 73% (49.1+23.9) teachers agreed to this fact and are satisfied.	In Japan, 43.2% (2.1+41.1) teachers were not satisfied with the fact that the Government is providing enough support to protect students at school. Whereas, 56.9% (45.9+11) teachers agreed to the statement	It is the responsibility of a country's Government that they provide protection to the children, teachers and school staff. The schools should look forward to this issue as well. The schools of both Japan and Pakistan need to improvise their ways of protecting children and should be well supported by their government.

5.4. Sufficient support structures are available for children who experience challenges (social/emotional/financial).

Pakistan	Japan	Recommendation
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When Pakistani teachers were asked if they are being facilitated enough to tackle specially challenged children, 40.1% (8.9+31.2) teachers disagreed with this fact. Whereas, 60% (40.8+19.2) of them agreed and are satisfied with this statement.	In Japan 56% (7.4+48.6) teachers disagreed that they are being supported when it comes to tackling challenged children? While 44% (37.2+6.8) teachers agree with the statement.	The Governments of both countries should look forward to this issue where teachers are complaining that they are not having enough support when it comes to handling challenged children. Teachers should be asked about the things that they need, if it's extra pay or extra tools which can help them teach special students.
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5.5. Sufficient support is provided for staff's capacity development by the Department of Education/government.

Pakistan	Japan	Recommendations
In Pakistan, it is a satisfying thing that more than 64% of teachers agree with the Government's support for teachers' development. And only 9% of teachers strongly disagreed with the role of Government.	While in Japan the percentage of satisfied teachers is less than 50%. Which means that the Government of Japan is showing less interest in supporting the development of their teachers.	No doubt Government support is very important for any improvement in educational sectors in any country throughout the world. Therefore, there should be some strict actions to be taken by the Government to introduce some support plans for development of the teachers at national level. When the Government will take these steps the motivation and productivity of the teachers will be boosted to another level.

5.6. Education policies provide equal opportunities for teachers from all phases to be promoted.

Pakistan	Japan	Recommendation
In Pakistan, 35.8% (12.8+23) teachers denied the statement that promotion policies are equal for all. 64.2% (38.5+25.7) teachers are satisfied and comfortable when it comes to promotion policies.	34.5% (6.2+28.3) Japanese teachers disagreed when they heard the statement that promotion policies are the same for everyone. Whereas, 65.5% (52.4+13.1) teachers were in agreement of the policies being the same for all.	This is a serious issue and the responsibility falls into a school's shoulder to provide equal promotion policies for everyone whether be it male or female, relative teachers or non-relatives. This seems to be a minor factor but it can affect the whole school's system as well as the education system. Teachers who are more deserving should get promoted and by doing this the teachers who are not putting much effort will strive hard just by looking up to those who are getting promoted. This way the quality of education will become better and schools will grow eventually as well as the whole country.

5.7. Government provides the opportunity of teachers participating in in-service training.

Pakistan	Japan	Recommendations
84.3% of the teachers in Pakistan agree with the Government's support in getting In-Service training. But 15.7% of teachers still disagree with the statement of the	79.6% Teachers in Japan are satisfied with Government support for their In-Service training. 20.4% of teachers in Japan strongly disagree	According to the given percentages it seems that some of the teachers still disagreed with the Government. So the Governments of both countries should take steps to reduce this percentage to zero.

Government's support in getting in-service training.	with the Government's role in the training.	
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For teacher promotions, the school administration ought to follow a nondiscrimination policy. In this approach, schools will gradually expand and the standard of education will rise throughout the nation. Teachers need some recognition in the form of government promotions because they are an important component of the society they live in. The government is in a position to use its power to support teachers in establishing successful careers and maintaining control over their environments. The government of a nation has a duty to safeguard students, educators, and other school personnel. The schools should anticipate this problem as well. Both Pakistan and Japan's schools should receive strong support and invent new child protection measures.

The governments of both nations ought to pay attention to this situation where teachers are saying that they don't get enough assistance when it comes to dealing with special needs kids. Asking teachers what they need—such as additional funding or teaching aids that will help them better serve students with special needs—is important.

### **Suggestions:**

There may be a connection between a teacher's educational background and the degree of training or area of expertise they have attained. Since teachers lead fulfilling lives, the government should pay attention to education, as it does to other professions. They are primarily meant to represent the teacher's interactions with the student in the classroom, providing colleges an indication of the student's potential academic performance. An employee is eligible for a promotion under certain conditions, which are outlined in a promotion policy. These standards are created by the company's human resources department to give employees clear, quantifiable objectives to meet in order to be promoted.

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