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Perceived Factors Affecting Academic Learning at UMT

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Abstract

This study explores how University of Management and Technology (UMT) students perceive the variables influencing their academic performance. It focuses on three areas: student-teacher ratios, non-academic activities, and chronic absenteeism. The goal of this study of the research is to identify important components, trends, and implications for enhancing learning outcomes at UMT by examining how these factors affect learning in higher education. The research uses a quantitative techniques approach and a quantitative data collection strategy. A sample size of 379 students was established, and questionnaires were distributed over to get their opinions on the factors listed above. The study makes hypotheses about each factor's major influence on learning and tests them statistically. The three characteristics (high student-teacher ratios, non-academic activities, and chronic absence) have a favorable and significant link with student learning, according to the results. These results emphasize how crucial it is to address low student-teacher ratios, non-academic activity participation, and low attendance in order to enhance academic learning at UMT. Programs that address chronic absenteeism should be put into place, and ideas to maximize classroom space for improved learning opportunities should be investigated.

Keywords: Academic learning, perceived factors, chronic absenteeism, non-academic activities, high student-teacher ratio, University of Management and Technology (UMT)

1. Introduction

Education is the foundation for all human endeavors in this age of globalization and technological advancement. It is associated with an individual's well-being and prospects for a better life (Lee & Seong, 2020). However, we must admit that some factors influence our kids' academic progress and development, and we must pay attention to them. Establishing an educational environment that promotes better academic success is essential. Academic achievement is a phrase used in educational environments such as schools, colleges, and universities to indicate performance outcomes that indicate an individual's progress toward specific goals. (Adhikari et al., 2023). As an inspiring institute, the University of Management and Technology (UMT) is dedicated to preparing students to meet the demands of a constantly changing global environment. This Study explores various elements that affect the learning process at UMT. It aims to highlight significant but underrated elements that affect UMT students' learning. Having a complete understanding of the factors affecting learning outcomes is

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the aim. This research based on analysis of three factors that have an important effect on kids' academic performance: the student-teacher ratio, non-academic activities, and chronic absence.

2. Background of the Study

A strong foundation for your future career is what attending the University of Management and Technology (UMT) is like. Dedicated to assisting students in achieving success in management and leadership roles, UMT is more than just your average university. It's a caring community. To successfully navigate the complexities of the business world, you will acquire useful skills, the capacity for critical thought, and confidence from this place. UMT offers the perfect setting to mold your career path with its knowledgeable faculty, up-to-date resources, and engaging learning opportunities. In addition to learning the ins and outs, you will also unlock your own potential here, supported by enthusiastic instructors and a lively community Selecting UMT is a decision that will open doors for you and help you achieve your goals of becoming an effective administrator by providing a platform where your dreams can lift off.

There is no doubt that institutions are made to help flourish students. But just letting your children in is not enough, it is also required to keep an eye on the aspects that work as obstacles to their academic successIn order to raise the standard of the educational system, it is the institute's and parents' duty to look into and address these factors. There are various variables at play, one of which is the instructor's effectiveness. As one study noted, learning cannot occur in a classroom without the direction and supervision of an effective teacher. (Kyriakidēs et al., 2013). Another is the effectiveness and satisfaction of the information literacy instruction (ILI) obtained have a big influence on a lot of different learning outcomes ((Detlor et al., 2012) . Satisfaction with the main curriculum is frequently the main focus of an analysis of students' satisfaction. All the same, it's important to recognize that several other factors also play a significant role in overall satisfaction. Along with the caliber of the facilities, instructional methods, and services provided, these variables also include the growth of social, communication, and analytical skills. Every one of these components has a noticeable effect on how students experience and view their academic journey ultimately influencing their academic outcomes (Martinavičius et al., 2017).

There are several variables influencing the outcomes it’s not possible to cover all. So I have selected three variables upon which the following study is based. The first is chronic absenteeism. In academic circles, chronic absence has long been disregarded, but it seriously hinders students' ability to succeed. Extended absences can negatively impact a student's ability to interact with classmates and the course materials, which can ultimately affect their academic performance. The specific role that chronic absence plays in the learning process is still largely unknown at UMT, although absenteeism has been shown to have negative effects on student success (Keppens, 2023). A thorough investigation into the effects of chronic absence is necessary to comprehend the complex implications of this phenomenon on learning outcomes and to design focused interventions that will help students get past this obstacle to academic success.

Secondly, The variable of interest is taking part in extracurricular activities other than academics. Around half of American teenagers are involved in organized extracurricular activities, including clubs, sports, the arts, and community organizations, outside of school. These activities have a big impact on the leisure and development of teenagers. Studies have indicated that participating in extracurricular activities has a wide range of effects, both positive and bad, so researchers are interested in finding out how these activities affect children's future performance. (Wilson et al., 2008) . Even though teenagers spend more than half of their daily lives engaging in leisure activities, there are worries about teens' disengagement, underachievement, and increased

amount of unsupervised time. Even though participation in extracurricular activities is frequently associated with social and academic success, too much of it can cause stress and overwhelm. Because extracurricular activities have benefits and drawbacks, there is constant debate regarding the best balance for the growth and well-being of teenagers. So, it's very important to analyze this variable which my study will be aiming to do.

If we talk about the student-teacher ratio, thirdly. My interest in this variable stems from the obvious connection it has with student achievement. It is defined as the number of pupils for every teacher. According to some, the student-teacher ratio is an indicator of student participation, aptitude for learning, and success in the classroom. Less students to teachers generally means that each student can receive more individualized attention and support. Less students per teacher means more opportunity for one-on-one help and constructive feedback. Conversely, a larger class size typically results in less opportunities for innovative teaching strategies and one-on-one inquiry-based learning facilitation.

(Rehman et al., 2023). So, among several factors I am focusing on just three and applying Quantitative research methodology to test the hypothesis and get the results.

3. Problem statement:

Many factors affect learning at the University of Management and Technology (UMT), however, none of the research explored the impact of three specific factors on the learning process of UMT, including chronic absenteeism, student-teacher ratio, and non-academic activities. So my study aims to do that as it is essential to comprehend how these elements interact to influence academic achievement and student engagement. Improving the quality of education at UMT requires an understanding of how these variables interact and impact academic achievement and student engagement.

4. Research Question:

RQ1: Does academic learning of students influence by their chronic absenteeism at university?

RQ2: Does the participation of students in non-academic activities impact their academic learning at university?

RQ3: Does high student–teacher ratio impact academic learning of students at university.

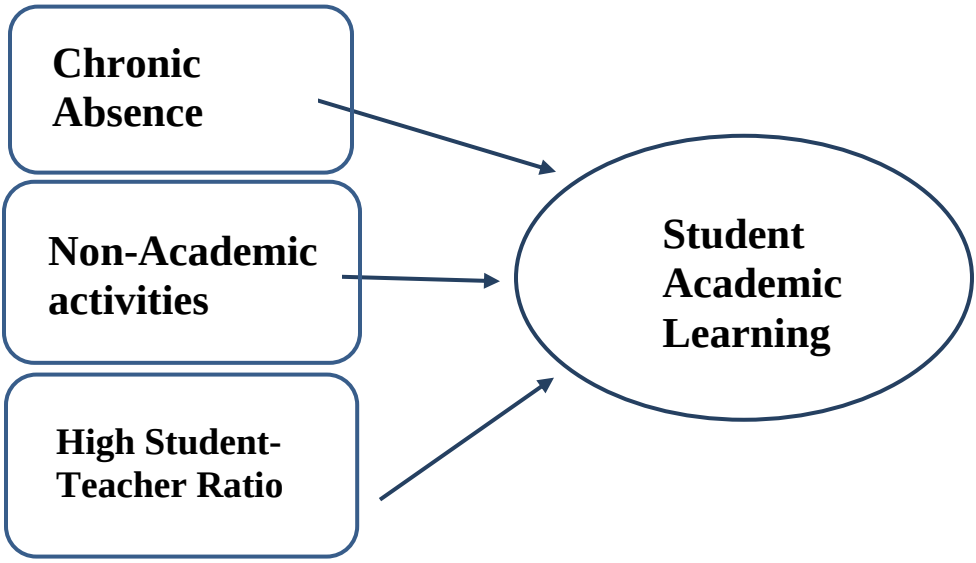
1.5 Objectives of the study:

RO1: To investigate the influence of chronic absences on UMT students' academic learning.

RO2: To examine the impact of the UMT students’ involvement in nonacademic activities on their academic learning.

RO3: To investigate the connection between UMT students' academic learning and the high student-teacher ratio

4.1. Research framework analysis:



4.2. Research hypothesis:

4.2.1. Hypothesis 1:

There is a significant relationship between the academic learning of students and chronic absenteeism.

4.2.2. Null Hypothesis:

There is not a significant relationship between the academic learning of students and chronic absenteeism.

4.2.3. Hypothesis 2:

There is a significant relationship between the participation of students in non-academic activities and their academic learning.

4.2.4. Null Hypothesis:

There is not a significant relationship between the participation of students in non-academic activities and their academic learning.

4.2.5. Hypothesis 3:

There is a significant relationship between the high student-teacher ratio and the academic learning of students at university.

4.2.6. Null Hypothesis:

There is not a significant relationship between the high student-teacher ratio and the academic learning of students at the university.

5. Significance of the study:

The significance of this study lies in its investigation of the variables influencing UMT students'

learning. This study facilitates us in understanding how student's learning is influenced by different factors. The findings aim to provide a deep insight into selected variables that have a greater impact on learning outcomes and those that have less of an impact. With this knowledge, we will be able to know about the areas where improvement is mostly required. Comprehending these variables will enable the administrators to devise strategies for maintaining students' interest in academic learning that will ultimately lead to increased UMT's institutional efficacy and student success.

6. Literature review

Bowles and Gintis (2002) provided an early framework for researching the influence of non-academic qualities on educational and labour market success. They have come to the conclusion that while thinking skills are significant, non-academic qualities are more crucial. Many non-academic qualities that influence educational and employment outcomes have been found over the course of the last 40 years in a significant amount of research in the social sciences, including psychology, economics, education, and others. The three non-academic skill sets—engagement, social and emotional intelligence, and dispositions—that research indicates are most important for academic achievement are the focus of this paper.

Effective assessment practices, including formative feedback, authentic assessments, and peer evaluation, facilitate learning and promote metacognitive awareness. Balancing summative and formative assessments, as well as providing timely and constructive feedback, is critical for supporting student learning and growth. creativity, teamwork, and access to a wide range of materials are all made possible by the use of technology into the classroom. To succeed in the digital world and use technology for learning, one must possess critical thinking abilities, digital literacy, and responsible technology use. Peer relationships, campus culture, and institutional support services are just a few examples of the social elements that have a significant impact on students' sense of engagement, retention, and belonging. University-level learning environments are shaped by institutional policies, leadership, and organizational structures, which also have an impact on student experiences.

Research conducted by Greenberg et al. (2017) has suggested that student's non-academic traits—also known as non-cognitive abilities and twenty-first-century skills—have a strong correlation with their academic achievement. Moreover, a 2008 study by Palardy demonstrated how the socioeconomic makeup of a student body in a school could impact a range of student outcomes.Learning strategies refer to the techniques used by learners to acquire, store, retrieve, and use information. According to Oxford (1990, p. 8), these strategies are essential for effective learning. Encouraging self-management behaviour in students is closely related to the implementation of appropriate learning strategies. Therefore, pedagogical designs should aim to promote the use of effective learning strategies among students. Learning strategies employed by students who pursue two majors. Specifically, the focus is on their study habits, which include tasks, time management, self-motivation, non-academic activities, and other factors that contribute to their academic success.

Chang and Lin (2018) chronic absenteeism has emerged as a crucial educational measure in the past ten years. This measure is useful for schools to gauge the number of students who frequently miss classes, thereby putting their academic progress in jeopardy reasons.

Çalışkan et al. (2011) found that although students believe that school-related educational activities are the main cause of absenteeism, school officials and teachers often place the blame on students and their families. In contrast, (Yılmaz et al., 2021) study shows that a variety of circumstances, such as those pertaining to the individual, the family, and the institution, might

affect a high school student's absence from class.

The growing volume of data in educational systems has made it more difficult to predict students' success. Accordingly, there is still a dearth of information regarding what influences students' performance in higher education, particularly when it comes to employing predictive data mining tools. Typically, this area of study is called educational data mining. Therefore, a systematic literature review approach was used in this study to critically assess and analyse 36 research publications out of a total of 420 from 2009 to 2018. According to the results, the most common elements may be divided into four main categories: students' e-learning activities, students' demographics, students' information from social media, and students' past grades and in-class performance. Furthermore, the results showed that the most commonly utilized data mining techniques for classifying and predicting student variables are natural neural networks, tree-based decision making, and Naïve Bayes classifiers.

Studies consistently emphasize the pivotal role of student-teacher interaction in fostering meaningful learning experiences. Variations in student-teacher ratio influence engagement, personalized attention, and academic support, with lower ratios generally correlating with positive outcomes. The impact of various teaching approaches on student engagement and comprehension is substantial. These methods include lectures, discussions, experiential learning, and technology integration. Cutting-edge teaching techniques like flipped classrooms and active learning methodologies have drawn notice for their ability to improve student results. The physical classroom setting, resource access, and classroom dynamics all have a major effect on students' motivation and educational experiences.

Factors such as class size, seating arrangements, technology integration, and instructional materials play pivotal roles in shaping the quality of education. The alignment of curriculum with real-world contexts, disciplinary standards, and student interests is crucial for promoting relevance and engagement. Interdisciplinary approaches, project-based learning, and experiential opportunities contribute to holistic learning experiences and skill developmentLearning processes and outcomes are affected by individual student factors, such as past knowledge, economic situation, cultural identity, and learning styles. In order to create inclusive learning environments that meet the requirements of varied student populations, diversity, equity, and inclusion must be maintained.

In order to determine the factors affecting Pakistani students' use of the internet for learning during the COVID-19 epidemic, a descriptive study was conducted. In underdeveloped economies such as Pakistan, where the general public has limited access to technology, ITC services, and the internet, online education has a unique context. The study employed an Additional Questionnaire to collect data from students enrolled in different universities in Pakistan. Stepwise linear regression and PROCESS Macro by Hayes (2017) were used for data analysis. The findings showed that motivational factors, instructor support, and university support were predictive of the quality of online learning. The circumstances had a detrimental effect on the connection. The association between the motivating and supportive aspects of the instructors and the quality of online learning was adversely affected by the situational circumstances. Situational factors did not impact the quality of online learning partnerships or university assistance.

This study explains the study approach used to look into "perceived factors affecting academic learning at UMT."The research framework is also explained in this study. This Section outline the study approach, data collection sources, and population, sample, and analytic unit. Since surveys are one of the most effective ways to obtain first-hand information with respect to experiences or perceptions, this study used them.

7. Research design:

According to Sekaran and Bougie (2016) Research is the process of looking into and assessing the outcomes of a situation. The research process is organized and involves purposeful periods. According to Halloway (2013), The term "methodology" describes the guiding principles and opinions that shape researchers' methods and methods, including their basic convictions towards the aim of their studies.

The findings and results of this research add to the data of knowledge and deepen comprehension in the field of study (Nunamaker & Chen, 1990). A study's design is a crucial component that needs to be carefull taken into account. It entails developing and putting into practice a variety of methods for obtaining and processing data. The quality and reliability of the research findings are greatly impacted by the chosen methodology. A thorough study design helps ensure the validity, usefulness, and dependability of the research findings for the intended target group.

A thoughtful study design helps ensure the validity, applicability, and dependability of the research findings for the intended target group. It is critical to choose an appropriate study design that fits the objectives and research questions, the time and resource limits, and the available resources. Strategies for reducing biases and confounding variables that can impair the precision and generalization of the research findings must be included in the study design. In conclusion, producing dependable and superior research results requires a well-designed study.

The topic and available resources determine the research design. Although they need a lot of resources, experimental designs are strong. Practicality and power are balanced in quasi-experimental designs. Important insights can be obtained from non-experimental designs. Reliable results require a well-designed study.

8. Data collection procedure:

In this research paper, quantitative approaches are used. A sample of students will receive the survey to collect information on how they perceive certain factors.

9. Data Analysis:

According to Seymour (2012), two types of methods of research are normally the most used in the collection of data; these are identified as the following: quantitative and qualitative methods.

Statistical methods will be applied to the quantitative data from the surveys to find patterns and trends in the responses from the students. According to Bell et al. (2022), quantitative methods are systematic empirical research that uses statistics and mathematics to quantify data. To be able to conclude the findings, data must be gathered, converted into numbers, and then empirically examined to determine if a relationship can be identified. To put it another way, numerical interpretations, and quantitative approaches are connected. However, qualitative research does not depend on numerical data or statistics. Case studies, in which data is gathered from a small number of study objects, are frequently associated with qualitative methodologies. Thematic analysis will be applied to the qualitative data obtained from the interviews to identify important themes and narratives about perceived factors influencing academic learning at UMT. Knowledge, interpretation, in-the-moment observations, and intimacy with data from an insider's perspective are all stressed by qualitative approaches. Qualitative research is a suitable methodology for business and management administration research, according to Bell et al. (2022). Choosing the method for study depends on the type of studies that will be conducted. But one benefit of employing a qualitative technique in research, according to Gunnarson et al. (2010) is that it takes all aspects into account, something that a quantifiable approach fails to do.

9.1. Data analysis strategy:

Evaluation of students' performance can be carried out on several parameters, such as their class participation, individual written work in exams, regular classwork, and their performance in group activities like independent projects and project presentations. The factors that influence students' performance are critical in shaping their academic journey and future in society.

A study by before and Newsome et al. (2006) provides a conceptual framework separating three separate factors—chronic absence, extracurricular activities, and student-teacher ratio—influencing students' performance. Student learning is the dependent variable in this model. The purpose of this framework is to figure out how each independent variable affects academic performance.

9.2. Sample:

When engaging in research, the initial and crucial step is to define the population. This step is followed by determining the appropriate sample size. The sample size is an indispensable element that influences the reliability and generalizability of the research findings. It refers to the number of individuals or objects that will be included in the study, depending on various factors such as the research question, population size, and data type.

10. Population of the Study:

When carrying out a research study, it's of utmost importance to select a sample that's representative of the population under investigation. The population refers to a group of individuals or entities that are the focus of the study, and it's characterized by certain attributes or criteria that are relevant to the research problem. In this research study, the population comprised male and female students from diverse departments of the university, who were selected based on specific criteria that were related to the research question.

10.1. Sample:

When engaging in research, the initial and crucial step is to define the population. This step is followed by determining the appropriate sample size. The sample size is an indispensable element that influences the reliability and generalizability of the research findings. It refers to the number of individuals or objects that will be included in the study, depending on various factors such as the research question, population size, and data type.

Table for Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368

11. FINDINGS

This section provides a discussion of our data analysis and exploration of our research findings. It includes an examination of the response rate, descriptive analysis, and the presentation of descriptive statistics and the tests of hypothesis. Employing quantitative methodologies, we present the research results derived from our data analysis endeavors. This research visually presents these findings and data analysis outcomes through the use of figures and tables

11.1. Cronbach Alpha

Developed by Cronbach (1951), Cronbach Alpha is a numerical indicator that is frequently used in psychological testing to evaluate the degree to which a set of questions or items on a test or survey regularly measure the same construct. A higher score indicates a group of them that is more dependable and consistent inside. This coefficient runs from zero to one.

11.2. Reliability and validity

Table 1.1

Reliability Statistics

Cronbach's Alpha	N of Items
.809	44

11.3. Response rate

The data was collected from the University of Management and Technology, Lahore. The 379 questionnaires were distributed physically among the students of UMT, Lahore. 49 questions were incomplete. 330 were usable for data analysis.

11.4. Questionnaire Details

Table 1.2

Number of Responses collected	379
Response rate ratio	100%
Number of incomplete Responses	49
The response rate of partially filled responses	12.93%

Number of final usable responses	330
The Response rate of valid responses	87.07%

Table 1.3

Variables	No. of missing values
Chronic absence	10
Non-academic activity	12
Student teacher ratio	13
Student learning	14
Total	49

The above table shows that there were chronic absences 07, 09 values of Non-academic activity, 11 values of Student-teacher ratio, and 12 values of Student learning. The total number of 39 questionnaires was incomplete.

11.5. Descriptive statics

In order to analyze the data, the researcher imports it into SPSS software during this phase. It entails using techniques to identify and comprehend the dataset's essential features. These techniques involve computing measures of dispersion like variance, range, and average deviation as well as markers of trend center like the median, mode, and mean. Histograms and box plots are examples of graphic representations that help with data interpretation and understanding. 2019's IBM Corp. is the source.

11.6. Respondent Profile

Table 1.4

Demography	Indicator	Frequency	Percentage
Gender	Male	193	58.7%
	Female	136	41.3%
Age	18-25	240	72.9%
	26-35	89	27.1%
Education	Bachelor’s	244	74.2%

	Master's	85	25.8

11.7. Gender

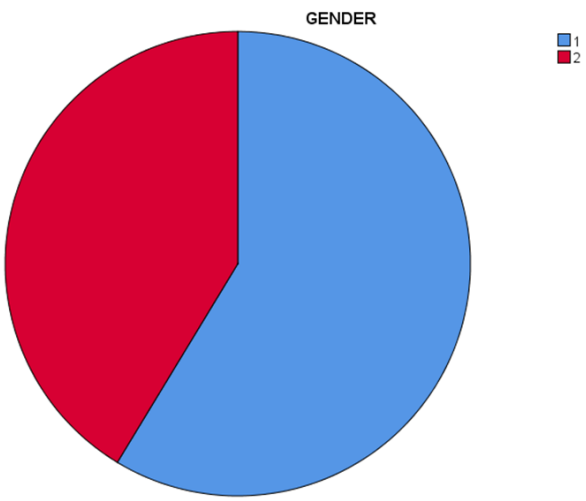
Table 1.5

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	193	58.7	58.7	58.7
	2	136	41.3	41.3	100.0
	Total	329	100.0	100.0	

The table shows the genders of the respondents. The result shows that 58.7% were males while 41.3% of respondents were females. The number of male respondents was 193 and female respondents were 136 out of 368.

Figure 4.1



Age

Table 1.6

AGE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	240	72.9	72.9	72.9
	2	89	27.1	27.1	100.0
	Total	329	100.0	100.0	

The table shows the age of the respondents. The results show that 72.9% of respondents were 18-25 years old, and 27.1% of respondents were 26-35 years old, The total frequency of respondents is 329.

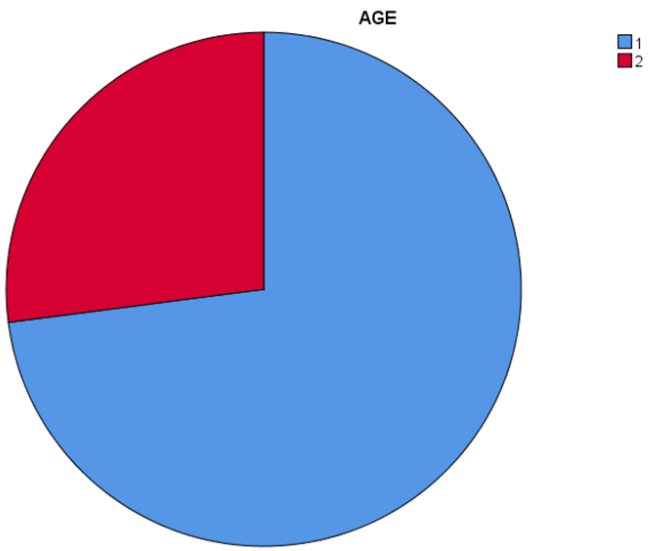


Figure 4.2

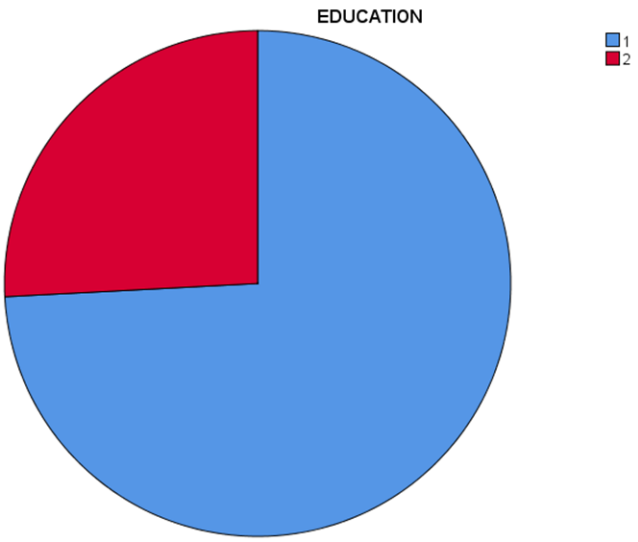
EDUCATION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	244	74.2	74.2	74.2
	2	85	25.8	25.8	100.0
	Total	329	100.0	100.0	

The above tables show the education of participants. The results show 57.1% are doing a Bachelor's, 17.9% are doing a Master's, 10.7 % are doing an M-Phil, and 14.3% are doing a

Ph.D. from UMT, Lahore.

Figure 4.3



12. Regression

The researcher uses linear regression analysis to predict the relationship between two or more variables. Based on the data of variables, a line is modeled to predict the relationship.

Simple Regression: one independent variable with one dependent variable.

Multiple Regression: Two or more Independent variables with one dependent variable.

There are four values to interpret in linear regression.

1. R-Square: ‘’the value explains the variation in the dependent variable, because of independent variables in a model. E.g. R=0.55 means 53% variation.’’

2. F-stat: ‘’It predicts the model fitness of regression (level of significant importance).’’

3. Beta: ‘’ β value shows that with one unit change in the independent variable, the β unit will change in the dependent variable.’’

4. T-stat: ‘’The T-statics used in a T-test to determine if you should support or reject the null hypothesis. If the values are significant, you accept the alternative hypothesis or reject the null hypothesis.

13. Modal Summary

Table 13.1
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.304[a]	.092	.075	.518681433254372

a. Predictors: (Constant), STR, GENDER, EDUCATION , CA, NA, AGE

As indicated in the above table, the R-square value is 0.518, which shows that IV i.e. chronic absence, non-academic activity, student-teacher ratio causes 0.092% variation in DV i.e. Student learning.

Table 13.2

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.813	6	1.469	5.459	.000[b]
	Residual	86.628	322	.269		
	Total	95.440	328			

a. Dependent Variable: SL

b. Predictors: (Constant), STR, GENDER, EDUCATION, CA, NA, AGE

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.813	6	1.469	5.459	.000[b]
	Residual	86.628	322	.269		
	Total	95.440	328			

a. Dependent Variable: SL

b. Predictors: (Constant), STR, GENDER, EDUCATION, CA, NA, AGE

Table indicates the result of ANOVA. The P-value is 0.000, which is smaller than 0.05, proving a statistically significant relationship between the IV, i.e. chronic absence, non-academic activity, student-teacher ratio causes 0.092% variation in DV i.e. Student learning.

Coefficient

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.667	.231		7.209	.000
	GENDER	.158	.062	.144	2.563	.011
	AGE	.000	.137	.000	-.002	.998
	EDUCATION	-.061	.136	-.050	-.447	.655
	CA	.128	.055	.126	2.323	.021
	NA	-.178	.051	-.203	-3.530	.000
	STR	.205	.057	.209	3.624	.000

13.1. a. Dependent Variable: SL

The table 4.10 shows the results of the coefficients. As shown, the first beta value is .126, which means if one unit change occurs in CA then it will bring out a .126-unit change in SL. The second beta value is .203, which means if one-unit change occurs in NA then it will bring out a .203 unit change in SL. The third beta value is .209 which means if one-unit change occurs in STR then it will bring out a .209 unit change in SL. Furthermore, the beta values are positive, showing a positive relationship between DV (student learning) and IV (CA, NA, STR)

14. Hypothesis Result

H1: It has been hypothesized in the study that chronic absence activity has a significant impact on student learning (β = .126, t= 2.323, Sig=0.021).

H2: The results (β = .203, t= 3.530, Sig- 0.00) indicate that a significant relationship exists between Non-academic and student learning.

H3: It has been hypothesized in the study that has a significant impact of high student-teacher ratio on student learning (β = .209, t=3.624, Sig=0.000).

15. CONCLUSION AND RECOMMENDATIONS

This segment, which finalize this investigation on the factors influencing student learning at UMT, is a summary of the whole research. This includes all the variables that support examine and measures this given study. This study explored the relationship between three independent variables i.e. chronic absence, non-academic activities, and student-teacher ratio, and the dependent variable, student learning. It highlights the main outcomes, looks for the implications, and future recommendation or suggestions for further research and activity.

Summary of hypothesis testing:

Result summary of hypothesis present in the table 5.1

H1: The study shows that chronic absence activity has a significant impact on student learning.

H2: The results indicate that a significant relationship exists between Non-academic and student learning.

H3: the study shows that has a significant impact of high student-teacher ratio on student learning.

Hypothesis Statement Sign Decision Significance

H1 chronic absence activity has a significant impact on student learning + Approved Significant (0.021)

H2 The significant relationship exists between Non-academic and student learning.

+ Approved Significant (0.00)

H3 high student-teacher ratio has significant impact on student learning + Approved Significant (0.000)

Hypothesis	Statement	Sign	Decision	Significance
H1	chronic absence activity has a significant impact on student learning	+	Approved	Significant (0.021)
H2	The significant relationship exists between Non-academic and student learning.	+	Approved	Significant (0.00)
H3	high student-teacher ratio has significant impact on student learning	+	Approved	Significant (0.000)

16. Conclusion:

The present study investigates the perceived reason for student learning among the students at the University of Management and Technology, Lahore. The study's significant correlations highlight the need of addressing these variables in order to improve the effectiveness of students' learning. chronic absence cause learning to stop, and too many extracurricular activities might cause students to lose focus and spend less time studying. In similar ways, high student-teacher ratios may hinder learning by restricting individual attention and interaction. These results are

consistent with educational research that highlights the need of focused engagement, regular attendance, and customized suitable learning environments for the best possible academic performance.

Through conducting a Physical survey, we gathered the data from University of Management and Technology, UMT by using sample size of 379 students. The hypothesis is acknowledged on the base of results which shows the interconnection between student learning and factors such as chronic absence, non-academic activity, and the Student-teacher Ratio. Based on findings and results as discussed in the previously it is concluded that chronic absence, Non-Academic activity, and Student-teacher Ratio play an important role in starting student learning. The research study's findings showed a significant relationship between student learning, chronic absence, non-academic activity, and High Student-teacher Ratio.

17. Recommendations

Recognition of the researches show that the factors called student-teacher ratios, chronic absenteeism, and non-academic activities affect the learning at high rates. To counter these challenges and cultivate a more nurturing learning environment at UMT, several key recommendations can be implemented. Based on the results, the following recommendations are made:

A significant step in addressing the issue of student-teacher ratios includes bringing down classroom sizes to a minimum. If there are more students enrolled in a certain course then UMT could consider adding additional sections for that subject, which is possible through partnership with adjunct faculty or by means of online components being involved into the class curriculum. Equally, the use of other teaching techniques such as the flipped classroom can encourage establishing smaller groups on which faculty can give a more personalized guidance and at the same time be able to optimally utilize human resources. Apart from that, the smart approach envisaging that fresh faculty be employed directly to solve this problem helps overcome the high students-to-teacher ratios and guarantees a healthy learning environment, thus student engagement and academic success.

The co-curricular activities allow for valuable learning but spending too much time on so many extra-curricular activities pose a higher risk of negatively influencing academic performance. UMT may provide the opportunity to engage in activities which make research rather boring, positive to complement and develop academic studies that go beyond the classroom without losing academic concentration. Such aims can be achieved by starting a student club or an organization which may be linked to academic's field of study, through which students can learn more about their interests and this may be seen as reinforcement for their academic careers. Besides, arranging workshops on time management skills, students will be empowered with strategies which are useful for not only their academic activities but also for co-curricular commitments that lead to a holistic student experience.

Workshops and seminars should be implemented that deal with the significance of academic performance and its link to future planning. This for sure is the right step that is important for improving students' motivation and commitment. Engaging in guest speakers from a successful alumni to relate their stories can even be a motivator by showing that academic wins are a route to real world career opportunities. Furthermore, conducting workshops for study skills and time management techniques will empower the students with practical tools necessary to work out their workload by studying efficiently which in the long run improves their academic performance. In addition to that, looking into different innovative teaching methods that invite active learning and participation, like problem-based learning or case studies, can equally

augment the level of student engagement and arouse a deeper comprehension of the course. Complementing the tackled determinants with these diverse approaches will make up a learning environment that is not only addressing the problems constraining academic learning, but also accommodating an inspiring, gratifying and exciting learning experience for students, paving the way for their completion of their careers successfully.

Through the integration of these recommendations, UMT can overcome the obstacles the students are facing, promoting a comprehensive approach to cultivating student learning, and building an environment that enlivens education, enhances academic achievement and prepares students for future careers. This overall method recognizes the multidimensional nature of students learning and thus, the school embraces a support-centered strategy whose components include the resources and opportunities that students need to excel academically at UMT.

18. References

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