



**RESEARCH PAPER**

**Quality of Teaching and Learning Environment in Weekend and Regular Programs Settings: A Comparative Study of a Public Sector University**

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**ABSTRACT**

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The quality of teaching and learning environment plays a significant role in enhancing students' learning experiences, both in weekend programs settings and regular programs settings of the universities. The personal experiences of the researchers, however, observed some differences in the quality of teaching and learning environment in weekend programs settings and regular programs settings of the universities in public sector universities of Pakistan. This research study used descriptive survey research designs to address questions. This study was delimited to a public sector university of a Pakistan. All students of the selected university served as a population and of these 462 were selected as a sample using the multistage cluster sampling technique. Of these 462 students, 232 were studying in weekend program settings and 230 in regular program settings. For data collection, a five-point Likert scale questionnaire, comprising 32 statements, was developed and administered. For analysis of data, mean values, standard deviations, and independent sample t-test were computed. The results of this research found that the quality of teaching and learning environment in regular programs settings is statistically significant better than that of weekend programs settings, as perceived by students.

**Introduction**

Learning and teaching are two main components of an educational system. However, quality of learning and teaching environment of academics has become a premier concern of several academics in last couple of years. Jawaid and Aly (2014)

asserted that learning environment is the sum of the external and internal circumstances which control surrounding and affecting a student's learning. Similarly, Fraser (1998) emphasized that learning environment refers to the psychological, social and the pedagogical contexts in which learning take place and which affect learners' attitude and their success. In the same way, Khine, Fraser, Afari and Kyaw (2018) describe learning environment which includes the psychological, physical and the sociological aspects of a classroom and the interactions between the teacher and learners in the instructional contexts in which pupil's learning taking place. The positive environment helps in attaining students' learning goals while the negative environment hinders accomplishments learning goals (Jawaid, Raheel, Ahmed, & Aijaz, 2013).

Not only, school environment, but also the teaching and learning environment play a significant role in achieving school targets. Dalke, Cassidy, Grobstein and Blank (2007) delineate teaching environment which supports creativity as a developing pedagogy; it is the reconsidering the role of the instructor which is less rigid, more practical, less structured, and comprises multiple ways of teaching. The teaching and learning environment, however, depends on each and the everything in an academic institution such as behavior of instructor with learners, curriculum design, pedagogies, atmosphere of the class during the teaching sessions and the social and an academic environment (Jawaid & Aly, 2014). Similarly, learning environments focuses on the rules and regulation of the classroom, pedagogies, the management of behavior, motivation of learners, setting of the tools of classroom i.e., table, desk, etcetera and paint of the classroom (Chesebro & McCroskey, 2002; Slavin, 2000; Snowman & Biehler, 2003).

The learning environment plays a significant role in developing creativity among students (Richardson & Mishra, 2018). Learning environment depends significantly on an approach and the extent to which teacher molds influence, demonstrates kindness and willingness to assist, encourage competition and collaboration, and allows to make decision with solid confidence (Irshadullah, 2014). However, there are some measures which affect the teachers' performance in teaching and learning process in an academic environment, following; institutional policy, Promotion, Cash rewards, clear, impartial and unambiguous, Performance assessment (Vero & Puka, 2017).

To obtain an effective teaching-learning atmosphere, it is necessary to maintain the manpower of the effective educators who creates a positive learning environment which are conducive to the learning (Arikan, Taser & Suzer, 2008:43). However, an effective teacher did things right. They prepare their lesson plans, organize learning environment, give appropriate introduction lessons, ask queries, and use teaching audio visual aids. Teaching effectiveness is not just doing things right it is much more than this. An effective teacher affects learners' lives. An effective teacher is the product of three elements: knowledge, skills and the personality (Anderson, 2009). Similarly, Hammond, Bransford and LePage (2005)

said that teaching is not merely talking, and the learning is not merely listening. An effective teacher has an ability to find out not merely what they want to teach, but also how they do it, and which students can easily understand and application of new skills and information. A good teacher has a strong influence on the pupils, identify what and how to learn as well as making interaction among the students (Lupascu, Pânisoară & Pânisoară, 2014).

In learning environment, assessment is essential in educational process. In institutes, the most observable assessments type is summative. A summative assessment is an assessment which is used to measure what students have acquired at the end of a term. Another type is formative assessment which refers to the frequent and interactive assessments of learner progress and comprehension in order to identify educational needs and adjust instruction adequately (Ellery, 2008). In the context of Pakistan, Siddiqui (2007) criticized the assessment procedures which focus on that replication of data and make inadequate attempts to improve learner's thinking abilities. As a result, good teacher was those who attain the higher academic results over the bare transmission of information instead of those teachers who nurtured reflective and the critical thinking skills in their students.

There are various features of a learning environment. As, Jawaid and Aly (2014) mentioned an effective learning environment is the one in which the students feel safe to do experiments, express their concerns, identify lack of understanding and spread their limits without a fear of being censure. Similarly, Weinstein (2011) claimed that five functions are considered essential for teaching and learning in classroom which are symbolic recognition, safety and shelter, happiness, task instrumentation, and social interaction. Walden (2009) emphasized that main features of a positive quality of the learning environment are design format, color schemes, light, temperature and the ventilation, audibility and the noise, tools and furniture.

There are two major classroom environments; the social environment and the organizational environment. The social environment means a mode of interaction which teacher facilitate in the class. However, the organizational environment refers to physical aspect of the classroom (Irshadullah, 2014). Yusoff, Sapri, Sipan and Muhibudin (2017) asserted that school classroom contains various fundamental facilities for instance; audio visual teaching aids (chalkboard/ white board), light, ventilation, furniture (table, chair, and cupboards). Even so, other essentials are class size, space in class, paint, noise, heating, cooling, decoration, a noise, appropriateness, effectiveness and economy, security and health. Likewise, Cornell (2002) says that furniture is a tool as well as an environment. Each tool is made with a specific purpose which is in mind. It is not differed from the learning environment. All the tools were built to which facilitate the teacher to deliver the information to the large number of students.

The quality of education at higher level can be affected by several factors. The foremost factor is the learning environment which is developed by the teachers and

the other factor is learning methods which students use in during learning. The learning atmosphere is conducive for pupil acquisition (Belaine, 2017). In university the teaching and learning environment includes the nature of students' body, character of faculty associate and institutional policy and its practices (Meiers, 2007). Similarly, Kember, Ho and Hong (2010) said that the learning environment improves with following conditions; developing interest establishing significance, permitting to select subjects, educational activities, teaching for an awareness, assessment of educational activities, strong teacher-student associations, learner-focused, and self-identification among classmates (Kember, Ho & Hong, 2010).

Recently, concept of virtual learning is growing very fast. However, Macdonald and Twining (2002) elaborates that the teaching-learning process in the online educational environment is generally based on the assignments completed within framework of a continuous assessment of learning. The main characteristics of virtual learning environment are physical separation in spite of the advantages of physical separation; flexibility, economical, convenience, distance education learners usually experience isolation and sometimes a feel being neglected by their tutors (Al Ghamdi, Samarji & Watt, 2016). Despite of this, the influence of a teacher is crucial for propitiating pupils' self-regulation in the virtual environment (Williams & Hellman 2004).

In context of Pakistan, the study was conducted by Razaa, Mahmood and Jalilb (2019) on effect of teaching and the learning environment on the students' perception of education capabilities of a government sector. This research concludes that administration should device the coherent programs and organizes proper training for elevating the teaching approaches and the evaluation techniques, which are likely to stimulate the learning environment in developing educational capabilities among learners. Another study on educational environment was conducted at Aga Khan University Medical College, Karachi, Pakistan by Rehman, Ghias, Fatima, Hussain and Alam (2016), by adopting a cross-sectional survey method and used simple random sampling technique to conduct a study. The result of the study was that the university students perceived a positive learning environment at AKUMC Karachi. However, almost all studies focus only on perception of teachers and students about the teaching and learning environment, therefore, there is less studies in Pakistan, which focus on actual analysis of the quality of teaching and learning environment at university level, in weekend and regular programs settings.

The quality of teaching and learning environment plays a significant role in enhancing students' learning experiences, both in weekend programs settings and regular programs settings of the universities. The personal experiences of the researchers, however, observed some differences in the quality of teaching and learning environment in weekend programs settings and regular programs settings of the universities in public sector universities of Pakistan. Considering these experiences, this research study examines and compares the quality of teaching and

learning environment in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by the students, in four components, namely, the *quality of teachers and their teaching*; *the quality of exams and assessment practices*; *the quality of healthy learning environment*; and *the availability of and access to learning resources*.

### **Research Questions and Hypotheses**

This research study examines and compares the quality of teaching and learning environment in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by the students. This study addresses the following key research questions:

- Is there any difference between the *quality of teachers and their teaching as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students?
- Is there any difference between the *quality of exams and assessment practices as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students?
- Is there any difference between the *quality of healthy learning environment as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students?
- Is there any difference between the *availability and access to learning resources as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students?

In view of the four research questions of this study, the following sets of the null and research hypotheses were formulated to compare the quality of the teaching and learning environment in weekend and regular programs settings in a selected public sector university of Pakistan.

- **N<sub>0</sub> (Null Hypothesis):** No significant difference exists between the *quality of teachers and their teaching as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students.

**N<sub>1</sub> (Research Hypothesis):** A significant difference exists between the *quality of teachers and their teaching as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students.

weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students.

- **N<sub>0</sub> (Null Hypothesis):** No significant difference exists between the *quality of exams and assessment practices as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students.

**N<sub>1</sub> (Null Hypothesis):** A significant difference exists between the *quality of exams and assessment practices as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students.

- **N<sub>0</sub> (Null Hypothesis):** No significant difference exists between the *quality of healthy learning environment as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students.

**N<sub>1</sub> (Null Hypothesis):** A significant difference exists between the *quality of healthy learning environment as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students.

- **N<sub>0</sub> (Null Hypothesis):** No significant difference exists between the *availability of and access to learning resources as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students?

**N<sub>1</sub> (Null Hypothesis):** A significant difference exists between the *availability of and access to learning resources as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students?

- **N<sub>0</sub> (Null Hypothesis):** No significant difference exists between the *overall quality of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students.

**N<sub>1</sub> (Research Hypothesis):** A significant difference exists between the *overall quality of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students.

## **Material and Methods**

### **Research Design, Population and Sample**

To examine and compare the quality of teaching and learning environment in the weekend and regular programs settings in a public sector university of Pakistan, this descriptive nature study employed survey and case study designs. This study was delimited to the two large faculties of the selected public sector general university of a Pakistan, which served as a case. In alignment with the objectives of study, the *Faculty of Arts and Social Sciences* and the *Faculty of Islamic Studies and Languages* of a selected public sector university were selected. These two faculties used to run both the weekend and the regular undergraduate and graduate programs during the study, under 21 departments and institutes. All students who were studying in the weekend and the regular undergraduate and graduate programs, run by these 21 departments, were selected as a population.

Of these 21 departments from two faculties of university, seven departments were first randomly selected. Of these seven departments, one program was randomly selected and subsequently one class was randomly selected from the both the weekend and regular programs each. In this way, a total of 14 classes were selected, seven each from the weekend and regular program. Of these 14 classes, all available undergraduate and graduate student were selected as a sample using multistage cluster sampling technique. Finally, a total of 637 students were selected as a sample from the both weekend and regular undergraduate and graduate programs.

### **Research Tool**

For collection of data, a self-designed questionnaire was used as a research tool. Questionnaire was based on review of literature, and contained two sections. First section was aimed at seeking participants' demographic information, while the second section of questionnaire comprised 32 statements on a five-point Likert scale, ranging from the *strongly disagree* (SD=1) to the *strongly agree* (SA=5). These 32 statements were further distributed into four factors. These four factors were focused on examining the quality of teaching and learning environment in the weekend and regular programs of selected university and include: quality of teachers and their teaching; exams and assessment practices, healthy learning environment, and availability of and access to learning resources.

Of 32 statements, the nine were designed to examine quality of teachers and their teaching as a component of teaching and learning environment; 10 were designed to examine assessment practices as a component of teaching and learning environment; seven were planned to examine the healthy learning environment as a component of teaching and learning environment; and six were planned to examine the availability of and access to learning resources as a component of teaching and learning environment. The Cronbach Alpha reliability coefficient of research tool

was calculated as 0.918. This found the questionnaire to be highly reliable for collection of data.

### Data Collection and Data Analysis

Questionnaire was personally administered by researcher's to 637 undergraduate and graduate students, studying in seven different classes of weekend programs and regular programs, both male and female students. On specific days of data collection, some students were not available for data collection, and thus 462 students responded on the questionnaire, with a response rate of 73%. Of these 462 students, 232 were studying in the weekend undergraduate and graduate programs, while 230 in the regular programs. Of these 462 students, 265 were female and 197 were male students. For analysis of data, the mean, standard deviation, and independent sample t-test were used, by employing SPSS.

### Results

This section presents results in response to the research questions and hypotheses of the study. In response to the first research question for examining and comparing the difference between the *quality of teachers and their teaching as a component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students, mean scores and standard deviations of each statement were computed, as shown in Table 1.

**Table 1**  
**Factors related to teachers and their teaching**

S. No.	Factors related to teachers/teaching (Weekend = n <sub>1</sub> ; Regular = n <sub>2</sub> )	Mean of Programs		SD of Programs	
		Weekend	Regular	Weekend	Regular
1	Teachers' subject expertise.	3.09	3.92	1.15	0.64
2	Teachers' values/norms.	2.78	3.78	0.74	1.14
3	Teachers' supportive behavior.	2.89	3.58	1.02	1.13
4	Teachers' cooperation.	3.04	3.25	1.23	1.20
5	Teachers' punctuality.	3.12	3.18	1.17	1.22
6	Teachers' quality of teaching.	3.39	3.43	1.24	1.22
7	Solution of students' learning problems.	3.50	3.54	1.37	1.36
8	Teachers' politeness during interaction.	3.02	3.05	1.06	1.09
9	Focus on activities/assignments.	4.58	4.45	1.02	1.08
10	Overall (n <sub>1</sub> = 232; n <sub>2</sub> = 230; n = 462)	3.27	3.58	1.11	1.12

Table 1 shows that the mean values for only two statements, in weekend programs, is greater than 3.50. It shows that students studying in the weekend programs perceive that their teachers focus on solution of their learning problems



and give them a number of assignments. The mean values of five statements, in the weekend programs, fall between 3.00 and 3.50. It shows that students studying in the weekend programs perceive that their teachers are lying very low in the areas of subject expertise, values/norms, punctuality, the quality of teaching, and politeness. The mean values of two statements, in the weekend programs, is less than 3.00. It shows that students studying in weekend programs perceive that their teachers are lacking in supportive behavior and in cooperation. Overall mean value of 3.27, in the weekend programs, shows that students studying in these programs are somewhat satisfied with teaching and learning quality of the program.

Table 1 further shows that the mean values for five statements, in regular programs, are greater than 3.50. It shows that students studying in the regular programs perceive that their teachers put a good focus on the subject expertise, values/norms, supportive behavior, solution of their learning problems, and give them a number of activities/assignments. The mean values of four statements, in the regular programs, fall between 3.00 and 3.50. It shows that students studying in the regular programs perceive that their teachers are lying very low in the areas of teachers' cooperation, punctuality, the quality of teaching, and politeness. Overall mean value of 3.58, in the regular programs, shows that students studying in these programs perceive that overall quality of teaching and learning environment in these program is good. In response to second research question for examining and comparing the difference between *quality of exams and assessment practices as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students, mean scores and standard deviations of each statement were computed, as shown in Table 2.

**Table 2**  
**Factors related to students' exams and assessment practices.**

S. No.	Factors related to exams' practices (Weekend = n <sub>1</sub> ; Regular = n <sub>2</sub> )	Mean of Programs		SD of Programs	
		Weekend	Regular	Weekend	Regular
1	Fair conduct of examinations.	2.92	3.82	0.85	1.03
2	Examinations' environment.	3.19	3.31	1.19	1.21
3	Content's relevance/coverage in exams.	3.15	3.39	1.17	1.05
4	Timely declaration of results.	2.58	3.93	0.92	1.01
5	Orientation about exams procedure.	3.06	3.27	1.20	1.18
6	Exam-related problems are addressed.	2.91	4.00	1.01	1.02
7	Fair invigilation.	2.92	3.99	1.07	1.03
8	Timely conduct of exams.	3.05	3.20	1.22	1.18
9	Transparent exams - avoid cheating.	3.21	3.28	1.24	1.10
10	Monitoring of students'	3.14	3.21	1.30	1.28

	attendances.				
11	Overall ( $n_1 = 232$ ; $n_2 = 230$ ; $n = 462$ )	3.01	3.54	1.12	1.11

Table 2 shows that the mean values of six statements, in the weekend programs, fall between 3.00 and 3.50. It shows that students studying in the weekend programs perceive that the exams and assessment practices are just very little good in terms of environment, content's relevance/ coverage, orientation about exams procedure, timely conduct of exams, transparency of exams, and in the monitoring of students' attendances. The mean values of four statements, in weekend programs, is less than 3.00. It shows that students studying in weekend programs perceive that assessment practices are very poor in terms of fair conduct of examinations, timely declaration of results, in addressing exam-related problems, and in fair invigilation. Overall mean value of 3.01, in the weekend programs, shows that students studying in these programs are just very little satisfied with assessment practices in weekend programs.

Table 2 further shows that the mean values of four statements, in regular programs, are greater than 3.50. It shows that students studying in the regular programs are moderately-high satisfied with exams and assessment practices in terms of fair conduct of exams, timely declaration of results, in addressing exam-related problems, and in fair invigilation. The mean values of six statements, in the regular programs, fall between 3.00 and 3.50. It shows that students studying in the regular programs are satisfied with assessment practices to a very low level in terms of examination environment, content's relevance/ coverage, orientation about exams procedure, timely conduct of exams, transparency of exams, and in monitoring of students' attendances. Overall mean value of 3.54, in the regular programs, shows that the students studying in these programs are moderately-high satisfied with assessment practices. In response to third research question for examining and comparing the difference between the *quality of healthy learning environment as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students, mean scores and standard deviations of each statement were computed, as shown in Table 3.

**Table 3**  
**Factors related to healthy learning environment**

S. No.	Factors related to environment (Weekend = $n_1$ ; Regular = $n_2$ )	Mean of Programs		SD of Programs	
		Weekend	Regular	Weekend	Regular
1	Intuitional environment.	3.09	3.16	1.23	1.20
2	Cooperative/friendly environment.	3.21	3.33	1.19	1.19
3	Classroom environment.	3.47	3.66	1.23	1.21
4	Healthy learning environment.	2.87	3.66	1.06	1.09
5	Provision of feedback.	3.13	3.89	0.98	1.00

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6	Encouragement of new ideas.	2.83	3.75	1.03	1.06
7	Focus on cleanliness.	3.26	3.16	1.24	1.23
8	Overall ( $n_1 = 232$ ; $n_2 = 230$ ; $n = 462$ )	3.12	3.51	1.14	1.14

Table 3 shows that the mean values of five statements, in the weekend programs, fall between 3.00 and 3.50. It shows that students studying in weekend programs perceive that their learning environment is just little bit healthy in areas of intuitional environment, cooperative/friendly environment, classroom environment, provision of feedback, and in focus on cleanliness. The mean values of two statements, in weekend programs, is less than 3.00. It shows that students studying in weekend programs perceive that the learning environment is not healthy in terms of health of learning and encouragement of new ideas. Overall mean value of 3.12, in weekend programs, shows that students studying in these programs are bit satisfied with healthy learning environment of the program.

Table 3 further shows that the mean values for five statements, in regular programs, are greater than 3.50. It shows that students studying in the regular programs perceive that their learning environment is very healthy in areas of classroom environment, healthy learning environment, provision of feedback, and in encouragement of new ideas. Table 3 shows that the mean values of two statements, in the regular programs, fall between 3.00 and 3.50. It shows that students studying in regular programs perceive that their learning environment is just little bit healthy in terms of intuitional environment, cooperative/friendly environment, and cleanliness. Overall mean value of 3.51, in regular programs, shows that students studying in these programs are very satisfied with healthy learning environment of the program. In response to fourth research question for examining and comparing the difference between the *availability of and access to learning resources as a key component of teaching and learning environment* in weekend and regular programs settings in a selected public sector university of Pakistan, as perceived by students, mean scores and standard deviations of each statement were computed, as shown in Table 4.

**Table 4**  
**Factors related to availability and access to learning resources**

S. No.	Factors related to learning resources (Weekend = $n_1$ ; Regular = $n_2$ )	Mean of Programs		SD of Programs	
		Weekend	Regular	Weekend	Regular
1	Availability of relevant books/materials.	2.75	3.60	1.10	1.22
2	Access to internet.	2.64	3.46	1.11	1.18
3	Availability of laboratories.	2.70	3.65	1.08	1.05
4	Availability of laboratory equipment.	2.88	3.86	1.08	1.10
5	Access to equipment, when	2.68	3.54	1.01	1.11

needed.					
6	Updated and working tools/equipment.	2.99	3.81	1.08	1.07
7	Overall (n <sub>1</sub> = 232; n <sub>2</sub> = 230; n = 462)	2.77	3.65	1.08	1.12

Table 4 shows that the mean values of all six statements, in the weekend programs, is less than 3.00. It shows that students studying in weekend programs are not satisfied with the availability of and access to learning resources in terms of availability of relevant books/materials, access to internet, availability of laboratories, availability of equipment/tools, access to equipment, and access to updated and working tools/equipment. Overall mean values of 2.77, in weekend programs, shows that students studying in these programs are not satisfied with the availability of and access to learning resources of the program.

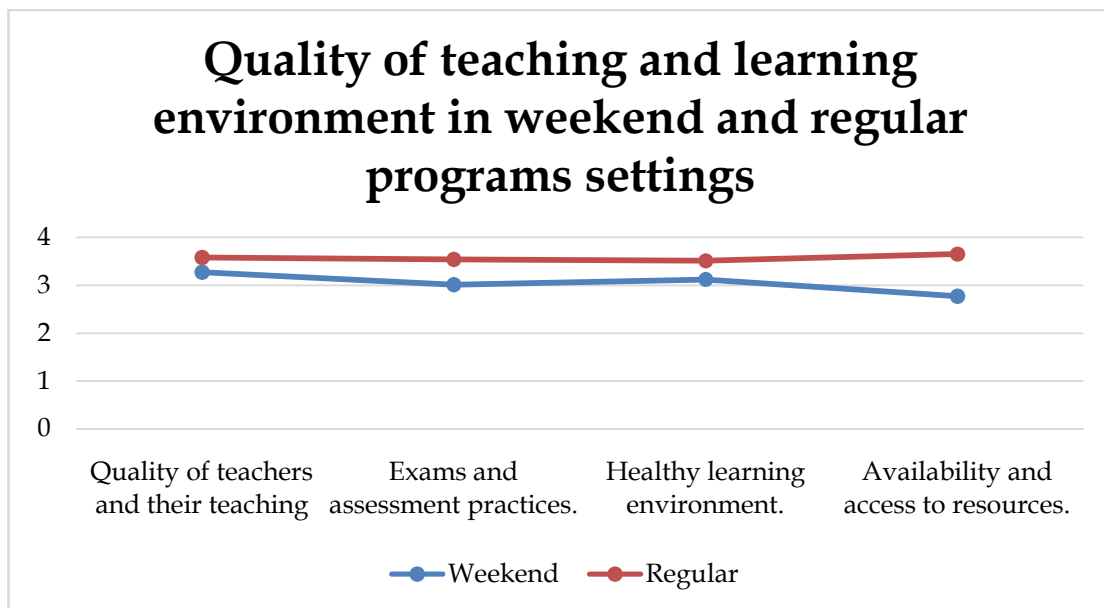
Table 4 further shows that the mean values for five statements, in regular programs, are greater than 3.50. It shows that students studying in the regular programs are highly satisfied with the availability of and access to learning resources in terms of availability of relevant materials/ books, availability of laboratories, availability of laboratory equipment, access to equipment, and updated and working tools/equipment. The mean value of the one statement, in the regular programs, falls between 3.00 and 3.50. It shows that students studying in the regular programs are a bit good satisfied with the access to internet. Overall mean values of 3.65, in the regular programs, shows that students studying in these programs are highly satisfied with availability of and access to learning resources. In response to the main objective of the study for examining and comparing the difference between the *quality of teaching and learning environment* in the weekend and regular programs settings in a public sector university of Pakistan, as perceived by students, mean scores and standard deviations of each factor were computed, as shown in Table 5.

**Table 5**  
**Overall quality of teaching and learning environment in weekend and regular programs**

S. No.	Overall learning environment quality (Weekend = n <sub>1</sub> ; Regular = n <sub>2</sub> )	Mean of Programs		SD of Programs	
		Weekend	Regular	Weekend	Regular
1	Quality of teachers and their teaching	3.27	3.58	1.11	1.12
2	Exams and assessment practices.	3.01	3.54	1.12	1.11
3	Healthy learning environment.	3.12	3.51	1.14	1.14
4	Availability and access to resources.	2.77	3.65	1.08	1.12
5	Overall (n <sub>1</sub> = 232; n <sub>2</sub> = 230; n = 462)	3.04	3.57	1.11	1.12

Table 5 shows that the mean values of three factors, in weekend programs, are just above 3.00. It shows that students studying in weekend programs perceive that quality of teachers/teaching, exams and assessment practices and health of learning environment is just little bit satisfactory. The mean values of one factor, in weekend programs, is less than 3.00. It shows that students studying in weekend programs are not satisfied with the availability of and access to learning resources of the program. Overall mean value of 3.04, however, shows that students studying in weekend programs are just little bit satisfied with *overall quality of teaching and learning environment* in a public sector university of Pakistan, as perceived by students.

Table 5 further shows that the mean values of all four factors, in the regular programs, are greater than 3.50. It shows that students studying in the regular programs are moderately-high satisfied with the quality of teachers/teaching, exams and assessment practices, learning environment, and with the availability of and access to learning resources of program. Overall mean value of 3.57, in regular programs, shows that students studying in these programs are moderately-high satisfied with *overall quality of teaching and learning environment* in regular programs settings in a public sector university of Pakistan, as perceived by students. Figure 1 indicates graphical presentation of the difference between *overall quality of teaching and learning environment* in weekend and regular programs settings.



**Figure1: Comparison of the quality of teaching and learning environment in weekend and regular programs settings**

Figure 1 indicates that students perceive that the quality of teaching and learning environment in regular programs are better than that of the weekend programs. This difference, is, however, narrow in quality of teachers/teaching, followed by healthy learning environment, and exams and assessment practices,

with a wider difference in the availability of and access to learning resources of program. To examine the difference between the perceptions of students about the quality of teaching and learning environment in the weekend programs and regular programs settings, an independent sample t-test was used, and results are shown in Table 6.

**Table 6**  
**Difference between quality of T/L environment in weekend and regular programs**

Overall Quality of T/L	Gender	N	Mean	t	df	Sig. (2-tailed)
Quality of teachers and their teaching	Weekend	232	29.4181	-5.470	460	.000
	Regular	230	32.1826	-5.467		
Exams and assessment practices	Weekend	232	30.1293	-8.631	460	.000
	Regular	230	35.3870	-8.632		
Healthy learning environment	Weekend	232	21.8621	-5.772	460	.000
	Regular	230	24.5957	-5.772		
Availability and access to resources	Weekend	232	16.6466	-12.662	460	.000
	Regular	230	21.9130	-12.658		
Overall quality of T/L environment	Weekend	232	98.0560	-9.413	460	.000
	Regular	230	114.0783	-9.411		

Table 6 indicates that the mean values of perceptions of students about the quality of teaching and learning environment in the regular programs settings are greater and the weekend settings in all four factors. The p-value of .000 shows statistically significant difference between the perceptions of students in regular programs and weekend programs settings about all four factors related to quality of teaching and learning environment. This statistically significant difference between the perceptions of students in regular programs and weekend programs settings is also evident in the overall quality of teaching and learning environment. The table 6 further shows that all the five null hypotheses were rejected and research hypotheses were accepted.

### Conclusions and Recommendations

In response to four research questions of study, four conclusions were drawn from the results. First, students studying in weekend programs setting are somewhat satisfied with teaching and learning quality of the program, whereas students studying in regular programs are satisfied to a good degree with the overall quality of teaching and learning environment in these programs. Second, students studying in weekend programs are just very little satisfied with the assessment practices in weekend programs settings, whereas students studying in regular programs settings are moderately-high satisfied with the assessment practices.

Third, students studying in regular programs setting are bit satisfied with the health of learning environment of the program, whereas students studying in

regular programs settings are very much satisfied with health of learning environment of the program. Fourth, students studying in weekend programs are not satisfied with the availability of and access to learning resources of the program, whereas students studying in regular programs settings are highly satisfied with availability of and access to learning resources. Furthermore, inferential statistics confirmed that a statistically significant difference exists between the perceptions of students about the quality of teaching and learning environment in weekend programs settings and regular settings about all four factors.

On the bases of findings, few recommendations are being made for universities. First, there is a dire need to work on the quality of teaching and learning environment, both in the regular and weekend programs setting, but focus need to be more on weekend programs. Second, it is recommended that provisions and availability of resources be made sufficient for the students so that their learning experiences may be enhanced. Furthermore, access to recourses may need to be focused for the students. Finally, it is recommended for academic leaders that professional development programs may be arranged for raising the quality and importance of teaching and learning environment for enhancing students' learning experiences.

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