CITIZENSHIP AND NEED OF ACHIEVEMENT: A COMPARISON OF ENGLISH CURRICULA FROM PAKISTAN, HONG KONG AND UK

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ABSTRACT

This article aims at analyzing and comparing English curricula (Grade I-V) from Pakistan, Hong Kong and UK. The purpose of a comparison is to determine the extent to which citizenship and need for achievement have been addressed. Analyses revealed existence of weak linkages between citizenship and global citizenship in Pakistani and Hong Kong based curricula. Furthermore, weak links were found between the need for achievement and citizenship and similarly between citizenship and teaching pedagogical techniques. Findings indicate the need to address citizenship, global citizenship and need for achievement in a concurrent, strategic and systematic manner. Recommendations are proposed on the basis of analyses.

Keywords: English curricula, citizenship, need for achievement, global citizenship

INTRODUCTION

The role of curriculum is undeniably indispensible for inculcating skills necessary for both the individual and societal progression. Responsible individuals form a core of a civic society as they constantly strive to attain standards in whatever they do for the best interest of community. When viewed from this perspective, citizenship and achievement motivation can be considered as foundations for a nation's development and around which educational endeavors should be systematically and strategically planned. This ultimately calls for formulating and implementing curriculum embarked on such principles which assure attainment of these key characteristics of a civilized society.

The definitions and perspectives on citizenship revolve around fostering individual knowledge, affection and skill set towards good citizenship and in its power to bring change for good of a larger and collective society (Schugurensky & Meyers, 2003; Sim & Print, 2005). It refers to the preparation of young people for their roles and responsibilities as citizens and in particular the role of education (through schooling, teaching and learning) in that preparatory process. These aspects of citizenship underscore the importance of setting and attaining realistic goals to construct and reconstruct society, people empowered with a skill set to meet standards for a quality life and this ultimately benefits society at large. Thus, need for achievement as proposed by McClelland, Atkinson, Clark, and Lowell as cited in Schuler, Sheldon and Frolick (2010) is an underlying component of citizenship and improved motivation which may subsequently has a potential to enhance effective citizenship. In line with this perspective, citizenship and need for achievement can be considered as overarching constructs. Though these two concepts apparently look distinct from one another but in actuality both reinforce each other.

Promoting and inculcating citizenship in undeniably deeply enshrined with promoting achievement motivation. Citizenship was pronounced under following descriptions (a) sense of identity (b) enjoyment of certain rights (c) degree of involvement in public affairs (d) an acceptance of societal values, and (e) fulfillment of obligations. In this connection, it is noteworthy that striving against standards of excellence can be considered as the underlying feature for need for achievement and is a closely associated concept to citizenship. Seemingly the importance of striving for excellence may strengthen the drive for the protection and promotion of humanity and human rights. Furthermore, the already established links between achievement motivation and development (Esgeser, Rheinberg, & Mollar, 2009) indirectly indicate place of need for achievement in citizenship.

Though the concept of citizenship is historically associated with war so that people attach their loyalties to the territorial boundaries (Brunori, Rossi, & Guidi, 2012), the real gist of the concept now applies in a different and positive connotation. It is now more associated with promoting and improving society mainly by ensuring rights and obligations and by promoting democracy for the larger good. Global economy and influence of socio-educational development of one region of the word clearly influences the other and hence global perspective holds a stronger meaning when compared to the national development in isolation. This shift is predominant in educational policies such as in Pakistan's National

Education Policy (Ministry of Education, 2009). The policy clearly puts forth in the given aims and objectives pertinent importance to the development of a self-reliant individual, capable of analytical and original thinking, a responsible member of society and a global citizen (p.18). Therefore, it can be said that the previous concept of citizenship has evolved into global citizenship after realizing the prevailing interconnectedness of the regions linked to the massive impact.

The importance of citizenship and its place in curriculum is clear and evident. However, effectiveness of citizenship in curriculum is a challenging endeavor which is revealed when student outcomes are evaluated. The research report from the Government of UK (Department of Education, 2010) has pointed out a number of challenges linked to the citizenship education. Citizenship was introduced into the National Curriculum in England in September (2002) and in this connection it was found that only too much of citizenship education brings a change and the outcomes are more evident with the increasing age. Finally, findings revealed that citizenship though increased but a weakening of attachment to communities and fluctuating levels of engagement, efficacy and trust in the political arena were reported. This indicates that it is challenging to implement citizenship education in a manner which leads to the equal level of positive impacts for immediate community and society at large. This balance is attainable when thought processes and behaviors are developed for attainment of excellence in life which ultimately calls upon rights protection and democracy at all the societal levels and in a systematic fashion. To this end, concept of citizenship touches boundaries of global citizenship and need for achievement. Therefore need for achieving society should be viewed from the lens of need for achievement of the global good in order to reduce and gradually eliminate inter territorial conflicts and discrimination.

Alschuler (1973) explicitly identified the connections between citizenship and achievement motivation. However, there is a dearth of research which clearly focuses upon the clear links between citizenship and need of achievement in curriculum. On the other hand, literature has clearly identified the influential role of the contexual variables for the development of achievement motivation. For-example, research has shown the relationship between student's perception of the school environment and achievement motivation (Wang & Eccles, 2013). It is believed that achievement motivation is developed in children by socialization. Family is

reflected as the first emulating and learning source for learners. At the same time, cultural, ethnic and gender differences create a big survival concern but meanwhile they also challenge and motivate the practices of basic rights and well-being, leaving the children to struggle more in a precise direction (Wigfield, Eccles, Fredricks, Simpkins, Roeser, & Schiefele, 2015).Therefore, it is correct to articulate that citizenship in curriculum should be analyzed along with teaching pedagogical techniques and achievement motivation so that a comprehensive model for citizenship education could be proposed.

Research has also shown that achievement motivation could be nurtured in a school environment by developing syllabi and curricula on mechanisms such as motivation, deep processing, self-regulation and attendance behavior in learning environment of school (Dollinger, Matyja, & Huber 2008; Hattie & Anderman, 2013; Higgins, Peterson, Pihl, & Lee, 2007; Noftle, & Robin, 2007). These mechanisms also constitute necessary components of citizenship education. Moreover, students' academic achievement is influenced by learning (Sierra, Cuervo, Amezaga, Sánchez, Guzmán, &Agraz, 2015) which occurs as a result of motivation. That is why focus is now on the quality of motivation instead of quantity which obviously forms a sound basis of forming responsible citizens who come forth with the positive contributions. Fraillon, Schultz , and Ainly (2012) further reinforces this stance by identifying that at the highest level of citizenship is linked to benefits, motivations and societal outcomes with reference to the institutional policies and citizens' actions which certainly involves setting realistic goals and striving for them.

There is a rich research indicating that in many countries citizenship is addressed through subjects such as civic education and social studies (Sim & Print, 2005). Likewise, there is a considerable debate on citizenship education in Pakistani curricula of Social Studies, Pakistan Studies and Ismaiyat with the leading suggestion that this should be addressed in all the subjects rather allocating a few subjects for it (Naseer, 2012).Additionally, a focus on education to promote achievement motivation is a well-established paradigm as Knowles (1969) emphasized upon its due place in education. However, the two concepts citizenship education and need for achievement seldom appear together in the educational research.

On the basis of review, it can be derived that the concept of citizenship and achievement motivation should appear together in textbooks. It is noteworthy that the policies from Hong Kong and Pakistan explicitly support citizenship education. According to Fairbrother (2010), Hong Kong government realized importance of citizenship education in 1985 and found on the basis of interviews that educationists considered citizenship education should be compulsory but should be left at the discretion of school in how to deliver it. In Pakistan the formal start of citizenship education drive initiated by The New Education Policy 1972-1980 (Dean, 2005) and the concept matured in National Education Policy (2009). Therefore, it can be fairly expected that these concepts should exist in textbooks and in accordance with the National Education Policy.

Realizing the significant links between education and economy (Lauder, Young, Daniels, Balarin, & Lowe, 2012) this article aims at comparing the English curricula from Pakistan, Hong Kong with that of the United Kingdom. Two curricula from Asian countries will be compared with that of the curriculum from UK because (a) English is not considered as first language of both Pakistan and Hong Kong , (b) UK has a long history of research in citizenship education and thus comparison against UK's English curriculum will be insightful, (c) Research from these contexts already has a focus on mainstreaming of citizenship education within the curriculum and beyond the subject of social studies, and (d) there is an increased realization of integrated curriculum and hence this provides a sound rationale for analyzing compulsory subjects such as English.

It is challenging to analyze citizenship concepts in curriculum due to several reasons. Firstly, the breadth and depth of its domains are increasing in scope because citizenship is no more limited to the territorial concept. Review of the literature shows that global citizenship needs to be clearly defined consistently with all its depth and that will be clearly and evidently in line with the argument presented by Huitt (2013) who showed the place of need for achievement in curriculum. Secondly, though research has explicitly demonstrated the role of motivation and engagement in citizenship education, still a clear focus upon linkages between citizenship education and need for achievement still remains implicit. In this connection, the relationship between citizenship and achievement motivation can be well-derived by the emerging perspectives on global citizenship. Such a perspective encompasses knowledge, skills and values. The attitude and values component depict need of achievement by focusing on concern for the environment and commitment to sustainable development and belief that people can make a difference (Oxfam Development Education Program, 2006).This certainly cannot be attained without developing a need for achievement for collective good rather than creating a power culture.

In light of the aforementioned argument, this study aims at comparing English curriculum from Hong Kong, Pakistan with that of UK to investigate the extent to which citizenship and achievement motivation have been addressed in a sequential and comprehensive manner. In this connection, primary level English curricula were selected because of pronounced importance of the integrated education. This provides a rationale for a particular focus of this research.

THEORETICAL FRAMEWORK

In order to evaluate the selected curricula Kerr's (1999) definition of citizenship was considered because it was found broad and hence doesn't limit citizenship to the territorial feelings, attitudes and behaviors. According to Kerr, citizenship or civics education is construed broadly to encompass the preparation of young people for their roles and responsibilities as citizens and, in particular the role of education (through schooling, teaching and learning) in that preparatory process.

To analyze need for achievement, perspective refreshed by Moore, Grabsch, and Rotter (2010) was considered for evaluating the selected curricula. According to them McClelland, Atkinson, Clark and Lowell defined the need for achievement (n achievement) as "success in competition with some standard of excellence". That is, the goal of some individual is to be successful in terms of competition with some standard of excellence. The individual may fail to achieve this goal, but the concern over competition with a standard of excellence still enables one to identify the goal sought as an achievement goal.

METHODOLOGY

The three selected curricula were analyzed according to the selected theoretical frameworks on citizenship and achievement motivation from September 2014 till April 2015 by two researchers independently. After independent analysis, discussion was carried out and then analyses and their interpretation was finalized for presentation. The purpose was to analyze and explore the curricula with reference to the extent to which citizenship and need for achievement have been incorporated for Grade 1-5, the differences existing between the curricula especially by keeping UK based curriculum as a benchmark. Final purpose of this review was to propose recommendation as a necessary outcome of the process of explication.

Table 1. Comparison of English Curricula (Grades I-V): Components under Investigation

		PAKISTAN	*HONG KONG*	*UK*
Components under investigation addressed in curriculum	Citizenship	• Knowledge about Pakistan • Cultural events, heroic deeds of bravery and festivals • Participatory citizenship • Ethical, social attributes and values • Individual worth diversity and quality of people • Civic responsibility and community living • Participation in global society as cognizant individual • Obeying rules and regulations	• Cultural awareness • Positive values and attitudes • Life-long language learning skills for effective communication • Sense of community through effective community resources, textbooks, social values and education about Hong Kong	• Recognizing different and differences among the groups • Making decisions affecting group members and their groups • Explaining/describing participating in democratic activities and political/justice system in UK for community development • Students describe rights and interests conflicts • Students give examples of how UK as a diverse society interconnected with the wider world
	Achievement Motivation	• Five competency standards and life skills education • Students should be prepared for assessment of their acquisition and language • Check the knowledge what student already has and start from there • Students rate their own performance against the standards set. • Assessing attitudes, values and Motivation	• Solicitation of competency skills, critical thinking, problem solving and nine generic skills such as with different modes of assessment • Assessment keenly focuses on role of setting targets and objectives to plan further improvement of learners, providing quality feedback for improving learners' performance • Assessment chapter focuses on self-assessment and positive feedback on student learning which can be considered as a pre-requisite for achievement motivation	• Development of learner's opinions for improvement in communities and by acknowledging viewpoints of other members • The assessment principles focus on ensuring feedback to pupils contributes to improved learning and give importance to producing recordable measures which can demonstrate comparison against expected standards. • A focus on student reflect on how to improve their community, plan some action and take part in decision-making • Students explain the impact of actions taken

Table 2. Comparison of English Curricula (Grades I-V): Gaps in Research Components

		PAKISTAN	*HONG KONG*	*UK*
Gaps in the Addressing the research Components	Citizenship	• Emphasized on more use of language at social context than for its own understanding • A superficial focus upon global citizenship leaving major responsibility on the teacher and teaching pedagogy	• Less considering national identity, education about Hong Kong and social values which is basic groundwork for development of citizenship	• Cultural awareness and importance to second language isfound less thoughtful
	Achievement Motivation	• Student become a citizen of a society but by improving against standards has not been explicitly emphasized	• Particularly highlighting generic skills instead of competency skills • Less focus on students' attitude for striving against standards	• Less focus on students' attitude for striving against standards

ANALYSIS AND DISCUSSION

Review of the selected English curricula for the primary level from Pakistan, Hong Kong and the United Kingdom shows that the educationists are adamant of the fact that citizenship and need for achievement are profound for individual and societal development and therefore should be fostered through planned and systematic educational endeavors. This review reinforces the existing paradigm and is a resurgence of the fact that achievement motivation needs to be addressed in curriculum (Knowles, 1969). This review indicated nexus that need for achievement forms with citizenship education.

Addressing need for achievement endows a potential to aggravate the impact of citizenship education. Knowles (1969) vehemently emphasized the relationship between achievement motivation for social development and social change through the reconstruction of individuals, institutions and social cohesion. The relationship of citizenship and achievement motivation in curriculum is indirectly established in literature because Crick, Tylor, Tew, Samuel, and Ritchie (2005) elaborated that citizenship education can enhance student academic achievement by student centered teaching that incorporates dialogue and discussion.

However, achievement motivation with a multitude of influencing factors pose a critical challenge to address it in curriculum especially in connection to the citizenship education (Toshalis & Nakkula, 2012). Achievement motivation refers to the dispositional need to improve and perform well against a standard and deals with the level of performance to achieve success (Kaplan, 1969; Kołodziej, 2010).This signifies underlying links with community improvement by inculcating considerations for achievement of ethical and moral standards. An orientation to achieve well against the standards set when generalized upon the daily life which incorporates well-being for all ultimately linking to citizenship. Though this orientation referred to as thought dispositional behavior yet is reinforced by the educational processes and here role of teaching pedagogy enters into the paradigm. It is noteworthy that achievement motivation is rightly shaped and reshaped by the teaching processes. Within such teaching processes, assessment and feedback provided to students can play crucial role to form student attitude towards achievement. This rightly demands analyzing assessment and feedback processes in curriculum and their potential links with citizenship.

After the review of the selected curricula, it can be derived that the need for achievement corroborates well with citizenship in the UK based curriculum because it provides ample opportunities to the students for reflection upon how they can improve their communities. This reflection is exponent for promoting citizenship. Whereas, the Pakistani and Hong Kong based curricula provide number of opportunities for student assessment and building students' capacities to check and reflect upon their own performance which is likely to build their insight and can lead to valuing standards and excellence in the daily life. Inculcating such traits can lead to the growth among students which can ultimately lead to setting and following standards in whatever they do. However, it can be ascertained that a clear focus upon a general attitude towards striving for excellence and in explicit manner seems to be missing in the curricula.

With regards to citizenship, a focus upon global citizenship seems to be inadequate in curricula from Pakistan and Hong Kong. For-example, in Pakistani curriculum the major focus is on participatory citizenship, building values and peace. The development of students for participation in the global society is much dependent upon teaching pedagogies and hence demands teacher trainings to bring out the desirable outcomes. On the other hand, the concept pertaining to global citizenship is sequentially and systematically addressed in the UK based curriculum for primary level.

The English curriculum which captures most of the attention is of the United Kingdom because it entails (a) a thorough focus on citizenship, (b) citizenship and achievement motivation addressed together at several points and thus reinforce each other, and (c) a form of integrated curriculum approach in which various subject teachers/experts can together shape up citizenship and achievement motivation and thus provides ample opportunities for converging topics and teacher's expertise.

It is also noteworthy that English curriculum from UK demonstrates a systematic progression in citizenship development and in an explicit manner. The lowest level of understanding begins with a focus upon the needs and wants of all people and then progresses upwards developing empathetic understanding and then engaging in community participation for democracy and fairness. Furthermore, after addressing the basic level for citizenship education, it links the underlying community participation, related realities and intricacies with global development by connecting UK based citizenship with the larger world. This approach can undeniably develop global citizenship in a subtle manner.

With the increased inter-cultural transference of information and increased instances of migration, concept of citizenship has broadened and emerged as global citizenship. Striving against the standards of excellence, setting goals for the societal success and striving for the realistic goals for the development are now not restricted to local communities and societies. This concept has expanded for protection of humanity around the globe. Hence, the concept shows it's peripheral to central linkages with the concept of achievement motivation but in a positive perspective. Thus, excellence for only one's own society is a concept which will gradually evade if peace and democracy of all the states is an agenda of a citizen rightly termed as global citizen.

This concept of global citizenship emerged long time back with one of the major contributions by Nussbaum (1994), who emphasized that solving problems require international cooperation. For-example, development for the third world countries is deep rooted in global planning, global knowledge and recognition of a shared future. This argument provides firm basis for other positions on global citizenship such as by Tuomi, Jacott and Lundgren (2008) and Rapoport (2009). This argument rightly evokes the debate on revision of curriculum for the global citizenship.

However, despite of the established concept, our review indicates that the English curriculum of Pakistan and Hong Kong should systematically connect community participation with the global citizenship and development. This is possible when at the initial levels of education, understanding is developed among students regarding needs of all people, rights and responsibilities and at advance stages these concepts are linked to the global citizenship. Therefore, English curriculum of Pakistan and Hong Kong need immense improvement in this regard. Conversely, national citizenship has been addressed with clarity in the three curricula reviewed. This endows both strengths and weaknesses and is likely to impact the life-long approach of future generation. Over emphasis upon national citizenship though favorable for the national progress is likely to lead territorial thinking and thus can hamper the inter-regional connectivity. Therefore, global citizenship should be considered as all-embracing concept with its dimensionalities and levels and which has a potential to encompass both the national and broader perspectives of well-being.

It is noteworthy that the concept of active citizenship is well established because it is depicted by empirical studies such as by Kansu and Oksiiz (2014) but this concept still needs to broaden in both depth and breadth by incorporating global citizenship. Wood (2012) rightly explicates this by linking active citizenship to global citizenship and at the same time raises argument and concern when teachers despite of the same curriculum had differential

approaches and orientations towards citizenship education. This was evident when between school differences were analyzed. This ultimately leads to a new challenge where importance of teaching pedagogy and teachers' own understanding of the concept begins.

Recent approaches of viewing achievement motivation at a micro level put a more focus upon learning processes of a learner (Aydin & Coskun, 2011) which ultimately receive significant influence by teacher feedback/evaluation and hidden curriculum, thus entails a challenge to a formal and planned curriculum for the addressing this aspect of learners. This demands training teachers to enhance need of achievement rather than power in whatever and whenever they teach.

This study supports the previous by Law (2004) which indicates that schools in Hong Kong have paid more attention to local and national rather than global concerns and this is mainly a reflection of the priorities set in their curriculum. Furthermore, this review also reinforces previous stance on importance of teacher training for a diverse curriculum that leads to citizenship (Dean, 2005; Maylor, Reed, Mendick, & Rollock, 2007). On the basis of our review it can be said that over a last decade the focus upon development and enrichment of curriculum for the promotion of global citizenship has been bleak in these countries with minimal focus to address research based components of globalization that can eventually bring standardization in content and equity in student outcomes necessarily across regions and borders.

CONCLUSION

This article provides a review-based evidence for the notion beyond the citizenship for the achieving society and highlights importance of striving for excellence for the global society. The review is the indicative of the fact that citizenship, global citizenship and need for achievement for peace and humanity reinforce and strengthen each other (Skirbekk, Potancokova, & Stonawski, 2013).This is true especially if addressed in the curriculum systematically, sequentially and concurrently. The discourse on citizenship education through a mainstream curriculum has to be envisioned in the form of global citizenship, especially if global peace is desired.

This review indicates that consideration of research based findings of global citizenship (Morais & Ogden, 2011) can enable educationists to address citizenship at both local and global levels with a clear focus on its key domains. This is likely to enrich the curriculum, uplift all the societies with the equitable outcomes for both the individuals and global society. Finally, role of teaching pedagogy for citizenship is a contested area where method of teaching and feedback is likely to bring desirable changes by internalizing student thoughts on global citizenship and restructuring priorities around achieving standards for the global good.

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