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Comparison of Educational Indicators of Pakistan, Japan, and Australia

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Abstract

This study aimed to compare the educational systems of Japan, Pakistan, and Australia and to examine various educational indicators. The spiritual, cultural, socio-economic, and moral problems that the human race faces can be critically revealed through the education system. Knowledge gaps, institutional structure, untrained staff, and lack of quality management across cross-cultural education systems are a few of the numerous institutional flaws in an educational system. The statistical indicators, such as, drop-out rates, enrollment rates, gender-parity issues, the number and quality of higher education standards, teaching facilities, and infrastructure facilities, are the main topics of this study, with special focus on teacher education programs. In terms of curriculum, instructional strategies, facilities, financial resources, and overall educational results, Pakistan's, Australia's, and Japan's educational systems are different, hence making the comparison more valuable. The results of this study are helpful for policymakers, relevant education authorities, and researchers to use these analyses and practices to uplift the quality of education systems, especially for the quality of education in Pakistan.

Keywords: Educational indicators, comparative analysis, Teacher Education.

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Introduction

This research compares the educational indicators of the education systems of Pakistan, Japan, and Australia. This comparison is important because each country has a distinct approach to teaching, unique school environments, and diverse challenges. By examining these differences, it becomes clear why Pakistan faces challenges such as low enrollment rates, high dropout rates, inadequate teaching methods, and weak school facilities. The three main tenets of enterprise unions, lifelong employment, and seniority compensation have long been linked to Japanese labor practices. Moriguchi (2014), a scholar who has examined Japanese labor dynamics in greater detail, has identified a Japanese-style human resource management model that consists of seven complementing human resource policies that she attributes to Japan's strong postwar growth: (1) selective hiring of recent graduates once a year, (2) comprehensive corporate education and training initiatives, (3) Internal promotions and recurring salary increases determined by evaluations, (4) adaptable work schedules and small-group exercises, (5) job stability until the obligatory retirement age, (6) combined labor-management discussions and enterprise unions, and (7) Uniform personnel management for blue- and white-collar workers (Moriguchi 2014).

Higher education turns become a resource for the industry's expansion and advancement. With a flexible education approach, it is viewed as a chance to take part in the process of personal growth. (Barnett, 1992). By offering in-depth information about many facets of life from a wider viewpoint, higher education is a crucial tool for building a contemporary, informed, and civilized society. Teaching, training, research, and serving society are the main goals of higher education. Higher education is becoming more and more necessary in the setting of globalization. We must create top-notch, world-class standards for institutions of higher learning in order to meet these demands. Every individual has a basic right to education (Ashraf, 2019), and it is one of the most important things for the advancement of lower-class households in any nation. Parents and children who use education services in Pakistan, however, have few options or ideas when it comes to pursuing further education. Ever after gaining freedom, Pakistan Higher education in Pakistan has grown remarkably, creating a significant need for scientists, engineers, technicians, physicians, instructors, and managers globally. Higher education gives society a variety of chances to consider the social, cultural, moral, financial, and spiritual issues facing humanity. Professional expertise and competent workers are provided by higher education for the advancement of the country.

According to (Ha et al., 2023) in order to thoroughly investigate the variables influencing international students' decision to pursue their higher education in Australia, this systematic literature review synthesizes empirical information. Using the push and pull paradigm, a deductive analysis of the results from the 46 chosen research showed 27 characteristics that made Australia unique appeal to students from other countries. The review's findings confirmed Australia's environmental reputation's advantages in the global higher education market while also emphasizing that it may have drawbacks.

Research Objective

This study focused on the main objective.

Compare the educational statistical indicators of the education systems of Japan, Australia, and Pakistan.

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Methodology

This research paper is theoretical, and secondary data were used to compare key educational indicators of three purposively selected countries. The minute document analysis included review of critical reports of UNESCO, UNICEF, The World Bank, MEXT, Pakistan Economic Surveys, ASER, Idara Taleem-O-Agahi (ITA), and official websites of education ministries and allied departments of all three countries. The comparative study provides useful information for enhancing Pakistan's curriculum reform, teacher preparation programs, policy frameworks, and instructional methodologies.

Analysis of data

The data is presented below in the form of separate categorized educational statistical indicators for a clear understanding of the readers.

Challenges and Opportunities

According to Murtaza and Hui (2021), in terms of quality, Pakistan's higher education system is not included anywhere near the top of the global rankings. Numerous elements affect the quality of higher education, including learning environment and adequate teaching, instructors, facilities, feedback, courses, on knowledge, observation mechanism and research abilities. The researcher was interested in comparing the educational systems of the two nations since Japan has lately made significant reforms to its educational system. This study focused on Japan as its graduates have achieved success in the industrial workforce, technological, and scientific making the Japanese educational system one of the greatest in the world.

Low Enrollment Rate and Drop-Out Gap

According to (Sabates, et al., 2010), in Pakistan, primary school enrollment rates are very low over the past 20 years and in higher secondary low enrollments rates are also quite high. Government funding for public institutions will be squandered if the majority of pupils drop out of secondary school, and their future economic prospects will be diminished. Mostly in rural areas due to poverty many families didn't think education is important for their children, according to (Zulfiqar,et al., 2019). On the other hand, Japan has a strong and well-organized educational system. Children between the ages of 6 and 15 must attend elementary and lower secondary education, and nearly all of them attend high school. Students are guaranteed access to a top-notch education since the educational system is well funded and schools are furnished with contemporary amenities.

Dropout Rates

One of the lowest dropout rates in the world is seen in Japan. In Japan, less than 2% of high school graduates drop out, while the majority of students continue their education after the required number of years. This is because education, school-related social standards and discipline are heavily emphasized. Dropout rates are especially high among females and in rural regions, according to UNICEF and other sources. According to estimates from 2021, 44% of kids drop out of school before finishing elementary school, and many more do not continue on to high school.

Cultural and Gender Norms

Both boys and girls are expected by society to finish their school since education is highly valued in Japan. Few cultural impediments keep females from going to school, and gender equality in education is virtually attained. However, cultural norms—particularly in rural areas—contribute to the higher dropout rates among girls in Pakistan. Boys' education is frequently valued more highly in households than girls', and females who marry young

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frequently drop out of school before finishing. This dropout gap is also significantly influenced by cultural views on female education in conservative areas.

Socio-Economic Factors

Japan's low dropout rates are largely due to its economic stability. The majority of families can afford to send their kids to school, and those who are struggling financially may get help. Because of the low rate of poverty in the nation, access to education is not impeded by financial constraints. In contrast to Pakistan, one of the main reasons why students drop out of school there is poverty. Additionally, low-income families find it challenging to keep their kids in school due to the high expenses of education (books, uniforms, and transportation).

Government Policies and Initiatives

Through steady financing, scholarships, and programs to guarantee access to education for all students, especially those from underprivileged backgrounds or with special needs, the Japanese government offers robust support for education. The government of Pakistan, on the other hand, has taken steps to alleviate the education issue, including raising education budgets and introducing initiatives like the "Ehsaas" stipends for students. However, implementation issues, corruption, and a lack of infrastructure impede advancement. The absence of basic amenities in many schools, especially in rural regions, discourages pupils from attending on a regular basis.

Inadequate Facilities and Infrastructure

The major cause of the Subcontinental (Pakistan, India, and Bangladesh) higher education system's flaws, according to Sheikh's (2017) study analysis, is inadequate infrastructure, especially in the public sector-run institutions. The well-established higher education system in Japan, on the other hand, is renowned for its excellent quality and research-focused methodology. Numerous prominent colleges that routinely rank among the best in the world are located in the nation. The government makes large investments in R&D, which results in important scientific advancements. Problem solving, Critical thinking, and comprehensive education are prioritized in Japan's higher education system. In Pakistan, a lot of universities operate on the second or third level of buildings that are on the ground or first floor; they include copier shops, ready-made homes, and therapists. According to (Khan & Kusakabe, 2023), approximately $1 billion in official development aid (ODA) has been provided to Pakistan by the Japanese government since 1954. Furthermore, the Japan International Cooperation Agency (JICA), the development arm of the Japanese government, is investing millions of dollars in Pakistan's educational system to enhance its facilities, workforce, and modes of instruction for formal, informal, and remote learning. In 1954, Japan offered Pakistan with different economic aid, including technical support; Japanese Official Development Assistance (ODA) granted financial loans to Pakistan to boost education.

Low-Quality Teaching Methods

The primary causes of Pakistani students' low academic integrity include classroom conduct, teacher assessment, and the prevalence of reciting among pupils. Low-quality teaching techniques are mostly caused by political parties interfering with employment quotas. Since these political parties attempt to employ their own political staff, the majority of them lack professional expertise. The majority of instructors lack basic training and teaching. According to Sawai, M. (2020) On the other hand, the framework for public vocational training in Japan included "general vocational training centers," which were

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established and operated by prefectural governments; "comprehensive vocational training centers" and "central vocational training centers," which were established by the Labor Welfare Corporation (later replaced by the Employment Promotion Corporation, established in July 1961) and provided vocational training for the disabled.

Why Graduates in Pakistan & Japan Choose Teaching Profession

According to Khan et al., (2023), because they are certain that their position would be permanent and that no one will remove them for poor performance, the majority of Pakistani instructors enter the teaching profession (particularly in the government sector).83% people join teaching due to rapid increase in unemployment rates. While in Japan, 57% of students choose teaching not because of unemployment they joined teaching because they have teaching passion and without inner passion you can't perform well in this profession. But in Japan, 43% people still think that choosing teaching as a profession is a necessary for employment. This is a difference between both countries.

Factors Influencing the Decision to Become a Teacher

Research has shown that people generally have a positive view of the teaching profession, despite its challenges, such as low pay and high responsibility. They often see teaching as a noble profession that contributes to society's development.

Key Factors Influencing the Decision

1. **Positive Perception of Teaching**
   - Social Impact: Many people believe teachers have a significant impact on shaping future generations.
   - Intellectual Stimulation: Teaching offers opportunities for continuous learning and intellectual growth.
   - Personal Fulfillment**:** The joy of helping students learn and succeed can be deeply rewarding.
2. **External Factors**
   - Societal and cultural Values: In many cultures, teaching is highly respected and valued.
   - Economic Factors: Job security, potential, and benefits for advancement can influence career choices.
   - Reforms and Educational Policies: initiatives and Government policies can impact the attractiveness of the teaching profession.

Pakistan Offers Teacher Training Program

Rashid et al., (2019) expressed that the quality of education and access to it are major concerns in Pakistan's educational system. Improving the unfavorable aspects of school structure and the lack of public schools are the main obstacles. Students' development of logical skills is a significant problem that hardly improves learning quality. Classroom management, a suitable school atmosphere, inadequate teacher qualifications, a lack of subject-matter expertise, and outdated teaching methods are the main causes of low learning and poor quality education.

According to a report, seven million Pakistani youngsters do not attend school. As a result, the Pakistani government, various NGOs, and foreign development partners work hard to find solutions to these issues (UNESCO, 2015). Through the Higher Education Commission (HEC) and provincial ministries of education, the USAID Teacher Education Project, formerly known as Pre-STEP, supports the implementation of the B.Ed. (Honor) at universities. Every one-year program, including CT and PTC, has been discontinued

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(retrieved from www.pakteachers.org/).In contrast to traditional and outdated methods, the new curriculum, which incorporates modern teaching approaches in the classroom, helps instructors improve their knowledge and abilities (MOE, 2009).In 20 institutions across Pakistan, B.Ed. honors programs have been launched, and 1,300 students have enrolled.

Additionally, 94 Government Elementary Colleges of Teacher Education (GECEs) that are affiliated with universities have launched two-year associate degree in education (ADE) programs. Of these, 5300 students will be selected for the universities' four-year B.Ed. program (Enrollments Consolidated March 2013). In 1984, the Pakistani state of Punjab launched a B.Ed. student teacher education program to help college and university instructors advance their careers. According Sarwar et al., (2011) every topic pertaining to teacher preparation and curriculum methods covered in this program. Every subject or course is essential to the teacher education curriculum. According to (Saeed and Khan, 2009) thus, the goal of the courses in this teacher education program is to prepare the students to teach in accordance with their teaching capacity. Undergraduate students in universities begin this curriculum.

According to (Tan de-Ramos, 2011, p. 71) teachers play a crucial role in the educational process, and it is vital to support them in being efficient and consistently performing at their highest level. Because "teaching is a specialized skill that involves not only expertise in the given academic field but also the ability to create for the learners an environment where they can get optimal learning gain".

Challenges faced by Teachers

According to Rehman (2019) in Pakistan, teacher education students' professional growth greatly benefits from their teaching practicum. The study also identified several challenges faced by students during teaching practicum including inadequate supervision, inadequate classroom management skills and lack of support from cooperating teacher. According to Saarnivaara and Sarja, 2007) students don't always act the way that potential teachers expect them to. According to Kilgore et al., (1990) interactive teaching approaches are usually rendered impracticable by a lack of resources and curricular flexibility. According to Loewenberg et al. (2009), the clinical component of teaching should have received more attention in teacher preparation programs. According to Grossman et al. (2013), empirical data is necessary to completely understand how different teaching practices both help and impede the growth of aspiring teachers.

Educational Technology

According to Ahmed et al., (2025), teacher education is a critical component of educational development in Pakistan, providing a platform for teacher educators to develop their skills, knowledge and attitude to become effective teacher to shape the quality of instructor, educational reforms and students learning outcomes efforts to achieve the 21st century requirement. Furthermore, Pakistan's teacher education history demonstrates how it has developed from conventional apprenticeship models to contemporary training initiatives. According to Sadaf and Johnson (2017) students' creativity and digital literacy were positively impacted by instructors' technology pedagogical content understanding. They also showed that students' development of 21st-century skills is positively correlated with instructors' pedagogical strategies, such as promoting group projects and providing chances for independent study. Dishon and Gilead, (2021) report that students of 21st century era are required to have a variety of skills including communication and

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collaboration, initiative and self-direction, innovation and creativity, critical thinking and problem solving skill, ICT literacy , information and media literacy, productivity and accountability, flexibility and adaptability, social and cross-cultural interaction, and leadership and responsibility skills. Therefore, it is likely that 4-year B. Ed. students will have these skills in order to be successful educators in the classroom of the 21st century. According to Prasla and Ashiq (2022), few nations' B.Ed. (Honors) curriculum do not adequately address the 21st century. They claim that pre-service teachers who possess the knowledge and abilities of the twenty-first century are able to thrive in the classroom of the present day. Zulfiqar et al., (2019) suggest education and training are among the fields in which these digital skills are useful. It has also been proven that both inside and outside of the classroom, learning experiences have a major impact on the development of 21st-century abilities.

Role of Mass Media in Quality Assurance of Higher Education

According to (Khan, 2009) mass media, especially with the emergence of the internet, can significantly impact a transformative shift in higher education in Pakistan. The mass media can assist in raising awareness and in valuing the advantages of higher education. Universities overall, especially private institutions, require support and advice from the community and media regarding the availability and need for educated professionals in specific fields. Underperforming universities require encouragement and motivation to aim in a specific direction for enhanced output, both in quality and quantity.

According to Chaudhary et al. (2020), campus or community radios play a vital role in recognizing local communities, similar to other developing nations in Africa and Asia, including Sri Lanka, Bangladesh, Uganda, and others. Campus FM radios are incredibly useful for promoting education and raising mass awareness. Radio is a widely favored means of communication in Pakistan because of its low cost and easy availability, routinely utilized by the public for both entertainment and educational purposes. Campus-based FM radios also operate effectively in various educational institutions to promote knowledge, education, and advocacy. Campus radio serves as a highly beneficial and impactful medium for promoting education, knowledge, and awareness within the student community.

Table 1: ***Comparison of Education Systems of Pakistan, Australia & Japan (2022-2023)***

Indicators	Pakistan	Japan	Australia
Literacy Rates	57% (2023)	99% (2023)	99% (2023)
Drop-out rates	22.7 million (2023)	Less than 5%	Approximately 25%
Government spending on education	2.2% of GDP (2022)	3.6% of GDP (2022)	5.21% of GDP (2022)
Enrollments rates	Secondary schools 60%	Secondary schools 97.9%	Secondary schools 100%

Table 1 shows that Pakistan's literacy rate in 2023 is 57%, Australia literacy rate is 99% and Japan's literacy rate is 99% (2023). The drop-outs in Pakistan are 22.7 million (2023), Australia's drop-out rate approximately is 25% and Japan's is less than 5%. Government spending on education is 22% of GDP (2022) in Pakistan, Australia is 5.21% of GDP (2022)

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and Japan's is 3.6% of GDP (2022) and enrollment rate in Pakistan is for secondary schools 60% (2023), Australia for secondary school is 100% and in Japan for secondary school 97.9% (2022).

The future of teaching in Japan and Pakistan

According to Khan et al., (2023), the future of teaching in Pakistan and Japan will depend on their capacity to adjust to shifting international trends in education as both countries pursue respective reform agendas.

More project-based learning, the incorporation of artificial intelligence and interdisciplinary studies into the classrooms are probably in store for Japan in the future. To create more effective and inclusive educational system in Pakistan, raise the caliber of teachers, initiative to professionalize the instruction and address systemic injustices will be crucial.

Focus on Teacher Development

Although the circumstances are different, both Pakistan and Japan stress the importance of better teacher preparation. Pakistan's initiatives are more fundamental, concentrating on preparing teachers to achieve fundamental quality criteria, whereas Japan's changes are concentrated on incorporating contemporary pedagogical approaches and technology.

Technology in Education

The significance of digital literacy is acknowledged in both nations. Pakistan is still in the early phases of constructing the required infrastructure, whereas Japan has embraced cutting-edge innovations in education more quickly. Nonetheless, the COVID-19 epidemic has sped up initiatives in both nations to use technology to increase educational accessibility.

a) Challenges and Opportunities

While Pakistan must tackle fundamental problems including low literacy rates and the urban-rural split, Japan has challenges relating to teacher burnout because of the high demands of its educational system. Nonetheless, both nations may benefit from one another's experiences, especially when it comes to curriculum innovation and teacher development.

b) Australia's Education & Economic Ranking

According to Bhatti et al., (2022), Australia is one of the highest ranked country in education & economic in the world. It has ranked 10th highest income per person in the world and in education it always becomes the top choice for international students.

c) Australia becomes popular destination for international students

It ranked the 3rd most popular country for international students, because it attracted 700,000 students and its ratio increase 11% per year.

d) Scholarship opportunity for international students

The Australian government provide scholarships to international students and invested (Australian dollar) AUD 300 million for education cost.

e) The four levels of Australian educational system

The following are the stages of Australian educational system.

1. **Primary Schools (Pre-school)**
2. **Secondary Schools**
3. **Senior Secondary Schools**
4. **Tertiary Schools**

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F) Government & Private Schools in Australia

The Australian government runs 70% institutes, and 30% are private.

f) Teaching in a Globalized World

Teachers in Australia had to face challenges in teaching different student from different culture. They employ different teaching techniques for every student.

What drives international students to choose Australia as Their Tertiary Education Destination?

According to (Ha, Nguyen Thi Ngoc et al., 2023) there are two factors including that attracts international students to study in Australia top five pull factors and five push factors.

a) Pull factors

The positive factors of country that attracts students to choose abroad is known as "Pull Factors" .The top five pull factors are as follows that attract the international students.

1. Career opportunity and life experience.

It attracts the many students because of better job opportunities and Life experience.

2. Quality and Qualification of education.

It provide high quality education for international students.

3. Study and living cost

As compare to Pakistan, Australia provide affordable cost of education and living that makes it easier to become top option.

4. Policy and Migration prospect

It attracts the students to stay in Australia after graduation because of its various visa option.

5. Academic Staff and Reputation of Tertiary Education Institutions:

Because of its good reputation in tertiary education and in their academic staff it attracts the international students.

Some of the additional pull factors of Australia are as follows.

1. **Lifestyle and Physical Environment**
2. Family recommendations
3. English Language and Western Culture
4. Scholarships
5. Course Variety, Duration, and Content

b) Push Factors

Mostly students choose abroad due to various challenges in their home countries. These challenges known as "push factors". The five push factors that attracts international students to choose Australia are as follows:

1. Poor Quality of the Education system
   Some countries have not high quality of tertiary education this is the big reason why students choose to study abroad.
2. High Competition in Universities
   In some countries, due to high criteria for admission requirement become the reason of student preferring abroad study.
3. Expectations of family
   Due to high expectation of their families, feel students pressurized and choose abroad to meet their expenses.

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4. Societal expectation
   Due to societal expectation, can motivate the students to achieve their goals in a better way.
5. Small range of Courses
   Some countries like Pakistan hasn't variety of courses for student, which become the major reason to choose abroad.

Discussion

The study of diverse educational systems and how different nations handle the demands, goals, and difficulties of education is known as comparative education. With an emphasis on important elements including curriculum, pedagogy, student results, and obstacles, this examination contrasts the educational systems of Pakistan, Japan, and Australia. Colonial impact and post-independence changes in education system of Pakistan. According to Dunbar (2016) Japanese rebuilt their educational system by focusing on standardization and modernization. In order to educate students for a competitive economy, important changes included requiring education, encouraging science and technology courses, and establishing a robust exam-based system. It draws attention to the system's advantages and disadvantages, including its high academic achievement and problems with student stress and mental health. According to Reid (2020), Australian education system is how diversity, policies that support fairness and inclusiveness, and British colonial influence have influenced education in Australia. Future difficulties, however, will include resolving educational disparities, enhancing results for indigenous kids, and adjusting to the quickly evolving technology environment. According to Stevenson and Stigler (1996) the educational system of Chinese, Japanese, and American clarify that because of variations in classroom culture, instructional strategies, and social perceptions of education, American pupils typically do worse than their Asian counterparts. Hard effort, discipline, and regular practice are highly valued in China and Japan, but natural aptitude is given more weight in the United States. According to the book, improving teacher preparation and recognizing effort are two examples of Asian educational methods that may be used to enhance educational outcomes in the United States. According to Rehman (2018) Pakistan's educational system pay attention to the national curriculum, exam-driven teaching, memorization, and the differences between public and private institutions. According to Nakamura (2020), Japan's educational curriculum is highly standardized, emphasizes science and math, and instills strong cultural values in the classroom. According to Cairns (2024), Australian curriculum frameworks are adaptable and emphasize intercultural education, inclusion, and critical thinking.

Conclusion

The educational systems of Japan, Australia, and Pakistan present diverse strengths and challenges shaped by their economic, historical, and cultural context .Japan stand out for its discipline, highly-structured and technology-driven approach, with a nearly universal high school graduation rate and strong government support. Australia emphasizes multiculturalism, flexibility, inclusivity, boasting high literacy rates and world-class higher education institutions that attract international students. In contrast to this, Pakistan facing low literacy rates, significant challenges, inadequate infrastructure, high drop-out rates and gender disparities. The country is also grappling with insufficient government spending on education and poverty. However, efforts like international aid and government initiatives show promise in improving the situation. By taking inspiration from Australia's

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dedication to diversity and curricular flexibility, as well as Japan's emphasis on discipline and teacher preparation, Some of Pakistan's educational deficiencies can be filled. In turn, Pakistan's tenacity in enacting changes in a setting with limited resources might serve as an example for Australia and Japan. In order to adapt to a world that is changing quickly, all three countries will need to improve teacher preparation, lower dropout rates, and embrace contemporary educational technologies.

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