

Professional Aspirations in Educational Leadership. Comparison between female and male teachers in Chile and Japan.

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In the following research, we will collect and analyze the professional aspirations of teachers in Japan and Chile, making a comparison between country and gender, looking for common points in professional expectations. Also, how their decisions about professional careers can be different depending on each background, what the teacher expects of himself, students, other teachers, or school administration. What the teacher thinks about the roles and duties, and who feel about the impact that so many factors have on their teaching.

This research will help us to understand why teachers follow the path of the teaching career until they are retired, working in the classroom, in administrative duties or as a leader of a school.

The Problem and the Goals

The problem

Firstly, it is essential to understand that being a teacher and do the work of teach is a professional career like any other. What differentiates teaching from other professions is the type of earnings; for a teacher, the profits of our work are not in the stock market, but in what we leave our students and take with them when they graduate.

Working in a school is as complex as working in a company, maybe more, since many of our variables are more than twenty for each classroom. To be a teacher is necessary to understand the system, and the professional context of the work, professional egos everywhere and the students are longing to monopolize all the attention.

Moreover, for most teachers, pursuing a professional career in education is not a decision that it can be taken lightly and, sometimes, it is the circumstances that end up deciding the occupation of more than one teacher; therefore, we will need to define three concepts for this research:

- ✓ Career
- ✓ Professional aspirations
- ✓ Personal aspirations

Furthermore, how these can influence the decisions of the professional career and, why a woman tends to have less managerial positions in the schools. According to OECD figures, only 6% of school principals in Japan are women (OECD, 2018), compared to 44.6% of the OECD average. Even so, the female strength in Japan is equivalent to 65% of female teachers in the classrooms (OECD, 2018), but it is still below the OECD average in Primary Education (64.8%) and has the lowest percentage of female teachers in Secondary Education worldwide (36.1%).

In the case of Chile, only 53.4% of the principals are women, although the total of women teachers is 81.2% in the country, there is still a gap between managerial positions between men and women.

The questions are there, in those statistical data:

- ✓ Why do women always tend to have fewer positions of administrative responsibility?
- ✓ What are the reasons behind women not being in these jobs?
- ✓ Do women really want to have positions of management responsibility in schools?
- ✓ Has it been their professional goal at some point?
- ✓ What is the difference between the goals of men and women?
- ✓ Is there a difference between gender and nationality when wanting to apply for management positions? Do they have any correlation?

Besides, it is to be able to obtain the answers to the previous questions that the research objectives are presented below.

Goals

General Goal

Generate a report that can detail the characteristics of teachers, both Japanese and Chile, their future professional aspirations and how they feel about their current position within the school in which they work.

Specific Goals

- ✓ Identify the level of satisfaction of teachers with their current job as teachers.
- ✓ Identify the current and future aspiration of teachers with their professional career.

- ✓ Make a comparison between the professional aspirations of teachers.

Theoretical Framework

Schooling System in Chile

Starting this year, compulsory education in Chile comprises 13 years, and it is divided into three grades: pre-primary education, primary education, and high school education. The ideal starting age in compulsory education is at five years old and finish at 18 years old with a High School Certification. The importance to complete High School in Chile is for the Certification; this one is even mandatory to obtain a Driving License.

Chilean teachers can do classes in one or two levels if they have the corresponding grade certification, in case of not have they can ask for permission granted by the Education Ministry with a duration of 2 years, or get a certification with methodologies in the level that they are interested.

About the teaching career

In Chile the teaching career it was not so much popular when the times to apply to the university come. So, the principal, more than the low salaries, is the contractual instability of being a teacher and the overload of tasks related to the work of being a teacher. Santiago (2017) give a couple of everyday tasks of a Chilean classroom teacher to complete in their hourly works:

- ✓ Individual planning or preparing lessons
- ✓ Teamwork and dialogue with colleagues
- ✓ Marking student work
- ✓ Supervising students during breaks
- ✓ Providing counseling and guidance to students
- ✓ Participating in school management
- ✓ General administrative communication and paperwork
- ✓ Communicating and co-operating with parents or guardians
- ✓ Engaging in extracurricular activities after school
- ✓ Engaging in professional development activities (entirely at the discretion of the school).

Positions and Role in a Chilean School

In each school, the Teacher Position determines what kind of task he has to do every day. This Position can be in the classroom as a Classroom Teacher, or can in an Administrative Position in the school. Together with the Tasks inherent in the Position, each teacher has different Roles in the

school. Moreover, the Role, in general, is administrative work helping in some administrative area of the school:

- ✓ Classroom Teacher (Profesor Jefe)
- ✓ Advisor of Subject/Year Teacher (Jefe de Departamento)
- ✓ School Life Teacher Advisor (Encargado de Convivencia Escolar)
- ✓ Curriculum Expert Teacher (Curriculista/Evaluador)
- ✓ School Counselor (Orientador)
- ✓ Curriculum Head Department (Jefe de Unidad Técnica Pedagógica)
- ✓ Discipline Head Teacher (Inspector General)
- ✓ Principal (Director)

With the positions, we need to understand that only: Classroom Teacher, Head of Subject/Year Teacher and School Life Teacher Advisor Role can be made at the same time by one teacher. The combinations vary depending on the school, but in any case, can be more than two at the same time.

- ✓ Homeroom Teacher (Profesor Jefe)
- ✓ Enlaces Coordinator (Coordinador de Enlaces)
- ✓ Head of Resource Center for Learning (CRA)
- ✓ Head of Department (Coordinador de Nivel)

In a school can it be found more Positions or Roles, but that can only happen when the schools are bigger or in exceptional circumstances.

Similarities and differences between Chile and Japan

Probably, the most distinguishing difference between the Japanese School System and the Chilean School System is the difference in the years of compulsory education that only reach until complete Junior High School.

Japan and Chile, in the Teaching career, have mostly the same problems with the overload task and, also Japanese teachers have the Club Supervision (what sometimes include in their holidays days or after classes). In consequence, we can understand that the teaching process for a teacher is similar, probably one or more task change, but the core is the same: prepare a class, do that class, think in the next one without taking into consideration all the intermediate process between each of them.

Positions and Roles in a Japanese School

In the Japanese School System, the Positions inside a School and the Roles and task that a teacher has to do can be differentiated with the following lists:

The definitions of the duties of the positions and roles of teachers in the schools of Japan are obtained on the webpage of MEXT (文部科学省, 2015; 文部科学省, (n.d)):

- ✓ Principal (校長)
- ✓ Vice-Principal (副校長):
- ✓ Assistant Principal (教頭)
- ✓ Senior Teacher (主幹教諭)
- ✓ Guidance Teacher (指導教諭)
- ✓ Classroom teacher (教諭)
- ✓ Lecturer (講師)

The different Roles that teachers can have in a school in Japan are:

- ✓ Head of Academics Affairs (教務主任)
- ✓ Head of Students Life Guidance (生徒指導主任)
- ✓ Head Grade Teacher (学年主任)
- ✓ Head of Curriculum (教科主任)
- ✓ Homeroom Teacher (学級担任)

As Chilean classroom teachers, the position of Homeroom teacher in Japanese schools is associated with a high amount of responsibilities and tasks. Most of the time, Positions have inherent Roles, but other times we can find Positions with more than one Role.

What we understand as a Teaching Career

For everyone, it is easy to understand the meaning of having a Career. In the most of the cases, having a career does not mean to have a university degree, because the Career is the path that everyone pursues when starting a job or university studies and this path can be change depend in the circumstances, values, aspirations, among others (Tedx Talks, 2013). One of the definitions of Career is: “the job or series of jobs that you do during your working life, especially when this involves making progress to better jobs or is in a particular profession” (Cambridge Dictionary, 2018).

In this context, we can assume that pursue a Career in the Educational Field start being a teacher. However, in this field, being promoted is not necessarily considered mandatory when we are talking about a teaching career (Van der Want, Schellings, & Mommers, 2018). Developing a new skill, acquiring new knowledge, doing research or applying new teaching methods in the classroom, all these are different ways that the teachers have to develop and grow in their professional career (Larsson, 2018).

Professional Satisfaction in the Teaching Career

The professional satisfaction in our careers is immediately linked to the level of happiness that gives to their work. Bathnagar & Srivastava (2012) explain it as “the degree to which individuals feel positive or negative about their jobs,” and can imply external and personal aspects as relation payment – responsibilities; interpersonal relationships among co-workers and leadership; growth opportunities; among others. In a school these levels of satisfaction vary depending on different factors (Bhatnagar & Srivastava, 2012; Darmody & Smyth, 2016; Jakimiuk, 2014/2015; Kumazawa, 2013; Mihalcea, 2014; Nagai, et.al., 2007; Van der Want, et. al., 2018; Vukovic & Vukovic, 2017) which we can summarize in the following list:

Interpersonal relationships

- ✓ Teacher-student: is the level of understanding and communication with the students.
- ✓ Teacher – colleagues: is the level of understanding, cooperation, respect and communication with coworkers.
- ✓ Teacher – leadership: is the level of understanding with the administration of the school, and how much the labor of the teacher is respected and recognized.
- ✓ Teacher – parents: is the level of understanding and communication with parents.

Family and personal factors

Personal and professional information, familiar context and how they tangled each other with the professional life and decisions that the teachers do in their career path and life.

School as an organization

Level of autonomy, support, and guidance of the leadership to the teachers, how much is the school work as an organization in the eyes of the teachers.

Time management

Level of self-perception of teachers and how they spend their time, and how much of this work is ended being extra-hours work.

School characteristics

Particular characteristics of the school and in which schooling levels the teacher teach.

Professional Aspirations of Teachers

It is necessary to differentiate between “Professional Aspiration” and “Professional Development,” especially in the educational area. An average teacher is constantly developing

professionally, searching for new strategies, methodologies, and continuous learning, and a teacher can grow up in their professional career without the need of step forward in their Professional Aspirations. As Day (1999) explain: "Professional development consists of all-natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group, or school, which contribute through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop the knowledge, skills, and emotional intelligence essential to good professional thinking, planning critically, and practice with children, young people, and colleagues throughout each phase of their teaching lives."

In exchange, "...people's career paths often follow a goal ladder in which an entry-level position is a step toward a more advanced position in the organization" (Koo & Fishbach, 2010). With this quote, we can understand the meaning of a Professional Aspiration as our Professional Ladder. When we start a new job, we begin in Level 1 of our Career Path, and we begin to progress as we acquire new skills and experience. Our Professional Aspirations are marked by the social and cultural capital each has from his family background, reflecting which goals in life want to achieve, motivations and self-perceptions of us as leaders (Smith, 2015).

Then, a Professional Aspiration is: "as far I want to go in my professional career," "how many levels in my career ladder I want to climb." As teachers, we have a very narrow spectrum of steps ahead in our Professional Ladder, and most of the time ended being a Principal of our School, or something in between.

Methodology

This research explored the quantitative and qualitative professional aspirations of teachers in their professional life and if they consider being leaders of a school in the future.

The survey responses of Chilean and Japanese teachers were obtained with: Data Entry, Open Questions, and 6- point Likert- type scale anchored by Strongly Agree (6) and Strongly Disagree (1) that

were confectioned in accord to the theoretical framework and validated by a Teacher Advisor.

Data was compiled from Japanese Teachers (n = 98) and Chilean Teachers (n = 44), and a total of (n = 142). The survey was distributed between November 1, 2018, and January 12, 2019. In Japan the survey was given to the schools of Kyoto and Osaka Area, and in Chile, it was distributed online without considering the geographical area. Both surveys are almost identical, only changing aspects unique in each educative system. The survey will provide:

- ✓ Professional and personal background of teachers.
- ✓ The characteristics of the current school where teachers are working.
- ✓ The levels of professional satisfaction of the teachers with their teaching career.
- ✓ Future aspirations of the teachers with their teaching career

Survey Data Entry

The Data Entry will provide us information related to personal and the professional life: age; gender; familiar status (married/in a relationship, or single); number of children; years working as a teacher, and how many years working in the same school; specialization field; current level of teaching; maximum academic degree obtained and that one would like to have; current position and role in the school and that one would like to have; school dependence (public, private, semi-private, national); school location (urban, residential, rural or forestry and fishing area), number of overtime worked in the week at the school and home.

Survey Open Questions

The Open Questions will provide us with information related to the future aspirations and projections of the teachers:

- ✓ How do I see me in ten years ahead?
- ✓ Can I see me as a leader of a school in 10 years ahead?

Survey 6- point Likert- type scale: Statements

The Statements in the Likert Scale provide us with information about how the teachers feel about their labor every day. Each one of the statements was translated from English to Japanese and Spanish in the same order (Table 1).

Table 1: Statements, Likert Scale

1	As professionals: I respect my colleagues, and they respect me.
2	I am capable of maintaining control even in stressful

	situations.
3	I feel rewarded when my students show interest in what I am teaching.
4	I feel satisfied when my students obtain good marks in their test.
5	I feel satisfied with the discipline in the classroom when I am doing classes.
6	I have a perfect balance between my Professional Career and my Family.
7	I have excellent communication and understanding with the parents of my students.
8	I have enough time in the school to fulfill all my teaching and administrative duties
9	I know how much stress I can handle and work and when I need a break.
10	In my school, we have administrative task overload
11	In my school, we have autonomy in our daily work
12	In my school, when it is needed to do changes in the teaching process, it is usual to act with transparency, and the participation of teachers in the making decisions is a request
13	In school, when someone accomplishes a goal, the leadership give us a reward or recognition among our peers.
14	It easy collaborates and maintains good communication with my colleagues.
15	My level of understanding and communication with my students is excellent.
16	The channels of leadership and administration in my school are very easy to understand
17	The Leadership of the school can transmit the school goals effectively.
18	The leadership of the school is clear in what they are expecting from me.
19	The leadership of the school support us and guide us in our daily work
20	The salary that I receive is fair for my duties as a teacher

Results

The results will be presented in the following order:

- ✓ Group characteristic: Nationality; Gender; Age; Familiar Status; Number of Children, if any.
- ✓ Professional Characteristics: maximum academic degree obtained; specialization field; years working as a teacher; years working in the same school
- ✓ Analysis of the Result Professional Aspirations: comparison between current maximum academic degree and future academic degree; the correlation between current position and role in school with a future Position and Role in school
- ✓ Analysis of the Item with Asseverations: Analysis of the beliefs of teachers with their work as professionals and their duties.
- ✓ Analysis of the Open Answers Questions, and the self-perception as a future leader.

Group characteristic

Country, Gender and Age

As we can see in Table 2, it can be distinctive the apparent difference in the quantity of Female and Male Teachers, in this case, the situations of Japan more homogeneous. These two Indicators (Gender and Country) is what we use from now on for the interpretation of the data.

Table 2: Country*Gender Crosstabulation

		Gender		Total
		Female	Male	
Country	Chile	35 (79.5%)	9 (20.5%)	44
	Japan	45 (45.9)	53 (54.1%)	98

Family, Gender, and Country

This data allows us to know the actual familiar situation of the teachers surveyed. The majority of Japanese teachers are Married or in a relationship (56.1%) in contrast to Chilean teachers, who 43.9% are Single.

And we can appreciate that the total of teachers without children in Japan is equal to the teacher with one or more children. In the case of Chile, 29.5% of teacher do not have children.

Professional Characteristic

The professional characteristics are where we understand what kind of teachers, we are surveying. How many years they are already working and how much in the same school, in which field they feel or are specialists, at what kind or level of schooling they are currently teaching.

Years of experience as a Teacher & Years working in the current school

For this research, it is necessary to know how many years of classroom experience teachers have and, in order, know how many have been working in the same school.

Table 3: Working Life*Gender*Chile

Chilean Female Teacher		Chilean Male Teacher	
Working	Same School	Working	Same School
12y	5y	7y	4y

In Table 3, represents to the Chilean Teachers, and is clear that in numbers Female Teachers have more experience in the educational field, but both genders have a similar quantity of years working in the same school.

Table 4: Working Life*Gender*Japan

Japanese Female Teacher	Japanese Male Teacher
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Full Time	Part Time	Same School	Full Time	Part Time	Same School
15y	1y	4y	14y	1y	5y

In the case of Japanese Teachers (Table 4), there are two types of jobs in the education system: Part-Time and Full-Time. They have an average of years of similar experience in Full-Time and Part-Time jobs, including the average number of years they have worked in the Current School.

It can be seen that, in both countries, teachers have an average of similar years of permanence in the same school, regardless of the state of origin or gender.

Specialization subject / Field

As we can appreciate in Table 5, the most significant aspect of the distribution of the Educational Specialties continues to be the high percentage of Female teachers doing classes in Childcare and Elementary School, concordant with the data provided by OCDE (2018) on the feminization of initial and primary training careers.

Additionally, the data show us that in Chile teachers who only teach at an exclusive level are Childcare Education 6.8%, Elementary Education 34.1%, High School Education 15.9 % and in Adult Education 9.1%. The remaining 34.1% of teachers are distributed as follows: in two levels of education 22.7%, in three levels of education 4.5%, and the four levels of education 2.3%.

In the case of Japanese teachers, 71.4% of these teach in Elementary School, 24.5% in Middle School, 3.1% in High School and 1.0% in Special Education.

Table 5: Specialization Field*Country*Gender

	Chile		Japan	
	F	M	F	M
Elementary / Without specialization	10	1	26	15
Childcare	6	0	0	0
Special Support/Special Needs	5	0	3	1
English	2	1	3	1
Math	0	1	1	7
History/Geography/Social Studies	2	2	3	11
Health Education / Physic Education	1	0	3	7
Religion	3	0	0	0
Computer Science / Technology	3	1	0	1
Philosophy	1	0	0	0
National Language	0	0	2	4
Science/Biology/Chemistry/Physics	2	0	1	5
Music/Arts	0	0	2	1
Home Economics	0	0	1	0
Others /Another Professions	0	3	0	0

The most relevant data of Japanese Teachers is the level of specialization field of Elementary School Teachers: 74.3% of Male has some Specialization Field, in contrast to 42.9% of Female teachers.

Location and Dependence

The Location and Dependence are asked to get an idea of the origin of teachers and in which kind of environment they teach. In the case of Location, in the case of both Countries, most of the teachers who answer the survey teach in schools in the city, less than the 10% do classes in the Rural or Countryside areas.

And, the Administrative Dependence of the schools is: in the case of Chile: 65.9% work in the Public or Municipal System, 29.5% in the Private Subsidized System, and a minority of 2.3% in Private Schools. In the case of Japan, 100% of the teachers work in Public Schools.

Current Positions and Role in the School, and the Aspirations of Teachers

The "Professional State" is the current place where teachers are in their professional career: teaching, in an administrative position at the school or in a position that allows them to do both tasks. However, at the same time, we can analyze the professional development aspirations of these teachers, what they expect from their current position in school and where they want to go.

Current and Future Position and Role in the School: Chile

As we can see in Table 6, 83.8% of Chilean teachers have the Position of Classroom teachers in a school.

Table 6: Current Position, Chile

	Chile	
	Female	Male
Classroom Teachers	63.3%	20.5%
Curriculum Expert Teacher	2.3%	-
School Counselor	2.3%	-
Curriculum Head Department	2.3%	-
Discipline Head Teacher	2.3%	-

And, according to the recollected data, of the total of teachers surveyed 68.2% said they wanted to apply in the future to superior Position within the school system and 47.7% of Chilean teachers are interested in a start in a new Role in the school.

Current and Future Position in the School: Japan

As we can see in Table 7, 93.9% of Japanese teacher have the Position of Classroom Teachers or Lecturer in a school.

Table 7: Current Position, Japan

	Japan	
	Female	Male
Lecturer (講師)	4.1%	3.1%
Classroom Teacher (教諭)	40.8%	45.9%
Senior Teacher(主幹教諭)	-	2.0%
Assistant Principal (教頭)	1.0%	3.1%

And, from the total of teachers surveyed 32.7% said they wanted to apply in the future to superior Position within the school system and 40.8% of Japanese Teachers are interested in a start in a new Role in the school.

The Current Certification Degree, and what teachers want to study.

We understand as Certification Degree at that maximum academic degree obtained until the date or the kind of certification who allow the teachers to teach.

As we can see in Table 8, 86.3% of teachers in Chile and 85.7% of teachers in Japan have a Bachelor Degree. The 2nd majority is in both cases, the teachers who have a Master Degree is 13.6% in the case of Chile, and 9.2% in the case of Japan.

Table 8: Current Degree*Gender*Country

	Chile		Japan	
	Female	Male	Female	Male
Junior College	0.0%	0.0%	5.1%	0.0%
Bachelor	72.7%	13.6%	39.8%	45.9%
Master	6.8%	6.8%	1.0%	8.2%
Doctorate	0.0%	0.0%	0.0%	0.0%

The same alternatives were used to ask: what academic degree are they interested in obtaining in the future, and as we can see in Table 9.

Table 9: Future Degree*Gender*Country

	Chile		Japan	
	Female	Male	Female	Male
Bachelor	2.3%	0.0%	7.1%	5.1%
Master	34.1%	9.1%	11.2%	13.3%
Doctorate	13.6%	9.1%	1.0%	7.1%
None	13.6%	0.0%	26.5%	28.6%
Certification	15.9%	2.3%	0.0%	0.0%

Two options are not included in the original survey, but they were writing down in the "Other" option by the teachers: in the case of Japan and Chile, teachers write down "None", and Chilean teachers also write down "Certification", not a degree itself, but a short-term period of training, and it's not considered an Academic Degree.

- ✓ In Chile: the first majority was "Master Degree" with 43.2% of teachers, and the second Majority was "Doctorate Degree" with 22.7%.
- ✓ In Japan: the first majority was "None" with 55.1%, and the second majority was 24.5% of options for "Master Degree."

In the case of teachers who nowadays are in possession of a Bachelor Degree and the majority of teachers surveyed, the answers were:

- ✓ 42.7% of Chilean teachers who already have a Bachelor degree, want to obtain a Master Degree
- ✓ 56% of Japanese Teachers are not interested in obtaining any future degree

Statements Analysis

We analyzed the 20 statements contained in the survey; these statements have modality in Likert Scale of 6 Points. Each statement analyzes one of the five areas views in the theoretical framework: Interpersonal Relationships; Family and Personal Factors; School as an Organization; Time Management.

The Reliability Statics for 20 Items is .848 in Cronbach's Alpha.

Areas will group the indicators and Answers with a Minimum Valuation is 1, and the Maximum is 6 for each statement, the result is divided into four compliance groups: Strongly Dissatisfy, Somewhat Dissatisfy, Somewhat Satisfy, Strongly Satisfy.

Interpersonal Relationships

Both the Chilean and Japanese responses (Figure 1 & Figure 2), as shown in the graphs the perception that teachers have in their relationships with their peers, students, parents and the head of the establishment is at Satisfactory levels.

Figure 1: Chile, Statements Interpersonal Relationship

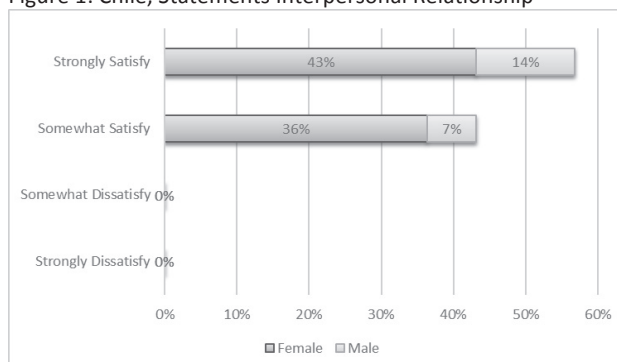
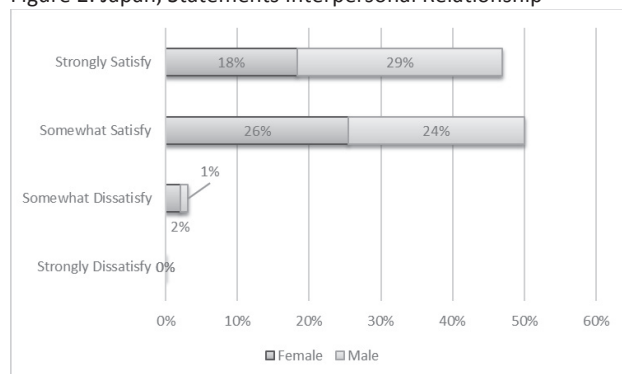


Figure 2: Japan, Statements Interpersonal Relationship



Family and Personal Factors

The Statements of Family and Personal Factors measure what the perception of one's stress levels is, how teachers visualize themselves in stressful situations and how they make home and work compatible. In this Item, we can see clear differences between Japanese (Figure 4) and Chilean Teachers (Figure 3). The first, it can see in the graph, have a homogeneous distribution between the options "Strongly Agree," "Somewhat Agree" and "Somewhat Disagree," the latter two options being the highest. Therefore, it could be said that the majority of Japanese teachers, and regarding these Statements, have a not very favorable opinion of how they handle and make compatible home and work.

Figure 3: Chile, Statements Family, and Personal Factors

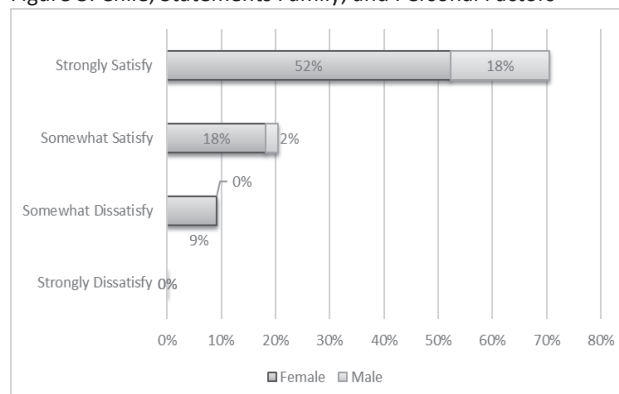
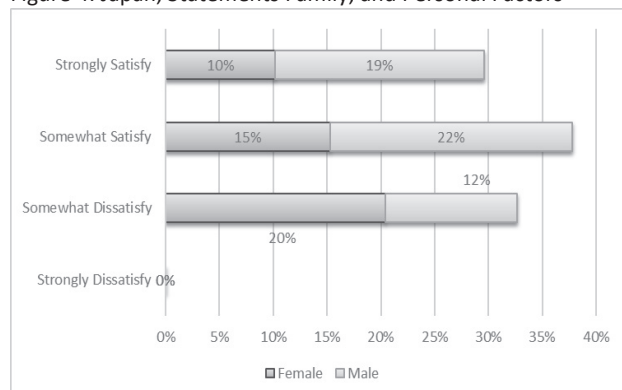


Figure 4: Japan, Statements Family, and Personal Factors



On the other hand, Chilean teachers have an excellent self-perception of work and family compatibility, being 91% between "Strongly Satisfy" and "Somewhat Satisfy" respectively. There is also a percentage of 9% of teachers, all female, who are "Somewhat Dissatisfy."

School as an Organization

The Statements in this Item "School as an Organization," aims to analyze what is the teacher's perception of school management and the management processes within the school.

Figure 5: Chile, Statements School as an Organization

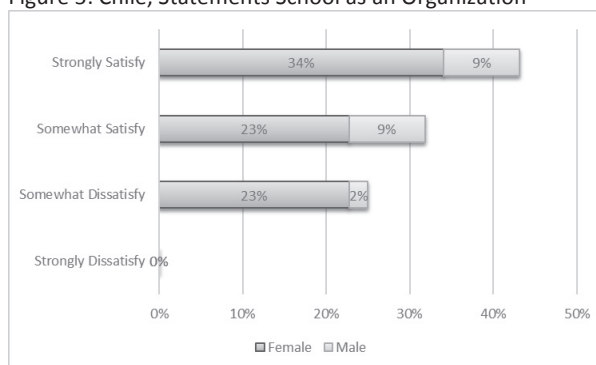
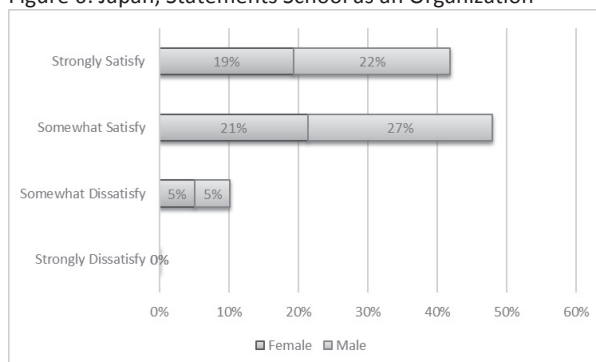


Figure 6: Japan, Statements School as an Organization



In the case of Chile (Figure 5) it can be noted that around 75% of teachers are in some way satisfied with school management and with the management processes within their school, even so, there is a 25% of teachers, who is in some way dissatisfied with these school management and management processes.

In the case of Japanese teachers (Figure 6), 90% of them are in some way satisfied with the way in which the management processes and the school management itself are carried out.

Time Management

The Time Management Item is composed of a single statement and is directly related to the perception of teachers and their compliance with

the time available in schools to carry out all their educational and administrative tasks.

In both countries something similar happens: everyone agrees that there is a high level of Dissatisfy.

Chilean teachers (Figure 7), within all, have more varied responses, although with a tendency to be dissatisfied with the time they have v/s that is needed to fulfill the professional tasks. In contrast, Japanese teachers (Figure 8) over 75% are in some degree of disagreement with the times for administrative and educational work. This statement is directly related to the number of extra hours that each teacher devotes weekly to fulfill their work duties.

Figure 7: Chile, Statements Time Management

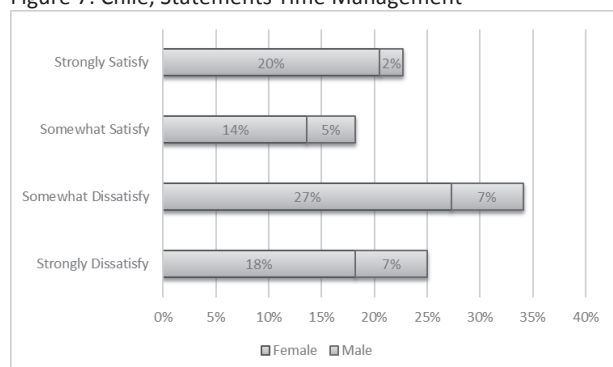
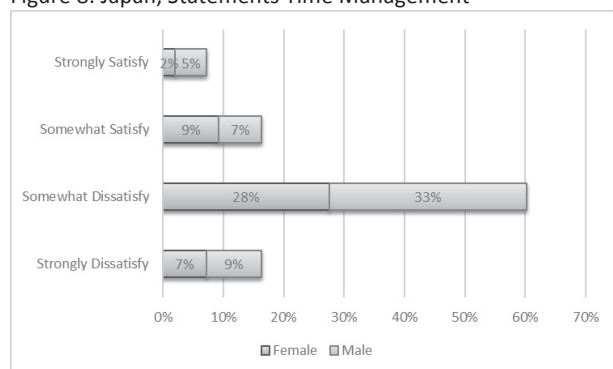


Figure 8: Japan, Statements Time Management



The professional aspirations and the future

They correspond to the last two questions of the survey, in the three modalities that were applied. It is necessary for this investigation that these two questions: "how I look in 10 years" and "I see myself as the leader of a school" are the last to be answered since it could have affected the answers related to Position and Role.

Ten years ahead. What teachers' image of themselves in the future

As we can see in Figure 9, Figure 10, Figure 11 and Figure 12, when teachers are asked: how they look

at themselves in ten more years. We are asking about the projections, both professional and personal.

In the case of Chilean, Female teachers 43% want to be doing higher education classes and, the second 23% want to have an administrative position within a school. As well as that 6% of teachers are projected to be school directors. What is most striking about this graph is the 6% of female teachers who want to continue being classroom teachers, an incredibly low percentage.

Japanese, Female teachers, unlike Female Chilean teachers, 76% of Female Japanese teachers want to remain classroom teachers; Also, 15% wish to have an administrative position within a school.

Figure 9: Females Teachers, Chile. 10 years ahead.

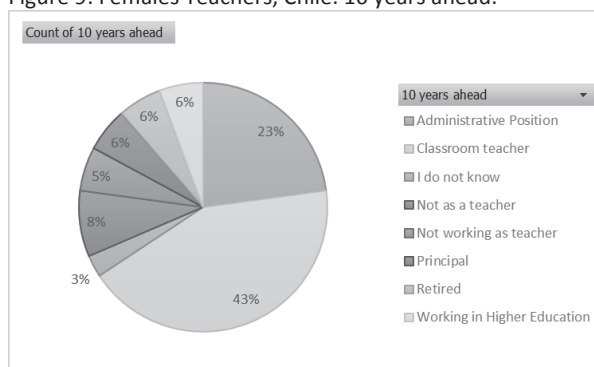
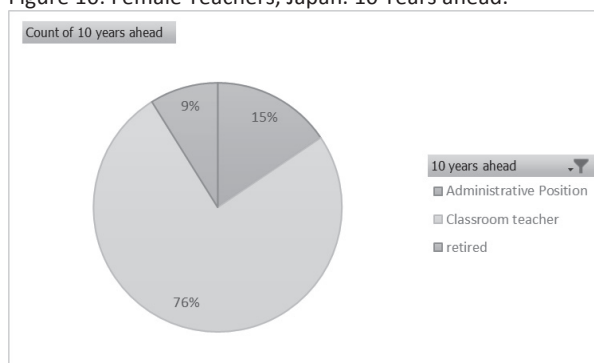


Figure 10: Female Teachers, Japan. 10 Years ahead.



Chilean, Male teachers with a majority of 34% Chilean teachers aspire to have some position within the administration of a school and 22% to continue their career as a classroom teacher; but only 11% say they want to be a School Principal.

Japanese, Male teachers agree with their female colleagues since 58% want to continue teaching in the classroom, followed by 25% who claim to aspire to an administrative position within a school. Also, 4% say they want to be a school principal.

Within this indicator, what is most relevant is the contrast between countries in wanting to continue teaching in the classroom, that can also be represented in the level of Chilean teachers who wish to drop out of teaching or continue in higher education.

Figure 11: Male Teachers, Chile. 10 Years ahead.

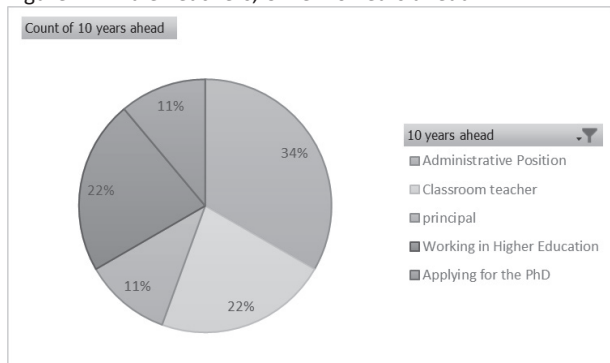
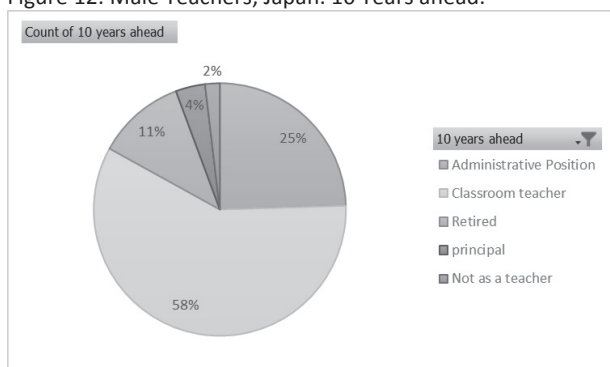


Figure 12: Male Teachers, Japan. 10 Years ahead.



Can I see myself as the leader of a school?

As we can see in Figures 13, 14, 15 and 16, this is the last survey question and is intended to get only one of two answers: yes or no.

Want to be a leader of a school: Yes / No.

As a result, four graphs have been obtained, all of which are consistent with the country where it was applied.

In the case of Chile, both female and male teachers, 50% answered that "Yes" can be seen as leaders of a school. Although it should be noted, only three teachers, in the previous question, responded that in 10 more years they saw themselves as Principals.

In the case of Japan, only 13% of male teachers and 11% of female teachers can see themselves as leaders of a school. Although, it should be a remark that two teachers, in the previous question, answered that in 10 more years they saw themselves as Principals.

Figure 13: Female. Chile. A leader in the Future

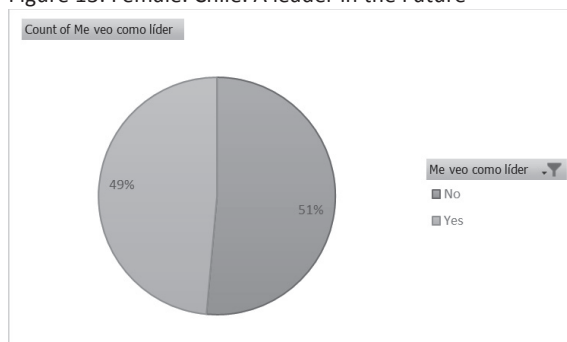


Figure 14: Female. Japan. Leader in the Future

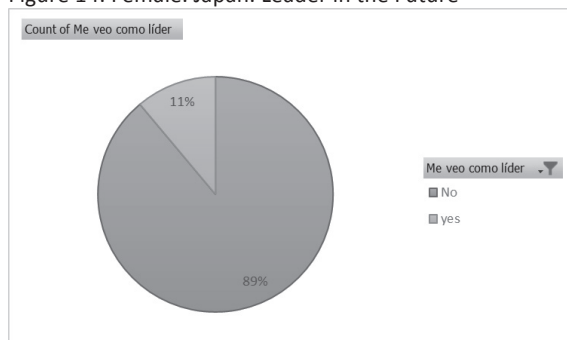


Figure 15: Male. Chile. Leader in the future.

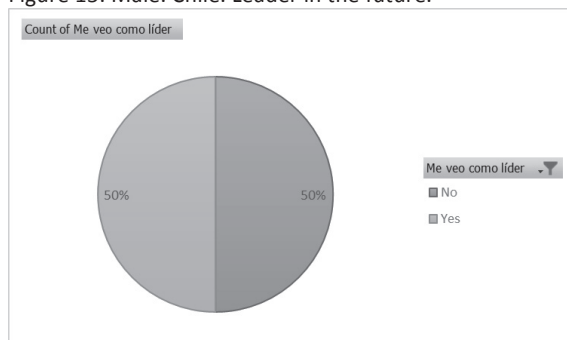
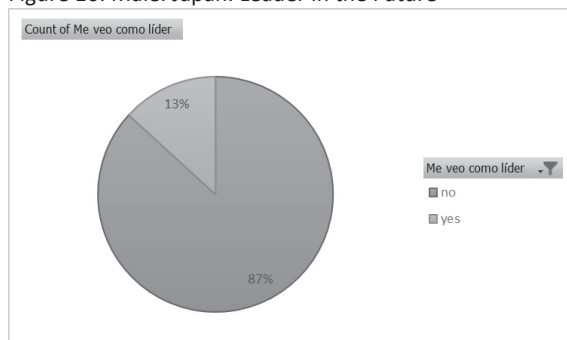


Figure 16: Male. Japan. Leader in the Future



The analysis of the results and conclusions

In this chapter we will analyze all the answers to our evaluation instrument, joining the six groups of factors identified during the creation of the theoretical framework.

The teachers surveyed are female and male, Japanese and Chilean, with or without children and in different family situations, and with an age range

of 22 to 63 years. In the case of Japanese teachers, the group is homogeneous, in the fact of Chilean teachers, the majority are female. Therefore, it is assumed that the teachers surveyed have vast work experience and job stability in the educational establishment in which they are working. In the case of Japanese teachers, 90% feel satisfied with the way in which school management is carried out; on the other hand, 24% of Chilean teachers feel slightly dissatisfied with the way in which the school carries out the school management. In the Chilean teacher group, 68.2% of them want to have an Administrative Position, and 47.7% want to have another Role. At difference as Chilean teachers, the 32.7% of Japanese teacher want to have an Administrative Position and 40% of the teachers want to have other Role in the school; this is directly related to the level of satisfaction with the school management.

In this case, we need to understand that the Position in a School has associated more responsibilities, this is the difference between Japanese teachers. The Japanese teachers will want to have another Role, more responsibilities with the same position, but not in a Position with more responsibilities. In this way, we can be seen in professional Aspirations to be School Principals, where only 12% of teachers (11% female teachers and 13% male teachers) would like to be the Principal, and these data are consistent in those teachers who want to pursue a Master Degree. In fact, when one of the principals of Junior High Schools in Kyoto was asked about her decision to become a school leader, she answered that it was fortuitous: "I never thought about becoming a Principal, there was a work situation that I had to assume as assistant principal, and then I was ratified in the position by the School Board ". She also emphasizes that the main reason for not applying for being School Principal is the number of work hours associated with the Position, besides, as can be seen in the section on Time Management, where most of the Japanese teachers already feel dissatisfied in how they manage their work times. On the role of teachers in school, the principal told me that: "...as a mother, it is difficult to reconcile the schedules of our families and work, especially when our children are growing up... Maybe for male teachers is a little easier if there is a housewife at home, for female teachers, we have to do both roles, so in many ways, we have to do multitask."Also, we talked about being a Principal in Kyoto, and she answered us that: "...at first was a little bit intimidating in the Board Meetings,

because in Kyoto of 70 schools only seven have female Principals, but now I am pretty accustomed, I have to give thanks to my colleagues for that. Also, in the school, as Principal you are in charge of hundreds of students, and you need to learn and understand their family and academic background and work in the same road with the teachers because all of us have the same goal." As we see in the results, in both countries, the surveyed teachers are satisfied with the quality of interpersonal relationships between students, teachers, school administration and parents. So, this is very important because this is the only one who set the pace to reach the school goals and the academics students goals.

In the Aspiration Factors, it is clear that the Chilean teachers want other Positions in the school, probably due to the difference in salaries that exists between positions linked to more responsibility and the low wages that, even at this moment, are. A teacher in Chile (with 30 hours per week) has a salary of \$1,300, a Japanese teacher has a salary of \$1,740; making the difference between Japan and Chile, in a contract for full-time salary of \$2,552 in Japan, and the case of Chile of \$1,906 (OCDE, 2017).

It can be understood that teachers are willing to assume new roles and positions within schools, with which they feel comfortable and help school management, but not assume the full responsibility of a school. Therefore, if we can conclude that the interest of becoming a school leader has more to do with the "Country Context" than a "Gender interest." How the teachers see the work of school management and how much they want to get involved with it, and this can be easy to see in the results, where teachers are willing to participate in the management of the school, but not with the Position of a Leader.

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