Role of Future Ambitions in Personal Development of the University Students: A Case of Bahauddin Zakariya University, Multan (Pakistan)

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Abstract:

Personal development for individuals refers to their actions, aspirations and perceptions for the underlying principle of improving self-awareness, knowledge acquisition, ideological development, building human capital and enhancing the quality of life. University plays a fundamental role in the personal development of the students by inducing constructive aspirations and perceptions in their personality. Numerous dynamics are slot in the personal development of university students such as students background, hard work, university environment, innate aptitude and fate. Moreover teachers attitude, availability of learning materials, occupational opportunities and strong conceptualization also play an indispensable role in skill development of the university students. Quantitative research design was used by the researcher to evaluate the data from 292 respondents (university students) through stratified sampling technique. Cronbach's α, One-Way ANOVA and Correlation analysis were applied on the numerical data that was coded and analyzed by SPSS (Version 17). From the analysis it was found that the most significant factors for the personal development of the university students were hard work, innate talents and adequate opportunity structure. In addition to this Bahauddin Zakariya University is not inducing communication skills among the students which is the foremost prerequisite for getting employability in the labor market. After revering the analysis the researcher concluded that student development was directly impinged by the university environment through classroom instruction, teaching styles, student assessments, student-teacher interaction as well as attitude and behavior of all the stakeholders in the process of learning. Developing a structured learning environment, commencing a strong monitoring system as well as ensuring a transparent and unbiased examination system are the foremost remedies that can augment the skill development and optimistic aspirations among the university students.

Key words: Aspirations, conceptualization, perception, self awareness, stakeholders, monitoring system, innate talents, personal development, human capital and skill development.

Introduction:

The ability of the student to set ambitions and then peruse them is known as student aspiration. There is an obvious linkage among student aspirations and student achievements. Students ambitions are influenced by many matters that shape their future plans. These factors are strongly related with peer

group and housing relations (Souter and Turner, 2002). In addition to this teachers support, students participation in classroom, cooperative task management and students cohesiveness are the salient factors that have an imperative influence on student aspirations (Richardson and Nwankow, 1995; Rinne, 2000). In addition to this motivation of the students help them to accomplish their academic and carrier building tasks. Thus both intrinsic and extrinsic motivation escorts towards satisfaction and well being of the students that will shape their aspirations for the future. As motivation is the major element that will decide the goal directed behavior of the students (Schunk, 2008) therefore the students would expect to have a meticulous academic experience by spending time in the classroom and library. Traditionally, assessment was considered as an outcome standard that is used not only to evaluate student progress at the end of the teaching segment (Ames, 1990; Plucker, 1996) but also underlie the entire teaching process from ambition formulation to content acquisition (Rositsa and Taylor, 2004). This view of assessment can prompt instructors to put more prominence on linking disciplines through essential questions, placing academic endeavors in a real-world and authentic context that has meaning for the students (Ames, 1990; Kuh, et al. 1994).

The youth of a nation is the trustees of progression for any country. No one can build the future for youth, but anyone can build youth for the future (Ngyen, et al. 2005). This task can be established and accomplished within educational institutions by creating an atmosphere of learning, growth and development. Psychosocial development is influenced by the miscellaneous components of the university environment that comprised of consistency of objectives, size of institution, curriculum, teaching, evaluation, living arrangements, interaction with faculty and administration (Rinne, 2000). The age of youth is the time to catch the different choices and fields according to mindsets and exposure of youngsters. Consequently the students polish their skills and then change many things according to their own will (University of Western Australia, 2002). The youth can also become financially, morally and socially strengthen by working hard under prestigious conditions (Gange and Deci, 2005; Ngyen, et al. 2005). Young people are social and economic capital of any nation. This capital is demographic bonus and it must be managed through apposite policy interventions that recognize youngsters as a key resource and national asset for the socio-economic development of any country (Chickering and Reissler, 1993). It would set down the foundation and endow with mechanism for youth participation in social development in order to help young people as agents of their own alteration, transformation and development. Once the students accomplish planning trends for their future then many things can be settled. The young generation of Pakistan is not dull, instead they are energetic and intelligent but usually they don't focus on their academic requirements that are necessary for their occupational carrier (Kamran, et al. 2008).

The establishment of the universities is very significant for the development and growth of any country by gratifying the ambitions of the university students. Universities have a prominent role of knowledge transmission and conversion of individuals into high quality and advantageous citizens for a nation (Plucker, 1996; Whitehead, et al. 2006). All the academic programmes in university are related to the growth of academic training for apparitional accomplishment of the students. There are actually two contrasting views for the establishment of the universities. One view articulates that fundamentally the universities are the organizations that are used for accomplishing the aspirations of the students. On the other hand the other version says that universities are the companies that endow commercial services to people who pay for them (Kambera, et al. 2010). For this reason universities play an imperative role in escalating the educational aspirations and national budgets by passably utilizing the youth of the nation (Hegal and Shaw, 2010).

Learning is a procedure that brings together cognitive, emotional and environmental influences. In addition to this the learning environment in university is the base for experiences, enhancement and transformation of knowledge, skills, values and world views (Boulton and Lucas, 2008). Many students

do not come to higher education for seeking knowledge but they perceive that university education will help them to get good job (Simandi, 2009). Educators should help students in turning on their self-system i.e. students engagement and level of effort they will put in learning task. This self-system also controls other two systems in motivation namely 1) Meta-cognitive system that sets aspirations for learning and drives the energy for the completion of work and 2) Cognitive system that assists learner to process the information (Fujita, 2005; Sulaiman and Burke, 2009).

Personal development for the students refers to actions and aspirations oriented towards miscellaneous aims. These aims include improvement in self-awareness, knowledge acquisition, identity renovation, working potential and high quality of life (Ames, 1990; Ashraf, 1958). At the level of self-improvement, personal development incorporates integrating social identity, self-identification, realizing dreams and developing individual competencies. There are several factors for personal development for young adults during their learning process. These factors include achievement of autonomy, development of mature interpersonal skills and establishment of authority. In addition to this development of ambitions with reliability and emotions are the prime factors for the personal development of the university students (Anonymous, 2006; Nguyen, et al. 2005).

Youngsters are sometimes unaware about their skills, talents and the avenues that are available to achieve their aspirations (Baird, 1980; Rosovsky, 1990). They not only lack the indispensable information but also the power to protect themselves from mutilation and to make informed decisions related to their lives. The imagination, ideals, enthusiasm and energies of young people are vital for continuous development of their personalities (Kamran, et al. 2008). Students understand their ambitions and then interpret them as active participants not as passive recipients. Accordingly these students shape the institutional climate through communication with their professors and university administrators in which ambitions, ideas and understandings are communicated and investigated in their full diversity of meanings (Rosita and Taylor, 2004).

Many extracurricular activities have proven to be beneficial in building and strengthening academic accomplishment and development of the students personality, even if the activities are not perceptibly related to academic subjects (Fujita, 2005). Students participating in extracurricular activities did better academically than students who did not participate (Marsh and Kleitman, 2002). Researchers have particularly premeditated the relationship between extracurricular activities and academic performance in adolescents. One study institute that adolescents who participated in extracurricular activities reported higher grades, more optimistic attitudes toward school and higher academic aspirations (Boulton and Lucas, 2008; Souter and Turner, 2002). Extracurricular activities have stronger impacts on miscellaneous aspects of development, including academic performance. Students who contributed in school-based extracurricular activities had higher grades, higher academic aspirations, and better academic attitudes than those who were not involved in extracurricular activities at all (Astin, 1997; Sanders and Chan, 1996).

University students not only saw themselves as lazy and non-serious towards studies, but they also demonstrated their teachers as passive as well as limited with respect to knowledge enhancement, knowledge production, knowledge sharing, research work and reluctance towards modern teaching methods (Broh, 2002). There is an immense need for honest, delegated and focused efforts to capture and enhance the meaning and context of learning as well as knowledge acquisition at university. Such efforts are the responsibility of students, teachers, university administration and educationists at same place (Boulton, & Lucas, 2008).

Research methodology:

University environment should aspire at the impartial growth and personality development of the university students. In this way the students will develop adequate and optimistic ambitions about their future in intellectual, imaginative, linguistic and cognitive respects. Universities carve up a pervasive aspiration of transmitting knowledge to their students by enhancing their interest in academics and nurturing their aptitude to enter in the proficient world as qualified individuals and responsible citizens. Accordingly the researcher addressed the subsequent research queries for the present study:

1. What are the foremost intentions of the students for getting admission in the university?
2. What are the salient aspirations of the students when they enter in university?
3. How university plays a worth mentioning role in inducing constructive skills among the university students?
4. What are the factors that are accountable for the personal development of the university students?
5. What are the major recommendations that must be espoused by the students, teachers and university administration to develop positive aspirations among the university students?

Quantitative research design was used by the researcher to assemble the data from Bahauddin Zakariya University Multan (the universe). As the data was in the numerical form therefore quantitative research design was used by the researcher to develop an adequate framework for collection of data. Survey method was employed to evaluate the responses of the university students about their most important ambitions. As the data was assembled at one point of time therefore cross sectional survey research design was used to gain an adequate depiction of the perception and attitude of the university students about their future ambitions. The researcher selected the lists of the students from the university administration. Those students that were enrolled in 2011-2012 were the target population for the present study. The students were selected according to the reference letter no. BS (Edu.)-14(25)/96/2065/dated 19-4-2012 with respect to admission completion on date 31-3-2012. The researcher used stratified sampling technique for the present study. The researcher divided the university into four strata's (Natural Sciences, Management Sciences, Social Sciences and Humanities Studies/Arts Departments). Accordingly the researcher selected two strata's (Natural Sciences and Social Sciences) through simple random sampling technique. Afterward the researcher selected the students from each respective department from the list of enrolled students in session 2011-2012. The researcher selected the students through systematic sampling technique in which every 5th student was selected as a sample. Thus $n1=194$ students were opted from the Social Science departments and $n2=112$ students were selected from the Natural Science departments. Therefore an overall sample of $N=306$ respondents was selected from the enrolled students of Social Science and Natural Science departments.

Departments	Total number of enrolled students	Enrolled boys	Enrolled girls	Selected number of students
Social Science Departments				
Sociology	105	35	70	21
Psychology	62	20	42	12
Philosophy	61	22	39	12
Economics	140	85	55	28
Education	150	50	100	30
History	120	80	40	24
Pakistan Studies	110	65	45	22
Political Sciences	115	70	45	23
Mass Communication	110	60	50	22
Total	**973**	**487**	**486**	**194**
Natural Science Departments				
Botany	130	50	80	26
Zoology	130	50	80	26
Chemistry	120	70	50	24
Physics	125	65	60	25
Biotechnology	58	30	28	11
Total	**563**	**265**	**298**	**112**

Afterward the researcher evaluated the response of the students by using questionnaire as a tool for data collection procedure. Reciprocally open and close ended questions were inserted by the researcher to evaluate the response of the respondents. In addition to this the researcher added both direct and indirect questions to maximize the response rate. Structured and direct questions assisted the researcher to gain passable information from the students (based on predetermined options). On the other hand unstructured questions were exploratory. The researcher doled out those self administered questionnaires by hand so that the respondents can fill it with full conceptualization. The foremost underlying principles behind the usage of questionnaire as a tool for data collection procedure were as follows.
1. Respondents were free to answer the questions with clarity of focus.

2. Respondents had sufficient time to think about a certain question.
3. In absence of the researcher the privacy of the respondents remains intact.

To ascertain the validity and meticulousness of questionnaire pre-testing was done. Twenty questionnaires were filled for pretesting. After pre-testing the researcher discerned that some questions were not at all apposite and construct hurdle in accomplishing the response (from the respondents) and therefore some modifications were made in the data collection tool (questionnaire). The researcher had to revolutionize some questions for the research after pre-testing. Despite this fact the researcher also modified some questions. Some questions were giving same meanings and became recurring that's why the researcher exterminated those questions from the questionnaire.

The accurate sample size was 306 but regrettably due to content error 14 questionnaires were filled inadequately therefore the researcher excluded those questionnaires to evade the response error. Although 14 questionnaires were excluded but still the response rate was enough to reveal the precise validity of the data. For the statistical rationale the process of coding was made. Miscellaneous responses/categories were coded by the mathematical numbers so that the alliance of variables may be statistically checked and the data can be easily interpreted. Subsequently the numerical data was coded and analyzed with the help of SPSS (version 17) and then the researcher applied Cronbach's α, One Way ANOVA and Correlation method to evaluate the analysis among the study variables.

Results and discussion:

Table no. 1

Percentage distribution of the respondents with respect to students purpose for entering in university.

Students purpose for entering in university	Frequency	Percentage
Acquiring higher education	110	37.7
Building social relations for the future	6	2.1
Building skills for employability opportunities	86	29.5
Development of personality	28	9.6
Gain an adequate knowledge and expertise about the specified field	62	21.1
Total	**292**	**100**

Discussion:

Table no. 1 reveals the foremost purposes of the students for getting admission in university. Most of the respondents argued that their innermost purpose behind taking admission in university was to acquire higher education that can facilitate them in their future. Higher education can assist the students to go abroad or to acquire some job opportunity in the labor market. Therefore this becomes the salient factor for their future accomplishment. Hence 37.7% (F=110) students agreed that the most important purpose behind the students entrance in university is to acquire higher education. Conversely some students have an additional purpose of building social relations with the people that can assist them in

their future life. University is fundamentally the eventual place where people with miscellaneous socio-economic status as well as differential ethnic and cultural backgrounds are gathered on the basis of merit. Consequently this can endow with finest opportunity for some students to collaborate with other students (with high socio-economic status) which can assist them in their future. Nevertheless very few students accepted this fact. The above mentioned table demonstrates that a significant minority of the students (2.1%) (F=6) agreed that they took admission in university for the rationale of making social relationships with other students. In addition to this passable skills are necessitated to endure in the labor market and these skills can be transmitted through the university. Accordingly the foremost purpose of the students is to acquire those skills. These skills (that include communication skills, writing skills and problem solving skills) can assist these students to get good job opportunities in the future. Accordingly 29.5% (F=86) respondents agreed that university provides the indispensable skills of development that are necessitated for getting any job in the labor market. Alternatively some students enter in the university for the purpose of personality development that includes their appearance, overall communication and learning skills. Hence 9.6% (F=28) students agreed that their foremost underlying principle behind university entrance was the development and grooming of their personality. Some students are incredibly talented and intelligent thus they coveted to enhance their expertise in the specified field in which they are learning. This is used for the purpose of acquiring coordination among the cognitive process (planning and monitoring) as well as behavior (persistence and effort) to attain certain academic goals (Broh, 2002; Lent, et al. 2000; Gange and Deci, 2005). These students take admission in the university for the rationale of gaining adequate knowledge and expertise in the specified field. Over and above 21.1% (F=62) students agreed on this proposition.

Table no. 2

Percentage distribution of respondents with respect to students aspirations when they enter in university.

Students aspirations for entering in the university	Frequency	Percentage
Building employability to support family	84	28.7
Build talents and skills	58	19.9
Improve knowledge about the particular subject	56	19.2
Serve the nation for the purpose of development	46	15.8
Realize their own dreams about future	48	16.4
Total	**292**	**100**

Discussion:

The above mentioned table reveals the foremost aspirations of the university students that help in their personal development. Success of an individual essentially depends upon the clarity and steadiness of his/her aspirations and ambitions. Students normally develop educational and professional ambitions which can serve to fulfill their desires. The worth mentioning aspirations of the university students are to perk up knowledge of the specified field, serve the nation for the rationale of development, realization of

dreams, getting adequate jobs as well as building talents and proficiencies (Hagel and Shaw, 2010). The students of Southern Punjab mostly belong to middle or low socio-economic status thus their salient aspiration is to get employability and support their own family. These students struggled a lot to get admission in university and they are anxious about getting a high-quality job that can help them to raise their living standards. Hence 28.7% (F=84) respondents agreed that their foremost ambition is to get employability with the intention of supporting their families in the future. Boulton and Lucas (2008) concluded that universities share a widespread goal with regard to their students which is to transmit knowledge and further their interest in the academic disciplines. In addition to this the major role of university is to nurture talents and develop indispensable skills in students so that they become able to enter the social and professional world as competent individuals and responsible citizens. Over and above this university plays a significant role in building the talents and proficiencies of the students as vigorous participants. Therefore 19.9% (F=58) students agreed that university is the unsurpassed channel that can facilitate them to construct various aptitudes and skills that can enhance analytical thinking among these students. Improving knowledge about the meticulous subject is the most important aspiration of the university students because it can facilitate them to enhance their potential and in attaining better occupational opportunities. Despite the above mentioned aspirations one of the most distinctive is that some students aspire to serve their nation and utilize their prospective for the underlying principle of development (Leary, 2010; Schunk, 2008). Consequently they attain higher education so that their potentials can be utilized adequately. Aspiration is entirely related to change, restructuring the existing educational policies and aims of academic programmes. Hence 15.8% (F=46) students agreed that their major purpose is to serve their nation. On the other hand some students have aspirations about realizing their own dreams for their future. Above all 16.4% (F=48) respondents have the same opinion on this stance.

Table no. 3
Percentage distribution of the respondents with respect to most important prerequisite for getting employability for the university students.

Students purpose for entering in the university	Frequency	Percentage
Requirement of adequate knowledge of the subject	26	8.9
Requirement of communication skills	106	36.3
Requirement of problem solving skills	70	24
Requirement of creativity and innovation	28	9.6
Requirement of motivation and goal setting	62	21.2
Total	**292**	**100**

Discussion:
Table no. 3 illustrates that there are numerous prerequisites for getting premium job in labor market. The outlooks of the students were disparate and they were acting accordingly to attain their

specified skills and knowledge (Robinson and Horne, 1996). These prerequisites incorporate adequate knowledge, communication skills, problem solving skills, creativity and motivation of the students. Learning is commonly defined as a process that brings together cognitive, emotional and environmental influences. In addition to this learning process also incorporate experiences for acquiring and enhancing one's knowledge, skills, values and world views (Kamran, et al. 2008; Livesey, 2008). Adequate learning assists the students to gain an insight about the knowledge and expertise of the meticulous subject. For getting a good job in the labor market the most important prerequisite required by the students is deep knowledge about the particular subject in which they have received degree. Thus 8.9% (F=26) respondents agreed that adequate knowledge of the subject is the indispensable prerequisite required by the students for getting job in the labor market. University education and environment creates openness and clarity in perceptions of young students. Over and above this it brings maturity, commitment, consistency and honesty in their attitudes and makes them professional with respect to the optimistic outcomes and direction of ambitions. Students attending university have a salient rationale of knowledge acquisition with a blend of achieving professional competency along with the degree (Anna and Kwan, 2007; Kambera, et al. 2010). On the other hand communication skills are also momentous for the interview and also for the future job requirements. It is perceptible from the above mentioned table that 36.3% (F=106) respondents agreed that the foremost factor that is required by the university students for the rationale of getting job in the labor market is sufficient communication proficiencies. Another factor that can enhance the probability of the university students to acquire job in the labor market is problem solving skills. Accordingly this pragmatic approach can facilitate the students to deal with the unusual situations that they will face in their future regarding various employment opportunities. Consequently 24% (F=70) respondents have the same estimation that the most important prerequisite by the university students for getting job in the labor market is problem solving skills. In addition to this the most significant requirement of the students for employability is creativity among them. Accordingly creativity can unlock dissimilar ways to done the same task. In addition to this the above mentioned table cited that 9.6% (F=28) respondents agreed on this stance that innovativeness is required by the respondents for getting job in the labor market. Another foremost aspect of getting some good job in the labor market is the motivation and enthusiasm among the university students. This motivation assists them to accomplish their rationales in a passable way. In addition to this 21.2% (F=62) respondents agreed that motivation and ambition setting is required by the university students for the rationale of getting job in the labor market.

Table no. 4
Percentage distribution of the respondents with respect to skills acquired by the students in university regarding their personal development.

Skills acquired by the students regarding their personal development in university	Frequency	Percentage
Computer skills	112	38.4
Writing skills	38	13
Communication skills	36	12.3
Problem solving skills	34	11.6
No skill	72	24.7
Total	**292**	**100**

Discussion:

Table no. 4 illustrates that there are numerous expertise required by the students for their personal development. University environment shapes the eventual constellation of attitudes that students develop towards learning. When students endow with an atmosphere that nurtures a sense of self-worth, competence, self-sufficiency and self-efficacy then they can be more apt to acknowledge the hazards inherent in the process of learning (Schunk, 2008). On the contrary, when students do not view themselves as deep-seated, competent and capable then their self-determination to slot in academic challenges and pursuits becomes greatly diminished. These skills embrace computer skills, communication skills and problem solving skills etc. The above mentioned table adequately depicts that university persuades these skills in the university students and this is the major precondition for getting job in the labor market. Accordingly 38.4% (F=112) respondents agreed that the major skills induced by the university for the personal development of the students is computer skills. In addition to this 13% (F=38) students agreed that actually the university provoke writing proficiencies in the students that facilitates them in their personal development. On the other hand other students agreed that the most momentous skill necessitated by the university students for the underlying principle of personal development is communication skills. For this reason 12.3% (F=36) university students agreed on this stance. In addition to this problem solving skills are also necessitated for the rationale of personal development of the students. Accordingly 11.6% (F=34) respondents agreed on this proposition. But the most unanticipated thing in the above cited table revels that university is not doing anything with the personal development of the students. It is evident from the above mentioned table that 24.7% (F=72) respondents agreed that university is not inducing any skill in the university students.

Table no. 5
Percentage distribution of the respondents with respect to most important factor in personal development of the students at university.

Factors affecting the personal development of the students at university	Frequency	Percentage
Students educational background	8	2.7
Hard work of student	76	26
Influence of university environment	42	14.4
Teachers attitude towards student	80	27.4
Students own skills and analytical thinking	86	29.5
Total	**292**	**100**

Discussion:

Table no.5 illustrates the salient factors that are necessitated for the personal development of the university students. Education should accommodate the growth of man in all its aspects (whether spiritual, intellectual, imaginative, physical, scientific and linguistic) that motivate those students to attain their ambitions through personal development. Thus the above mentioned table shows that student educational background is essential for the justification of personal development but only a minority of the students (2.7%) (F=8) agreed on this stance. Most of the students have the same opinion that hard work and high-quality performance of the students is the fundamental factor that helped in their personal development. The role of educated youth towards development and progress of any society is of prime importance. This significance is directly related with the quality of education that they receive in their institution (especially in university). However, data analysis in this research has shown that students were not honest with their future ambitions and personal development. Most students rated themselves as average rather than talented that designates their low levels of self-esteem and motivation among them. Laziness, mismanagement of time, aggression, non-seriousness towards studies, ambiguity and non clarity of ambitions were the top most causes of their low motivation towards learning process (Robinson and Horne, 1996; Simandi, 2009). The above cited table demonstrates that 26% (F=76) respondents agreed on this stance. In addition to this the other opinion of the students is that university environment plays an imperative role in the personal development of the students. On the other hand teachers attitude towards students is also essential for the skill development and personal grooming of the students. Accordingly 27.4% (F=80) respondents agreed on this proposition. Analytical and original thinking is not only obligatory by the labor market for the rationale of getting job but also for the personal development of the students. Besides this 29.5% (F=86) respondents agreed that students own skills and analytical thinking is the major factor that facilitates in personal development of the university students.

Hypotheses testing:

1. The major ambition of the university students is to acquire higher education.

2. The major aspiration of the university students is to get employability for supporting their family.
3. Analytical thinking persuaded by the university is the foremost prerequisite for the personal development of the university students.
4. Skill enhancement among the university students is the major prerequisite for their personality development.
5. University induces communication skills among the university students.

Table no. 6 (a)
Cronbach's Alpha

Description	Cronbach α	N
Higher education	0.751	292
Employability	0.843	292
Analytical thinking	0.783	292
Skill enhancement	0.840	292
Communication skills	0.425	292

Table no. 6 (b)
One Way ANOVA

	SS	df	MS	F	p
Regression	2.690	2	1.345	10.762	0.000
Residual	18.372	289	0.125		
Total	21.062	291			

a. Predictors: (Constant): Higher education, Employability, Analytical thinking and Skill development.
b. Dependent Variable: Aspiration of the students

Table no. 6 (c)
Correlation Analysis

		Higher education	Employability	Analytical thinking	Skill enhancement
Higher education	Pearson Correlation	1			
Employability	Pearson Correlation	0.188[*]	1		
Analytical thinking	Pearson Correlation	-0.180[*]	0.498[**]	1	
Skill enhancement	Pearson Correlation	0.012	0.566[**]	-0.512[**]	1
*Correlation is significant at 0.05 level (2 tailed)					
** Correlation is significant at 0.01 level (2 tailed)					

Discussion:

Aspiration is a noteworthy parameter that is used to determine the individual needs, preferences and desires to achieve a certain goal. Universities are essentially established to provide education to the students in order to achieve a uniform developmental process (Gange and Deci, 2005). The primary aspirations of the university students are influenced by other people (such as peer group). Thus extrinsic motivation, self directed behavior and individual performance has an imperative influence on personal development of the students (York, 2008). When students get optimistic feedback regarding their goals then they feel motivated to achieve their ambitions. On the other hand when these students get the negative feedback then they lessen their endeavors to achieve those targets (Lent, et al. 2000). There is a substantial relationship among the self concept of the students about their studies, learning environment, attitude towards higher education and behavioral modifications as a result of developmental changes (Leary, 2010). There are various factors that determine the social context, family background as well as socio-economic status of the students to shape their aspiration about their personal development and learning context (Flint, 1992; Marsh, 1990). Peer group also plays a noteworthy role in shaping the aspirations of the people through their attitude and behavioral modifications. The aspirations of the students can be turned towards personal development and learning behavior (especially through social identification and self concept) of the students (Plucker, 1996). Female students in university are more prone towards positive aspirations, higher level of academic competence and peer relationship (Ngygen, et al. 2005; Nuc, 2003). Hence both individual and social factors have an influence on the students aspirations.

Table no. 6 (a) demonstrates that the value for Cronbach's Alpha for H1 (*The major ambition of the university students is to acquire higher education*) is 0.751 that ranges between 0.7-0.8 and it demonstrates that the response is in the acceptable range. It means that the response of the respondents is passable to demonstrate that their major aspiration in university is to acquire higher education. On the other hand H2 (*The major aspiration of the university students is to get employability for supporting their family*) is also in the acceptable range and deemed to be good according to the demonstrated value (0.843) that ranges between 0.8-0.9. Therefore there is a potential conflict between students aspirations regarding their academic achievement and income generation. This conflict in students aspirations is mainly determined by post university opportunities and earning determination (Kambra, et al. 2010). Thus this hypothesis illustrates that the foremost ambition of the university students is to acquire employability for supporting their families in the future. Over and above this H3 (*Analytical thinking persuaded by the university is the foremost prerequisite for the personal development of the university students*) is also in the acceptable range between 0.7-0.8 (0.783) with N=292. Thus alternate hypothesis is accepted that demonstrates the salient ambitions for the university students are to induce analytical thinking among the students. For this reason the table also demonstrated that the hypothesis value for H4 (*Skill enhancement among the university students is the major prerequisite for their personality development)* also ranges between 0.8-0.9 which is good and acceptable value. Thus the value (0.840) exhibits that the major ambition of the university students is to enhance the skill development among the university students. On contrary H5 (*University induces communication skills among the university students*) demonstrated the poor and unacceptable value (0.425) that ranges between 0.4-0.5 for N=292. Hence it reveals that Bahauddin Zakariya University is not inducing communication skills among the university students.

Table no. 6 (b) demonstrated the relationship among four means (Higher education, Employability, Analytical thinking and Skill development) in One Way ANOVA. The value for *p*=0.000 demonstrates that the null hypothesis is rejected and the alternate hypothesis is accepted. Hence the major

aspirations among the university students are to attain high education, employment opportunities, analytical thinking and skill development among the university students. The independent variables in the above cited table are higher education, employability, analytical thinking and skill development while the dependant variable is aspirations among the university students. Table no. 6 (b) shows the relationship among four independent variables and the dependant variable. The value for SS=21.062 (Regression=2.690 and Residual=18.372). The value for degree of freedom lies in which df=291 (Regression=2 and Residual=289). While F=10.762 and *p*=0.000. Hence One-Way ANOVA demonstrates the relationship among more than three means. The value of p illustrates that there is a significant relationship among the study variables.

Table no. 6 (c) demonstrated the correlation among the study variables. The table reveals that the major aspiration of the university students is to acquire higher education and employability. Aspiration is actually the intrinsic attitude involving well-built base and deliberate endeavors to achieve something. Both intrinsic factors and extrinsic motivations have an impact on increasing the constructive ambitions among the university students (Rositsa and Taylor, 2004). As the relationship among higher education and employability is positive (0.188*) therefore there is a positive relation among these variables. Higher education also enhances the chances for getting better job opportunities. On the other hand there is an optimistic relationship (0.498**) among the other two variables (employability and analytical thinking) which are the major two ambitions of the students in university. Hence skill enhancement and employability has also the positive relationship (0.566**) among the study variables. On contrary higher education is not adequately related with the analytical thinking. As all the students that get higher education are not equipped with the analytical thinking therefore there is a negative correlation (-0.180*) among these two variables because this is the art of the university administration and teachers to induce analytical thinking among the university students.

Concluding Remarks:

After revering the analysis vigilantly the researcher concluded that educated youth is an affirmative feature and building block for development of Pakistan. Youth must be conscious of the dimensions of growth and development to better comprehend their expected role so that they can proceed accordingly. University education and environment constructs openness and transparency in perceptions of young students by enhancing commitment, honesty and professional attitude in their personalities. Students attending university have a salient rationale of knowledge acquisition with a blend of achieving professional competency along with the degree. However regrettably there always exist discrepancies between the predicted and authentic performance of educated youth predominantly in Pakistani society due to inadequate goal directed behavior of students. Alternatively the supplementary category of the students has multidimensional ambitions that are good for their personal development as well as for the development of the entire society. University atmosphere provides positive characteristics in students' personality such as sincerity, determination, persistence, devotion and conceptual clarity. Conversely the negative aspirations induced in the university students are self centeredness, over confidence, lack of decision making power, autocratic nature, diminutive temperament, cheating and cramming.

Recommendations:

The researcher recommended the subsequent strategies to evoke constructive aspirations among the university students:

1. University environment should construct curiosity among the students so that they can slot in higher order thinking and cognitive restructuring.
2. Teachers should endow with an organized learning environment in the classroom so that original and analytical thinking among the students can be enhanced.
3. Teachers should be vigorous in the process of knowledge acquisition and knowledge transmission in order to ensure not only their personal and professional development but also to act as a role model for students vigorous participation in learning process.
4. University environment should be stringently educational and morally sound.

5. Teachers and university administration should make the learning aspirations clear, precise and attainable.

6. Learning activities should endow with curiosity among the learners that assist them for their enhanced performance in interview for getting employability.

7. Teachers should institute the compassionate learning environment for the students.

8. University environment should exclusively develop academic and cognitive abilities of the students through students counseling, motivational programmes, seminars and conferences.

9. University administration should develop a strong monitoring system for the rationale of getting an accurate, constructive and timely feedback mechanism related to both learners and teachers in the university.

10. Learning should taken into account linguistic backgrounds, skills development, adequate attitudes and knowledge of the students.

11. Teachers should use direct instruction methods for the university students when the material to be learned is very multifaceted, detailed and abstract.

12. University administration should spotlight on the implementation of student development approaches to make the students competitive and industrious in a positive way.

13. University should endow with adequate skills through miscellaneous trainings that will facilitate the students in labor market.

14. Teachers should concise the students at dissimilar times about the types of jobs they have to accomplish in their future.

15. Teachers should split the entire lecture in consequential chunks and endow with a summary at the required point so that students can assimilate the entire lesson.

16. University students should contribute enthusiastically in the miscellaneous group activities that can help the students in their future.

17. Examination system should be transparent and unbiased (external examiners should come to take exams).

18. University environment should be a mixture of academics and extracurricular activities so that the students can learn and develop appropriate skills that can help them in their future.

19. Teachers should help the students to make connections between what they already know and what they want to learn.

20. University administration should introduce stringent monitoring system to control cheating and cramming among the students so that their cognitive abilities can be secured from destroying.

21. Teachers should evoke and recognize the interests of the students about the meticulous field in which they have to engage in the future.

22. University should promote extracurricular activities in addition to academic work so that intellectual and cognitive abilities of the students must be increased.

23. University administration must introduce translucent and unbiased system so that skill development among the students can be augmented.

24. University should implement the contemporary teaching and learning strategies for both learners and instructors in university.

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