INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, ECONOMICS & MANAGEMENT

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4.   **ABSTRACT**: Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para. Abbreviations must be mentioned in full.

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7.   **HEADINGS**: All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.

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9.   **MAIN TEXT**: The main text should follow the following sequence:

INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

REFERENCES

APPENDIX/ANNEXURE

It should be in a 8 point Calibri Font, single spaced and justified. The manuscript should preferably not exceed ***5000 WORDS***.

10. **FIGURES &TABLES**: These should be simple, crystal clear, centered, separately numbered & self explained, and **titles must be above the table/figure**. **Sources of data should be mentioned below the table/figure**. It should be ensured that the tables/figures are referred to from the main text.

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•   Use (**ed.**) for one editor, and (**ed.s**) for multiple editors.

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•   The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.

•   For titles in a language other than English, provide an English translation in parentheses.

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BOOKS

•   Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.

•   Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

•   Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

•   Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

•   Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

•   Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

•   Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

•   Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

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EXPLORING THE FACTORS LEADING TOWARDS STUDENT DEVELOPMENT: A STUDY OF UNIVERSITY STUDENTS OF PAKISTAN

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ABSTRACT

Student development period is the period of developing students mentally and morally so that they are able to better think, decide and strengthen their character and abilities. Pakistan is lacking in providing quality and justified education. This research will explore the factors that are responsible for the development of students and specify the hidden forces that affect the student development in a negative way. The main intention of this study is to find out the relationship among reward and recognition, teacher training and research and development and student development. For this purpose two institutes were selected for the analysis. The judgment of this study are that teachers in Pakistan are getting training and reward and recognition but students are not developing due to the fact that teachers are not taking their job responsibility properly and problem in recruiting them. Research and development have positive impact on the student development because while performing research students can develop his/her knowledge skill and abilities as well as have a sense of social responsibility.

KEYWORDS
Student development, justified education, quality education.

INTRODUCTION

Globalization has led to the integration of different countries of the world and these countries are now competing with each other globally in each and every aspect. So, accordingly we also have to make our vision broader with these changing circumstances. One has to introduce and ensure good quality work practices in order to be productive in any field and also has to adapt to changes occurring in external and internal environment. Every country has some resources but what matters is how effectively and efficiently a country is making the use of the resources available to perform its different operations.

Pakistan is also confronted with a number of challenges at international level in its different sectors. Likewise, if being specific to our research area we can see that the educational sector of Pakistan is facing substantial challenges in todays globalize world.

The students are the most valuable assets of any country because they contribute to a larger extent in maintaining a good future of a country and they represent the standard of their country's educational practices when interacting with people at international level.

To survive in today's world basic education is necessary but now along with survival we have to strive to compete internationally. So instead of providing only the basic education in an ordinary manner major emphasis should be on the development of students in such a creative and constructive way to make them a productive asset for a country in order to ensure future prosperity. So effectiveness should be introduced in providing quality education for grooming students well in all aspects. In our research we are focusing mainly the educational and learning standards that are provided at university level in Pakistan and how we can improve them so that they will lead to better development of students. Unfortunately in Pakistan education is not being given the desired attention. So we have to explore the factors and understand the need for well groomed students because we can not deny the fact that they are the future of our country.

Student development involves developing them in all areas such as their academic development, personal development, educational satisfaction and career development. If all these factors are up to the mark they will ultimately result in development of students. Now there are further different factors contributing to this regard. These variables are directly linked with the development of students. These factors may include reward and recognition, research and development and teacher training. They are positively related for the development of students.

LITERATURE REVIEW

STUDENT DEVELOPMENT (DEPENDENT VARIABLE)

'Winston, Ender, and Miller (1982) defined student development as: "a systematic process based on close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the utilization of the full range of institutional and community resources. It both stimulates and supports students in their quest for an enriched quality of life. It reflects the institution's mission of total student development and is most likely to be realized when the academic affairs and student affairs divisions collaborate in its implementation."

The effective scales regarding development of student can be in form of student academic satisfaction, their academic development, career development of students, personal development of students and finally professional development of students when they are in their professional fields. These all dimensions comprise effective development of students in all areas. But according to *Komives, Woodard, & assoc (1996)* student development comprises of:

1. Developing Competence
2. Managing Emotions
3. Moving Through Autonomy Toward Interdependence
4. Developing Mature Interpersonal Relationships
5. Establishing Identity
6. Developing Purpose
7. Developing Integrity

Student development has become the main focus of attention as it has multiple numbers of stakeholders like faculty, parents and community members and student affairs units are becoming the primary focus for these stakeholders. Where there are agreed set of student development values these student development activities are doing quite well and playing an important role in providing valuable, pioneering and innovative services whereas absent agreed upon these vales values will induce greater risk due to improper and irregular planning for managing internal and external pressures *ANONYMOUS (2004)*.

Different authors have made attempts to develop educational model TERRY, HARB, HECKER AND WILDING (2001) presented the comprehensive model which shows that an excellent opportunity can be provided in developing the students by giving them a creative improved and flexible environment of learning and this will help the institutions in achieving desired results.

Incorporating creativity in providing education for development of students will induce quality in learning and will be helpful in providing conducive and flexible environment of opportunities.

REWARD AND RECOGNITION (INDEPENDENT VARIABLE)

Liz Ostendorf, an APQC KM specialist, defines rewards and recognition as "These are terms that are tossed around a lot, and we need to be clear on what we're talking about and that we're talking about this from the KM perspective. Knowledge management requires a unique view of rewards and recognition."

Intel Sr. Mgr defined Rewards and recognitions as "Rewards and recognitions are fine; but they should be focused on showing people that we truly appreciate their efforts."

These definitions show that through rewards and recognitions performance a person in charge of work can be increased.

Creative use of these rewards reinforces constructive behaviors and improves performance of faculty when they are rewarded properly.

Rewards and teachers commitment to their work are directly related and as rewards increases commitment will also increase and so is the performance and consequently quality of the work will improve through the use of more creative and innovative methods that will be adopted when teachers are more dedicated towards their jobs and responsibilities. There exists a positive relationship between faculty adoption of innovation and extrinsic rewards and motivation. *(Nancy D. Albers-Miller, Robert D. Straughan, Penelope J. Prenshaw**, 2001**).*

INSTRUCTOR TRAINING (INDEPENDENT VARIABLE)

John Dewey and John J. McDermott define teachers as, "the teacher is engaged, not simply in the training of individuals, but in the formation of the proper social life. Every teacher should realize the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth".

Raymond Stone defined training as, "the activities that teach employees how to better perform their present job".

Training of teachers enhances their skills and abilities and need for training of teachers has become obvious as the forces for change in the field of teacher education are rising drastically as part of systemic education restructuring initiatives in a wide-ranging of economically developed and developing nations (*Charles A. Peck, Chrysan Gallucci, Tine Sloan, Ann Lippincott 2008).* The teacher education program shared professional discourse adds to maximize the complication of the teachers' thinking about their teaching and recommend that as they learn to express their actual ways of thinking in the common discourse. As a result of this teachers gain better control over their classroom practice and better able to shape it to their own ends (*Donald Freeman, 1991).*

Richard J. Shavelson and Paula Stern in 1981 evaluate the research expansion prepared on teachers' instructive thoughts, judgments, and decisions over the past decade and recognize areas of substantive and methodological research required to progress teaching practice. *(Richard J. Shavelson, Paula Stern, 1981).* By aligning content standards with evaluation and meaningful edification, the teachers developed a strength of knowledge regarding content standards, enhanced their capability to devise evaluation, learned to better link evaluation with instruction, and intended for involvement for students who persistent to struggle with reading and writing(Nancy Frey, Douglas Fisher, *2009).*

Therefore instructor training is crucial for student development. If instructor is not trained than student development always exhausted.

RESEARCH AND DEVELOPMENT (INDEPENDENT VARIABLE)

From *BNET Business Dictionary, research and development* is defined as, *"*The pursuit of new knowledge and ideas and the application of that knowledge to exploit new opportunities to the commercial advantage of a business".

The education world and work world are dependent on each other and the assimilation of formal and informal learning is crucial requirement for developing the expertise required in reply to the changes scheduled in working life (*Päivi Tynjälä 2007).* The standard of research consequence improve the significance of cooperative learning methods which is supportive in escalating student achievement, positive race relations, shared concern among students, student self-esteem, and other constructive outcomes**.** *(Robert E. Slavin, 1980).*

Cognitive development is dependent on a multifaceted set of individual differences. Cultural and social variables profoundly impact students benefit from the education they are receiving. Therefore quality education is a virtual concept, and perception differs from student to students, even in the similar classroom that depends on a multiple variables including background, personality and motivation. (*Todd Lubart 2004).*

Students during research analyze from different sources. After investigating the data from the surveys and the interviews of the students consider to their exploit of different source form. There are three steps of students' information needs, and associate them to the expanding the students' research. Most of the students are primarily unfamiliar with many source types and increasing understanding helps to contribute to the students' development of information search expertise (*Nancy Law; Samuel Kai-Wah Chu 2007).*

DIMENSIONS AND ANTECEDENTS OF VIRTUAL LEARNING ENVIRONMENTS EFFECTIVENESS *(Gabriele Piccoll, Rami Ahmad, Blake Ives 2001)*

Gabriele Piccoll, Rami Ahmad, and Blake Ives in 2001 presented a broad model "*Dimensions and Antecedents of Virtual Learning Environments",* and describes that effectiveness is the result of sum of human dimension and design dimension. Hence, student development counts many factors which leads students towards critical thinking, personal and professional development.

Therefore, research and development is necessary for the development of students. Research and development plays a constructive role in developing student personality, skills, knowledge and abilities.

METHODOLOGY

INTRODUCTION

This section speaks to precede the study of factors effecting student development on the university student of Pakistan. It offer details of the research design (sample size, survey, questionnaire source, description of instruments), details regarding the sample, research model and variables (independent variables and dependent variables), hypotheses and response rate, chosen measurement instruments and means of data collection, and data analysis. The key objective of this chapter is to outline the steps followed in performing the research.

OBJECTIVES OF RESEARCH STUDY

The extensive purpose of the present study is to explore the relationship between the research and development, teacher training and reward and recognition on student development.

RESEARCH DESIGN

Typically in primary researches, survey is considered as effective practice. Our research study is a relational for exploring link among the research and development, teacher training and reward and recognition on student development. For the concrete research work, information was collected from the students and teachers of two institutes. Their students and teachers were requested to respond to all questions up to the best of their knowledge with the indication of their feelings.

SURVEY

A systematic and objective approach was practiced. The target was that the result should be more or less productive conceptually by an equally qualified researcher. The research environment was studied as it persists without distressing.

SAMPLE SIZE

A total detail of sampling technique was used to select 50 teachers and 150 students. Education sector was selected for the sample because the higher education has been improved in Pakistan in last few years and many students are getting professional education.

POPULATION

This research was conducted on Education sector (two educational institutes) in Pakistan. Therefore the target population was teachers and students.

QUESTIONNAIRE ADOPTION

Primary data was collected with the help of two different questionnaires. The first questionnaire was specifically designed to appraise the applicability of Research and Development activities within the institute and the extent to which student perceives their individual development during academic time span. The questionnaire was supported with demographic sections to know the age, gender, tenure, employment, education etc. this section was based on tick-boxes while the other section was based on five point likert scale ranging from from 1. Strongly disagree, to 5. Strongly agree, developed by Renis Likert to enable respondents to answer questions according to the intensity of their attitude.

Since teachers were in better position to apprise about fair reward and recognition policies and training opportunities provided by the institute. Therefore a separate questionnaire was designed for teachers to measure Reward and Recognition as well as Teacher Training. This questionnaire had two sections such as demographics and the other to measure the construct of Reward and Recognition and Teacher Training. The responses for questions made use of different methods like tick-boxes, circling answers. Demographic section was based on tick-boxes while other section was based on five point likert scale ranging from 1. Strongly disagree, to 5. Strongly agree.

DISTRIBUTION AND RESPONSES

150 copies of the questionnaire (50 for teachers and 100 for students) were given to each institution for making the figure 200 for two institutes. 256 questionnaires (50 for teachers and 205 for students) were received in response for final analysis. Details are as under:

Institution	Questionnaire's Distributed	Responses Received	%age Response
University Of Health Sciences, Lahore	150	100	66%
Army Public College Of Management And Sciences, RWP	150	105	70%

MULTIPLE REGRESSION ANALYSIS

The common purpose of Multiple Regression Analysis (the term was first used by Pearson, 1908) is to find out more about the relationship among a number of independent and a dependent. Reality is composite. Often there may be some possible reason connected with a problem; and similarly there may be several factors essential for a solution. Ordinary least squares linear regression is the mainly general used type of regression for forecasting the value of one dependent variable from the value of one independent variable. It is also broadly used for predicting the value of one dependent variable from the values of two or more independent variables. When there are two or more independent variables, it is called multiple regression analysis.

VARIABLES (INDEPENDENT VARIABLES AND DEPENDENT VARIABLES)

As described earlier, the dependent variable is student development and is of key interest. Three independent variables are Reward and Recognition, teacher Training, and Research and Development
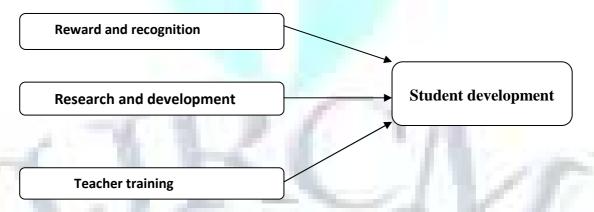
HYPOTHESES

Exploratory research was used to establish Hypotheses which will be tested for drawing definite conclusion. These conclusions will be tested for validity to lay the foundation for decision making. Conclusive research will be used for testing of hypotheses generated by exploratory research. Descriptive research was used and not the experimental one.

RESEARCH MODEL

The diagram below shows theoretical research model for three independent variables and one dependent variable:

H1: Reward and recognition has a positive relationship with the student development.

H2: Research and development has constructive role in the student development.

H3: Teacher training plays a positive and productive role in the student development.

Unit of analysis is an individual student and individual teacher because we wish to know how the responds to instrument, the questionnaire particularly adopted to achieve the objectives of the study.

The data collection 100% covers the idea to be examined. Additionally, the process was closely administered. Precise wording were downloaded from the Internet site to avoid incongruity in the formulation of the questionnaire. Check responses pattern was embraced so that the respondents feel easy to respond. Primary data collected was more perfect than secondary data.

ANALYSIS OF THE COLLECTED DATA

First section of the Questionnaire is composed of demographic data of respondents and it has 4 questions for students and 7 questions for teachers.

Statistical information in numerous areas was observed. First, mean differences in demographic data were analyzed. Second, descriptive statistics were used to examine the means scores, standard deviation, and other information. A third additional analysis was conducted to determine if there were any statistically significant differences in the mean scores. These analyses included independent sample Pearson correlations, Regression, t-tests, etc.

Following Statistical tools are used for data analysis:

MEANS AND STANDARD DEVIATIONS

The descriptive statistics talk about Means and Standard Deviations for variables. While using Likert scale questions, it is suitable to go for means, since the number that is coded can provide us a sense for which path the average answer is. The standard deviation is also essential as it give us a suggestion of the average distance from the mean. A low standard deviation would mean that mainly observations gather around the mean. A high standard deviation would

mean that there was a lot of difference in the answers. A standard deviation of 0 is obtained when all responses to a question are the same. The minimum and maximum value tells us the range of answers given by our respondents.

CORRELATIONS

A correlation problem regard as the joint variation of two measurements neither of which is limited by the experimenter. Both variables are observed as they naturally occur, since neither variable is fixed at predetermined levels. In correlation analysis, all variables are indefinite to be random variables. Correlation is measure of the relation between two or more variables. Correlation coefficients can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative correlation while a value of +1.00 represents a perfect positive correlation. A zero correlation means that there is no association between variables. The most widely-used type of correlation coefficient is Pearson r, also called linear or product-moment correlation.

Correlation inspect the question of determining whether a connection exists between the two variables, and if it does and to what extent, Regression examines suitable relationship between the variables.

The correlation coefficient measures the degree of association between two variables. The correlation coefficient (r) represents the linear relationship between two variables. If the correlation coefficient is squared, then the resulting value (r^2, the coefficient of determination) will represent the proportion of common variation in the two variables (i.e., the "strength" or "magnitude" of the relationship). r^2 varies from a low of 0.0 (none of the variance is explained), to a high of +1.0 (all of the variance is explained). In order to evaluate the correlation between variables, it is important to know this "magnitude" or "strength" as well as the significance of the correlation.

Once correlation coefficient has been calculated from sample data, we need to answer the question that with what confidence can we make a statement about the association between the variables? The question is best answered statistically by providing confidence limits for the population correlation coefficient from the sample size n and the sample correlation coefficient r. If this confidence interval includes the value zero, then we say that r is not significant, implying thereby that the population correlation coefficient may be zero and the value of r may be due to sampling variability.

REGRESSION RESULTS

Relation below is for three independent variables for the linear model:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + U$$

RESULTS

Demographic data of the study participants was also collected. These data included sex, age, education, etc. data is collected regarding teacher and student.

DESCRIPTIVE STATISTICS

Descriptive statistics were used to examine Mean, Median, Mode, Standard Deviation and other information. Table below contains data for the variables:

MEASUREMENT	TEACHER TRAINING	REWARD AND RECOGNITION.	STUDENT DEVELOPMENT	RESEARCH AND DEVELOPMENT
Mean	3.38	3.39	3.48	3.56
Standard Error	0.13	0.14	0.06	0.06
Median	3.63	3.57	3.60	3.67
Mode	4.25	4.29	3.60	4.50
Standard Deviation	0.91	0.96	0.88	0.83
Count	49.00	49.00	205.00	205.00
Confidence Level(95.0%)	0.26	0.28	0.12	0.11

Likert scale questions with 5 points were used. The resultant mean varies between variables from 3.38 to 3.56 for different variables. As the value is greater than 2.5 for all variables, it gives the feeling that the direction of average is on higher side.

Median is that value of the variable which divides the distribution into two equal parts. As above, minimum value of Median is 3.57 and supports positive trend.

Value of Mode varies from 3.60 to 4.50 for different variables. Mode is that value of the variable which occur the maximum number of times. So majority of respondents have given positive response.

Standard deviation varies from 0.83 to 0.96 for different variables which reflects the pattern of scatter diagram. The standard deviation is also important as it give us an indication of the average distance from the mean. A low standard deviation would mean that most observations cluster around the mean. A high standard deviation would mean that there was a lot of variation in the answers. A standard deviation of 0 is obtained when all responses to a question are the same. The minimum and maximum value tells us the range of answers given by our respondents.
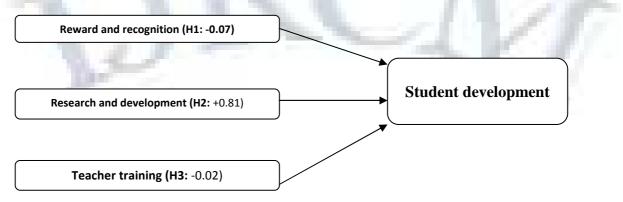
CORRELATION

Correlation is degree of association between two variables. Pearson correlation technique was used to measure the strength of correlation between these variables. Three independent variables are research and development, teacher training and reward and recognition and one dependent variable is student development. The degree to which the variables are related is determined by correlation analysis.

CORRELATION ANALYSIS RESULTS

Mean values for each respondent to the questionnaire were used to find out the results using Statistics part of Excel software. The results are as follows:

	TEACHER TRAINING	REWARD AND RECOGNITION.	STUDENT DEVELOPMENT	RESEARCH AND DEVELOPMENT
TEACHER TRAINING	1			
REWARD AND RECOGNITION	0.80	1		
STUDENT DEVELOPMENT	-0.02	-0.07	1	
RESEARCH AND DEVELOPMENT	-0.01	-0.09	0.81	1

The result of correlation supported the hypothesis H_1 and H_3 that there is a negative relationship between student development, Reward and recognition and Teacher training and Research and development (H2) have positive relationship with the student development in the education sector of Pakistan.

Correlation table above suggests that Reward and recognition is directly correlated to student development (-0.07). Teacher Training is negatively correlated with student development (-0.02). Research and development is the only independent variable that is positively correlated with student development (+0.81).

As above, the value of r indicates that an association exists between the variables while its maximum value is 1. The results may be slightly different from earlier studies due to different social and economic environment of different communities.

REGRESSION

Regression analysis is used to determine relationship of independent variables to dependent variable.

REGRESSION ANALYSIS	
Intercept	0.6480
Teacher Training	-0.0256
Reward and Recognition	-0.0293
Research and Development	0.8478
Student Development	0.8074
R Square	0.6519
Adjusted R Square	0.6467
Standard Error	0.5229
Observations	205

The fitted regression equation is Y = 0.6480+ (-0.0256) X1 + (-0.0293) X_2 + 0.8478X_3+ U

Adjusted R square which determines the collective impact of three independent variables i.e. Reward and recognition, Teacher training and Research and development on dependent variable i.e. student development is 0.6467. It means that 64.67% of total variations about the Mean are explained by the Regression.

CONCLUSION/RECOMMENDATIONS

DISCUSSION OF FINDINGS

This study discussed student development with reference to Human Resources Management by integrating management subject's knowledge into a specific conclusion. This research study has been carried out to examine the impact of independent variables i.e. Reward and recognition, Teacher training and Research and development on dependent variable i.e. student development.

Students are an asset for the nation and nation building totally dependent on students. At a general level results generated by this study are not consistent with results of other researchers. Moreover results of present study add to the available empirical evidence and suggest that such declaration have some credibility.

CONTRIBUTION OF CURRENT STUDY

This study adds to researcher's efforts to understand the relationship between independent variables i.e. Reward and recognition, Teacher training and Research and development on dependent variable i.e. student development.

This study contributed in new directions in the research of management by opening up an argument on the importance of Reward and recognition, Teacher training and Research and development to Student development. This research study also opens a new perspective in the student development.

PRACTICAL IMPLICATIONS OF RESEARCH

The research was conducted on the student development at university level in Pakistan. Finding of this research shows that Reward and recognition and Teacher training is negatively linked with student development and research and development is positively linked with student development.

Reward and recognition and Teacher training have inverse relation with student development. Teachers are appreciated as well as getting training but due to not having proper communication skills the development of students suffers. Teachers don't practice their training in the class as well as they don't practice new ways to develop the students like real life examples or exercises that helps to develop students. This is dilemma that in Pakistan those who don't find the job they join teaching as a profession.(economic factor) As teaching is that type of field in which natural capabilities required.

Research and development have direct relation with student development. Those institutes who practiced research and development, their students developed their skills and knowledge. So higher the research and development, higher the student development.

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