A Study on Teachers' Favoritism and its Effects on Students' Academic Learning at University Level in Multan District

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ABSTRACT

Favoritism occurs in every field of life especially in educational institutions. This study is designed to explore the Teachers' Favoritism and its effects on Students' Academic Learning at university level. The participants were university students. 600 students were selected by random sampling. This research explore to accomplish the aim of the research, the close ended five point scale questionnaire was used to collect the required data. The quantitative survey method was used for present study. Instrument contained 47 statements. The main objective of the research was, To analyze the level of favoritism in universities and To understand to what extent the teachers' favoritism affects the students' academic learning. This study was delimited only to the three universities of Multan district (BZU, WUM and University of Education). Data was entered into the SPSS for analysis. Descriptive and inferential statistics were used i.e. mean, frequency, percentage and ANOVA was used to find out the effects of Teachers' Favoritism on Students' Academic Learning. And the results shows that at university level most of the students face discrimination in the result of favoritism. Favoritism affects their academic achievements and career growth. Moreover brilliant students' performance decrease and their trust on teachers declines due to favoritism. In current study we only highlight the favoritism that can affect students' academic learning future studies may examine other factors that can influence students' academic learning at university level.

KEYWORDS*:* Teachers' Favoritism, Academic Learning, University

INTRODUCTION

Learning, as we have studied, can be defined as a process of bringing quite permanent change in the behavior of the learner through experiences or practice. It means that experiences either its direct or indirect may change the behavior of an individual Browie (2009). Sometimes teacher favoritism gives edge to the student's performance and he continued to get the good grades. Sometimes teachers may be affected by the performance of the students.Favoritism is one of the most significant reasons that affects teaching and learning badly. In this way, one has to define learning first. So, the term learning generallyknown as modifications and variations reveals life timein the behavior of any individual. The learning of any pupils is not just the result of their efforts. Many factors are included in the learning of an individual and attitude of a teacher is a key component in it. If teacher adopts negative or biased attitude towards students it will creates distrust among students. Our education system is not only preparing imminent citizens, workforces and leaders it is also expected fromeducational institutes to influence students' learning including with socialization and professional awareness. Academic learning is arguably the primary business of education.

Favoritism or Nepotism is the burning issue in educational institutes specially in universities. It seems that teachers become biased and favor few students over others. Students and teachers are viewed as an alternate agent; they have unintentional and intentional relationships with each other and also affected by the character of each other. Favoritism makes contributions to some hurtful and inattentive actions toward others. Favoritism may become obstacles to work successfully together Favoritism is supposed as biased practices of treating some students better than others. Due to such practices transparency can be spoiled. The mainproblem is that much of the people do not remarkfavoritism as an issue (Nadler and Schulman, 2006). So that Favoritism can be considered utmost central reasons for

incompetency in most of the organizations (Kim, 2004).First and foremost aim was to find out the knowledge, skills and different features of teacher's behaviorand its impact on theacademic learning of individual learner at the university.Many aspectsplay their dominant role for firming the potential which is mandatory for conducive academic learning. And these aspects may include: Positive attitude of teachers, Professional Efficiency, subject knowledge, positive teacher student relationship, parental involvement and last but not the least conducive learning environment.So, the study in hand was intended to sort out the relationship between teachers' behavior and academic learning of university students (Hallinan, 2008).

Hallinan (2008) writes "Learning is a process that involves cognitive and social psychological scopes, and both processes should be considered if academic learning is to be maximized". Academic growth of a student is directly related to the positive relationships between student and teacher. And the quality of such type of relationship will increase classroom learning(Downey, 2008).A teacher is always be a role model for his / her students at all age groups and can influence on students' personality.Teaching style of any teacher including his / her behavior and attitude always be a torch bearer for students to accomplish the brilliant and renowned success. And this success may lead to build a shining career in future.Ulug, M. et al. (2011) elaborate that Negative attitude of a teacher has many aspects such asbiasness, revenge, lack of interest in class, favoritism, frustration, harshness, strict in discipline, unpredictability and narrow-mindedness.One aspect from above negative attitude which is favoritism is intended to explore in the present study and assume thatoptimistic behavior of a teacher has positive influences on learning, academic achievement and all aspects of a personality. On the other hand but adverse behavior effect negatively on performance and personality of a student.

Favoritism does exist (Lilly, 2010). Admitting to a favorite kid is a common trend in parents and teachers as well. In educational institutions it is assumed that teacher prefer certain learners over others at all levels especially in universities. Teachers' favoritism may be characterized as the execution of giving extraordinary attention to something or somebody; the affinity to favor an individual or group for factors "such as characteristic they own, or their private interactions, or merely out of person favorites". Favoritism is seen as one-sided hones of treating a few people superior to others. Biasness is a negative aspect which leads to favoritism and

favoritism is like to some distressing actions toward others. For effective team work biasness is a big hurdle. There are many reasons of biasness and negative attitude of a teacher such as achievement, economic background, lifestyle, primary language, spoken skills andsociocultural status. Favoritism occurs when teacher favor to a particular individual unfairly and dishonestly, or gives someone or any group of individuals high grades in assignments, presentations and test. In addition, it is favoritism when worthless individuals are strengthened and are given greater marks than those who do solid effort in their learning process (Wood 2018).

Angel (2010) mention that Favoritism is a common phenomenonin the classrooms at all level and become increasing day by day.Although it's a painfulaction by the teacher but teachers do not bother it. Favoritism is considered as a worldwide problem now a day. Roy and Roy (2004) define favoritism as the deed of preferring an individual or group over others who have equal rights. Wood (2018) Teachers often underestimate the academic abilities of unfavored students, which in turn has an impact on the students' grades, learning and academic expectations, according to a new study. "When teachers undervalue their students' academic abilities by observing that their class is too difficult for students, it matters — but differently for different groups of students," As my research is at university level, so Semester system is also a factor due to which favoritism happens because semester system can also lead to favoritism. Teacher gives authority to some particular students like CR or GR, and they just favor their friends and group fellows and ignore others. Teacher also favors those students whom He\She likes. In Pakistani Universities Favoritism is also prevails, as universities follow semester system. And this system academic results are in the hands of concerned teachers. Teachers may get biased and can favor any specific student / students. And this situation may cause frustration among students and students become harsh with their peers. So, present study conducted at university level to discover the major factors of Favoritism in the academic institutions. Favoritism is now considered as one of the most significant reason that affects teaching as well as learners' achievement.

Condron (2005) reveals that teachers can influence and motivate students because they have the powers do it as they play their role in front line. Teachers have to acknowledge individual differences among students. By considering these differences they can influence the students to achieve their academic excellence. There should a recognitions system in every class, students should

be appreciated by their teachers on dominant performance because this may lead motivation among students. Personal likes and dislikes matter in teacher-student relationship, if teacher creates the environment of personal likes and dislikes in the classroom among students, favor some students and ignore others it also affects students' academic learning and their relationship. Whereas positive relationship among student and teacher can develops self-esteem, mutual understanding, self-confidence and obedience for the teacher. Favoritism leads to the feeling that favor or like some one not for his / hertalent but for some extraneousaspect like personal characteristic, personal contacts, or just out of personal favorites (Employee Favoritism, 2006). Favoritism restrictstheequality because it goes withunnecessarybenefit to those who does not deserve.A teacher plays an important role in students' learning. Student learns more from his teacher and acts like his teacher. So, teacher should motivate, facilitate and encourage students for learning and treat all students equally. Teachers' biased and negative behavior in the class may have bad effect on students' learning. Teachers' positive behavior develops mutual trust and understanding among teacher and student. If no favoritism exists on the account of gender, race, cast then it willa motivating factor to create confidence among students andempower them to learn and grow in such an excellent learning environment.

Ismail Aydogan (2009) indorses that favoritism must be dejected at every levelspecially in educational institutions. Whereas, merit-based criteria should be followed like students' capabilities and accomplishments.Favoritism is not only harmful for students but it also for teachers as well because it effects on their credibility also. The Brilliant and hard-working students can be dishearteneddue to this act of harshness. As the Favoritism is an unfairactivity because it employsextra benefits to some specific students whose are not be able to deserve it.Powers (2013) reveals that students always wishes a teacher who impart the knowledge with fun. They also want a teacher who really cares about their feeling, who treats them equally and encourages them on their achievements. They really desire a teacher who work with as group member, talk to students on their personal issues and also gives opportunity to ask questions and answer them. Now in the present era, we need a dynamic environment in our classrooms in which there would be no place for favoritism.So, the present study may be important for teachers to findout the negative impact of favoritism in their classrooms. It may also helpful to discoverevidence that would empower university administrators and teachers to accomplish skills, desired to succeed in universities.

Statement of the Problem

Favoritism is a burning issue which occurs in all organizations especially in educational institutions. Students are getting their performances affected by the favoritism shown by their teachers in classrooms and in evaluation as well so this research is going to be conducted to find out how it affects students' academic learning. The problem here is only that we have to examine the effects of the favoritism. This is the statement of problem we'll keep it in mind while doing this study. The present study intended to explore the views of students about Teachers' favoritism at University level and my research topic is" A Study on Teachers' Favoritism and its Effects on Students' Academic Learning at University Level in Multan District".

Objectives of the Study

i.   To know to what extent the Teachers' favoritism affects the students 'academic learning.

ii.   To explore the students perception about Teachers' favoritism on academic learning.

iii. To find out the relationship between Teachers' favoritism and students' academic learning at university level.

Research Questions

Q1: Does Teachers' Favoritism effects students 'academic learning?

Q2: What are the effects of Teachers' Favoritism on students' academic learning?

Q3: What are the factors of Teachers' Favoritism?

Q4: What are students' views about Teachers' Favoritism?

Significance of the Study

Favoritism in the classroom is one of the most important reason affecting the students success and academic learning. When teacher favor some students over others favoritism exists. A teacher can perform a very productive role for his students because students learn more from his teachers' teaching method, attitude and behavior. The teacher should be neutral in assessing the students' academic excellence. Teacher should treat every student equally and avoid discrimination. Positive teacher-student relationship develops mutual understanding, respect, self-confidence and obedience between the teacher and the students, whereas negative behavior has a negative impact on both the teacher-student relationship.

Our study on teachers' favoritism is very useful for us all. It is providing the information about the

favoritism effects on students' academic learning. It is also getting us aware of the important concepts of favoritism. It is also very useful for the students. For the students there is information about the effects and causes of teachers' favoritism. Students can take some careful steps to avoid favoritism during their educational experience, when they would be aware about favoritism facts and causes.It would be also beneficial for the teachers as well. Teachers will get information about the favoritism and its side effects on the students' academic learning. So the teachers will be more careful about favoritism. They could also take some steps to reduce favoritism in the institutions.This study is also useful for our educational departments. Different educational departments and institutes can make their policies and strategies, so that they can avoid favoritism in their institute or department. Different experts can do some helpful steps to reduce favoritism in education.

Research Methodology

The procedure adopted to conduct the study had been explained in this chapter the chapter had description of method and procedure of the study under following steps;

Population of the study

This study was led for the "Teachers' Favoritism and its effects on Students' Academic Learning at University Level in Multan District" so the target population of this study was university students of Multan district.All universities in Multan district were included in the population of the study. There are 6 (Women University Multan, Bahauddin Zakariya University Multan, University of Education, Muhammad Nawaz Sharif University of Engineering and Technology Multan, NFC Institute of Engeneering and Technology Multan, and National University of Modern Languages(NUML) Multan) universities are located in district of Multan.

Selection of the sample

To get the sample of the study three universities in Multan district (BahaudinZikriya University, Women University Multan and University of Education) were selected. After that 200 students from each university were selected. So total sample of the study was consisted of 600 students from these universities and were selected randomly. Only students were included in the sample.

Delimitation of the study

There were limited resources, time and money. We had to make some limitations because of limited money, time and resources. Because of these limited resources, we had to face many limitations as well. We could not select all the educational

institutions that's why this study was delimited only to the three universities of Multan district ((BahaudinZikriya University, Women University Multan and University of Education).

Development of research Tool

Research study was descriptive in its nature so, the instrument for data collection was a questionnaire. Researcher reviewed in depth literature regarding Teachers' Favoritism intensively and after that research instrument was prepared. Present questionnaire was consisted of 47 items to get the responses from the participants. It was developed by using 5 points Liker scale from SA (Strongly Agree) to SDA (Strongly Disagree) and each scored on the basis of the weightage of these levels is as follows:

Strongly Agree (SA) = 5, Agree (A) = 4, Undecided (UN) = 3, Disagree (D) = 2, Strongly Disagree (SDA) = 1

Validity of the Tool

The research tool was developed after the comprehensive study of related literature. The first draft of questionnaire was consisted of 51 items, with the guidance from experts of the department of education it was carefully scrutinized into 47 items, thus the final draft was prepared.

The researcher refined the statements in the light of the feedback of the experts, and finalized the tool. It was designed in a way that was easily understood by the participants.

Reliability of the Tool

To test the reliability of questionnaire a pilot study was conducted. The sample chosen for the pilot study was other than the main sample. The collected data was analyzed using cronbach Alpha formula and its value was 0.78.

Procedure of Data Collection

Questionnaire was developed for data collection, which were given to the students to know their opinions. Data was collected only through questionnaires, not any other sources were used for it. I visited the selected Universities of the Multan district and we gave the questionnaires to the students of the selected universities. They filled those questionnaires and I got back our data at the spot.

Statistical Analysis of Data

The information was gathered through questionnaire from 600 students and was entered into the SPSS (statistical package for social sciences) to analyze the data. Descriptive and inferential statistics were used i.e. mean, frequency, percentage and ANOVA was used to find out the

effects of teachers' favoritism on students' academic learning at university level.

Data Analysis

In current study we used SPSS 24 version to analyze the data descriptive and inferential statistics were used i.e. Mean, Frequency, Percentage and ANOVA was used to find out the effects of Teachers' favoritism on students' academic learning at university level.

Analysis of Demographic Variables

ANOVA with Education

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.246	2	.123	.051	.951
Within Groups	1453.379	597	2.434		
Total	1453.625	599			

The result of ANOVA showed that is significant difference among the perceptions of respondents that had different qualifications because value of p is greater 0.05 (p>0.05).

ANOVA with Age

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.753	7	.679	.277	.963
Within Groups	1448.872	592	2.447		
Total	1453.625	599			

The result of ANOVA showed that is significant difference among the perceptions of respondents that had different age groups because value of p is greater 0.05 (p>0.05).

Gender (Z test)

Gender	Mean	N	Std. Deviation	Z value
Male	3.72	376	1.556	**0.88**
Female	3.74	224	1.564	
Total	3.73	600	1.558	

Table shows that the calculated value (0.88) which is less than the table value at 0.05 (1.96) level of significance. It means different of gender in respondents is statistically insignificant and mean respond also shows how better perceptions of female respondents.

Objective 1: To know to what extent the teacher favoritism affects the students' academic learning.

To evaluate the effect of teachers' favoritism on students' academic learning regression was applied and the result of these score are presented in the following table

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

Constant	46.470	.972		47.806	.000
Teacher favoritism	-.025	.005	-.342	-5.291	.000
R= 0.342 R2= .117 Adj.R2= 0.112 F= 27.00 Sig. = 0.000					

Dependent Variable: students learning

Table show that the value of R is 0.342 that reflect that teacher favoritism has significant relation with students' academic learning. The value of R2 is 0.117 that reflects 11.7% % of the variability in students' academic learning is explained by teacher favoritism. The F=27.00 and Sig. =0.000 indicates statistically significant and correct prediction between the variables at p=0.05 significance level. The value of β (slope of the coefficient) for teacher favoritism -0.025 is an indication that students' academic learning varies negatively with teacher favoritism and the t value -5.291 is statistically significant with α= 0.000.

Objective 2: To find out the relationship between Teachers' favoritism and students'   academic learning.

Correlations

		t	S
Teacher favoritism	Pearson Correlation	1	-.342**
	Sig. (2-tailed)		.000
	N	214	214
Students' academic learning	Pearson Correlation	-.342**	1
	Sig. (2-tailed)	.000	
	N	214	600

This table shows that there is correlation between teacher favoritism and students' academic learning is -0.342 on the p value is 0.000. Thus it is indicting that both variables move in opposite direction. If teachers' favoritism increases than students' academic learning decreases. However, it can be concluded that there is a negative correlation between teacher favoritism and students' academic learning.

CONCLUSIONS

These conclusions drawn on the basis of findings of the conducted study:

- Teacher favors and ignores some students in the classroom. Teacher has biased expectations for some students in the classroom. Teacher gives authority to some particular students in the classroom.
- Favoritism is one of the significant reason that affects teaching and learning. It is an obstacle for effective learning. Teachers' favoritism has negative effects on teacher-student relationship. There is a direct effect of teachers' attitude upon the performance of students. Teachers' favoritism prevents other students from learning in the classroom.

- Teacher like some students and favor them unduly. Teacher gives good marks to whom he\she favor in the classroom. Teacher favors some students because of their economic status. Teacher favors some students for their physical appearance. Favoritism can destroy the core of students' values.
- Teacher' favoritism affects students' performance. Teachers' favoritism weakens the integrity of the students' values. Teacher favoritism promotes a very bad culture which results in distrust among students. Trust between the teacher and student declines due to favoritism.
- Hardworking students' goals can be discouraged through favoritism. It also affects the marks of hardworking students. Favoritism affects the results and practical life of the students.
- Students who are not favored are likely to develop negative attitudes towards teachers. Favoritism has a bad effect on teachers' reputation. Teacher behaves some students more nicely in the classroom. Biased practices or activities of teacher treating some students better than others.

- Favoritism affects the academic achievements of the students and it is also blocking career growth. Usually topers are favorites of the teachers. Teacher prefers those students who are quite close, handsome and good looking.
- Favoritism creates discrimination among students. It also creates mental disturbance and conflicts among students. Favored students become overconfident. Teachers' favoritism develops the feeling of jealousy among students.

DISCUSSION

The main aim of this study is to highlight the important factors regarding teacher's favoritism that can affect the students' academic learning. In the result of data analysis we found that most of the students who participate in the survey agreed to most of the factors that can affect students' academic learning. While there are some factors students do not agree with like "Favoritism is one of the most significant reason that affects teaching and learning" the calculated frequency and percentage of this statement indicated the lowest frequency (2.50%) of the experience from past and present study. Perhaps they think there are some other reasons besides favoritism like students own motivation and hard work towards learning.

Secondly participants disagree with the statement that "Teacher favors some students because of their economic status" its calculated frequency was (2.68%) perhaps they think that teachers do not have much idea about each and everyone's financial status. Third participants disagree to the statement "Teacher favoritism develops the feelings of jealousy among students" with the percentage (2.13%) this is because now students are used to experience favoritism and take it as normal activity by the teachers and students do not expect equality any more. Moreover study indicates that participants disagree to the statement that "Usually topers are favorites of the teachers" its calculated frequency was (3.05%) this may be because students think that most of the time teachers favor average students and for being a topper its compulsory to get good grades in all subjects unlike in a specific one. Participants also disagree to the statement that "Favoritism creates conflicts among students" with the percentage (2.10%) perhaps they understand that student whom teacher favors can complain if they highlight this favoritism issue openly and publically so they cannot openly speak about this problem. But mostly students in our study agree to the factors that we highlight to study the effects of favoritism on students' academic learning like it creates mental disturbance, affects results and practical life, trust decline between teachers and students,

hardworking students goals discouraged due to favoritism.

Fanaroff, (2010) stated that in classrooms there always has been an effect of favoritism on the grades of the students. It can discourage the students. And also it can demotivate the student's learning. Favoritism has always been a problem for the grades and evaluation process as well. Teacher favoritism affects badly those students who don't know how to do the labor tasks given by the teachers. This is the only reason of their bad grades.Aydogan and Isamil, (2008) argued that as it is a trend that each student in the classroom wants to get favorite. Teacher can choose a group his favorite which is of his social or economic status, at gender bases, on physical appearances and some other features like this.Employee Favoritism, (2006) Favoritism is the phenomena where a person is favored on the bases of some irrelevant factors like personal links, liking and disliking. Favoritism destroys equality among the people and also it provides the advantages to those people, who earn a name without trying or struggling. It also hurts the feelings of other people (Nedler& Schulman, 2006).Our results were little bit different from other studies.It has been discovered in many studies that favoritism mostly exists in all the educational institutions. It mostly depends upon the situations inside of the institutions. We saw from our studies that favoritism varies in different situations. If we would have chosen the qualitative study instead of the quantitative study we could have more pure results and pure opinions of the students. Also we could explore the more factors of the favoritism but due to limited time, money and COVID 19 we could not cover those aspects of favoritism.

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