




**Khizer Ahmed Zaki<sup>1</sup>, Shahid Rafiq<sup>2</sup> & Ayesha Afzal<sup>3</sup>**

<sup>1</sup>Director Student Affairs, University of Central Punjab Lahore, Pakistan

<sup>2</sup>Outcome Based Education Manager, University of Central Punjab, Lahore Pakistan

<sup>3</sup>Assistant Professor, University of Management and Technology, Lahore, Pakistan

KEYWORDS	ABSTRACT
Favoritism, Learning Outcomes, Dissatisfaction, Conflicts & Emotions	<p>This study aimed to explore teacher favoritism's impact on students' learning outcomes at university level. Favoritism is a common trend in classrooms as teachers give special treatment to a few students despite not providing their best work, instead because of other reasons, like the personal preferences and liking/disliking. This research focuses on how students think about teacher-student favoritism and how it impacts students' learning outcomes. To answer these questions positivism paradigm was adhered to. The research followed a quantitative approach, and the survey method was considered best suited for this study. Population of this study consisted of all public sector universities of Lahore. The sample was collected from five general category public sector universities of Lahore. The descriptive and inferential statistics were used to conclude. Therefore, it was found that favoritism significantly impacts student learning outcomes at the university level. It causes insecurity, dissatisfaction, conflicts, and revengeful emotions among students, that directly affect their learning of students. Favoritism also causes less self-confidence in students. Favoritism impacts classroom environment, which is directly related to lousy learning outcomes.</p> <p> 2023 Journal of Social Research Development</p>
<b>Corresponding Author</b>	Shahid Rafiq
<b>Email:</b>	shahidch525@gmail.com
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## INTRODUCTION

Teacher-student favoritism, also known as teacher bias, is prevalent issue in educational settings, particularly at university level. This form of bias occurs when teacher shows privileged treatment toward certain students, often based on factors like race, gender, socioeconomic status or personal relationship. Such favoritism can have significant impact upon learning outcomes of students who are not favored by teacher. This research article will explore impact of teacher-student favoritism

on students' learning outcomes at university level. The purpose of this study is to investigate the extent to which teacher-student favoritism exists in universities, the forms it takes, and the effects it has on student learning outcomes. Favoritism is, without doubt, poor method of administration. Thus, it destroys hatred among employees, lowers student morale and makes it harder to motivate people to work hard (Tsai, 2022). Thus, it is present in practically all organizations, including education institutions where we work. In other words, it may impact learning environment in classroom and student's learning (Rafiq, Afzal & Kamran, 2022). This could also be brought on by tendency to gain the popularity. In this connection, some students are gifted with the teacher's kindness and happiness in different circumstances because they are bright, intellectual as well as behave nicely (Dagli & Akyol, 2019).

Only their teachers can see what other students are doing. Favoritism in educational settings is not the new phenomenon, but it has received increased attention in most recent years as research has shown that it can have negative effects upon students' academic achievement, motivation, and self-esteem (Hussain, Rafiq & Malik, 2020). Studies shown that students who experience favoritism are likely to have lower grades and less motivation to learn and may also experience negative effects on their self-esteem, leading to poor mental and emotional well-being (Sadique, 2012). In Pakistan, issue of teacher-student favoritism is particularly relevant as country has high student-to-teacher ratio and lack of resources, which can contribute to prevalence of favoritism. Additionally, cultural and societal factors, such as family connections and wealth, can play significant role in prevalence of favoritism in Pakistan. Favoritism is phenomenon in which we favor some people based on their connections/unrelated attributes rather than their ability. Students will be focused and productive if there is a good relationship between teacher and student (Kamran, Afzal & Rafiq, 2022). How a teacher interacts with students both within and outside the classroom can impact how motivated they are to learn (Dagli & Akyol, 2019). Most of the time, teachers are affected by their students' successes and failures.

Teachers frequently reprimand students with lower cognitive levels, weakening their motivations for their work. Similarly, they believe that some students are good and adopt supportive approach toward them, that leads to their increased success. Another significant element that may subsidize to favoritism in classroom is social class (Hussain, Rafiq & Malik, 2020). For instance, students from poorer socioeconomic backgrounds receive less attention than those students who have the higher socioeconomic backgrounds. In these connections, the teachers do not prefer students from lower socioeconomic backgrounds to those from higher backgrounds. Only those students who share the teacher's background are given preference. The favoritism is also influenced by gender, which is a significant element. Teachers typically prefer students of the opposite gender (Hussain, Abid & Rafique, 2019). In contrast, female teachers favor male students, while male teachers favor female students. Teachers tend to prefer students of same gender, which is another typical characteristic. Additionally, social and psychological factors have impact on students' conduct. So, it is becoming more common for teachers to prefer guys over girls, which leads to boys developing authoritarian attitude toward the girls that ultimately lead and demanding more of teachers concerned (Sakçak, Arslan & Polat, 2021).

Another tendency is for teachers to consider the student's characteristics while evaluating them exclusively. They first judged people based on their outward looks, and they began to prefer those students and continued to favor them. They tend to prioritize the students who are attractive in particular. Since there are few examples from certain books, it is clear that one of severe problems in our educational system is favoritism. So, this study will determine if any findings coincide with these previously discovered facts (Erdem, Aytaç & Gönül, 2020). Another aspect of favoritism is that there is a trend of teachers that they do not like athletes in their schools, as it is obvious that athletes are also common students like others (Dağlı & Akyol, 2019). Gender inequality is a topic which has many different sides. For settlement of the issue, one need to work on bases of equality. Teacher's ethics are defined according to a set of principles of right conducts. Teachers are mostly told to get basic information about rules and discipline of school. In these situations, some ethical dilemmas often occurred. (Moral code ethics, ethics educators). Behaviors are described according to their favoring diverse classes in society (Kamran, Afzal & Rafiq, 2022). As person when chooses a group in a society, he shows implicit behavior for their in-groups and more against out-groups. Trend of people's behavior to be more favoritism towards in-groups is found in cultures around the world (Tsai, 2022).

### LITERATURE REVIEW

People who belong to in-group feel safer. Spears Athletes began to feel insecurity at colleges since they were abused and were seen having poor mental levels as students. Barrier to communication might sometimes make students feel uneasy. Students began to feel uneasy because of the teacher's distance from them. Teachers must be aware of this inquiry about the students' lack of confidence in him. It only takes a class discussion to arrive at this conclusion. The teacher might talk with the students to remove any reluctance. According to prior research, favoritism can have the long-term negative impact on child or student psyche, especially young students who may suffer from mental disorders (Dağlı & Akyol, 2021). Favoritism always has some long-term psychological impact on a youngster. The toddler interprets it according to how he sees it since perspective is everything. The least privileged youngster suffers most since he may fall victim to sadness, frailty, or low self-esteem. Most students appear to be depressed since they don't even get the opportunity to develop or even establish their personalities. In this connection, if a youngster doesn't look happy, it may be because they have had the opportunity to accomplish things, they have wanted to do in the past but weren't able to.

Some teachers would confess that they show favoritism when questioned, but it is up to students to determine how they see it in the teacher's mind's secret compartment (Sakçak, Arslan & Polat, 2021). As the plain Chinese message is that a good-looking person always gets more opportunities in life, it goes without saying that we must need to know all the information and desires students transmit to us. The demeanor and attitude of teacher are one of most crucial aspects of classroom management. The students frequently appreciate teachers' attitudes, feelings and actions. In certain circumstances, favoritism is well-known to both students and teachers and favoritism is a worried propensity that has the significant impact on how the students behave (Ali, Khan & Hussain, 2018). It begins to develop relatively early in a youngster. I was the teacher's favorite because of my better

marks and grades, but the only drawback was that other students didn't see it that way (Okçu & Uçar, 2016). The most well-known instance of partiality in the classroom is when teachers extend task due dates to accommodate preferred students. His teaching colleague's actions, in which she showed favoritism for the handsome kid and repeatedly told him that he was the most attractive person in the class.

Favoritism may destroy spirit of a whole department/class, making it hard for people to cooperate as a team. Favoritism destroys teams of people who have worked together to break prior records. Only those students who share teacher's background are given preference. The favoritism is also influenced by gender, which is significant element. The productivity and outcomes of activities are closely linked with teams' morale. Demotivated teamwork develops due to systemic dysfunction, and dysfunctional teams are produced as a result. On the part of superiors, favoritism is based on individual preferences and is not meant to balance the system. The teamwork necessitates dynamic personalities. It has the potential to undermine equality and then harm large number of individuals based on religion, area, or any other element. The students frequently appreciate teachers' attitudes, feelings and actions. Favoritism is well-known to both students and teachers and favoritism is a worried propensity that has significant impact on how students behave. Thus, instructor favoritism is also prevalent in this situation and as a result, there are bad relationships, and thus collaboration fails (Tabancali, 2018).

### Categories of Favoritism

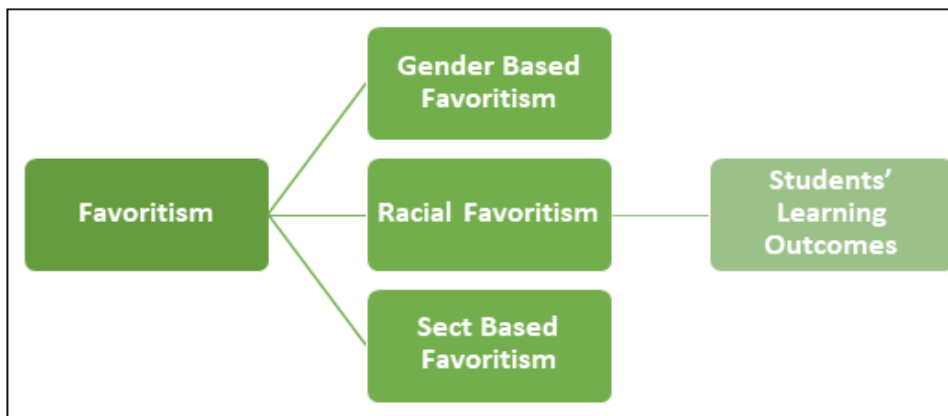
#### Gender Based Favoritism

When one gender receives preferential treatment while the other is disregarded, this is known as gender discrimination. This negative factor impacts both men and women. Gender discrimination and favoritism are issues that have grown out of the lengthy history of gender disparities. It is now being handled the extremely carefully (Hussain, Abid & Rafique, 2019). There are situations when gender has an impact upon teachers as well. Male teachers tend to favor female students, whereas female teachers tend to favor male students. There, one may observe the opposing tendency. Three-year-olds prefer to spend their time with peers of the same gender in the different circumstances. In these connections, instead of playing with youngsters or people of different gender, they play with their gender. In this regard, prior study revealed that the teachers and students were all correctly tagged, and it was explored that boys predominated while there were more female staff members around (Terrier, 2020).

#### Racial Favoritism

As Hispanics have a higher dropout rate than other groups historically, race may be a factor in the educational favoritism. As a result, prejudice can occasionally be a psychological process since the perpetrators are unaware that they are engaging in the discriminations or favoritism (Kurtz-Costes, DeFreitas, Halle & Kinlaw, 2011). The social background and class of student play significant role in this prejudice. Students from higher levels are given preference over those from lower ones. The study was done in primary schools where teachers are more familiar with backgrounds of students (Franck & Rainer, 2012).

Figure 1 Conceptual Framework



### Sect Based Favoritism

According to ethical principles of classroom management, students should be given a fair and equitable atmosphere free from any gender, social, or ethnic issues. Favoritism still prevails in our culture, despite all these moral rules. The favoritism is favoring one's over another for irrational reasons, such as their language, location, nationality, sect. Thus, it has likely to undermine equality and then harm a large number of individuals based on their religion, area, or any other element. The fairness is the crucial because, according to Aristotle, "equals must be treated equally and unequal unequally." Despite having same teacher, students who belong to distinct racial, religious, social, or linguistic groups cannot be considered exceptional students (Ullah & Ali, 2019). Teachers always look for student who most interests them. In other words, they tend to favor the children from their neighborhood, region, religion, socioeconomic class, and sect and those with a similar upbringing (Shah, 2005).

### Statement of Problem

Favoritism in universities in Pakistan harms students' learning outcomes, affecting the quality of education and hindering students' academic progress. Showing the favoritism to specific students based on personal relationships or other non-academic factors weakens all students' fair and equal educational opportunities, leading to decline in academic standards and lack of motivation among students. Individuals are favored or treated differently based on their gender. Also, individuals are favored or treated differently based upon their race. This can lead to unequal treatment in class, grades, and marks and is the form of racial discrimination. It undermines the principles of equality and justice and creates a divide in class. When a teacher favors students based on their religious or cultural affiliation, leading to unequal treatment and opportunities in learning environment. This can create division among students, harm performance, and negatively impact the overall quality of education in classroom. This favoritism should be avoided as it goes against equality and fairness in education and can have lasting impact on student well-being and success. This problem needs to be addressed effectively so as to ensure certain fair and just education system for all the students in Pakistan's universities.

### Aim of Study

This study's primary goal was to examine bias in our educational institutions and its root causes and impact. Finding the extent of bias is the first and most crucial problem. Is this because every student wants to win teacher's favor? This research examines the favorable outcomes of the bias. To choose if the favorites are limited to best performers or not. It is going to discover that a teacher is biased toward bad management. The study examines to see if it impacts student, teacher, and student interactions. The researcher sought that it marginalizes a teacher's conduct as a result. The study looks at how partiality affects students' faith in educators. This study assesses the impact on the credibility of teacher and also assesses how it affects the atmosphere in the classroom. Researcher sought to learn that the pupils are having issues with partiality and how this contributes to class prejudice. In this connection, this investigation would also reveal that it differs across genders. It will be investigated to determine whether it is based upon race. Additionally, the study will discover whether it is sect-based and examine how the pupils feel about professors who display bias. To investigate how bias causes kids to have the mental disturbances and how favoritism affects the students' future. Ultimately, the study will seek to see how it affects the desired assessment process, grading, outcomes, academic accomplishments, and disagreements and retaliatory feelings of the pupils due to favoritism.

### Objectives & Hypothesis

1. To measure the impact of teacher-student favoritism among the students.
2. To explore the perceived learning outcomes of the students regarding favoritism.
1. Higher the teacher-student favoritism lower will be the students' learning outcomes.

### Significance of Study

1. First, understanding the effects of favoritism in classroom can help to improve the quality of education in Pakistan. By identifying ways in which favoritism can negatively impact student academic performance and well-being, educators and policy makers can take steps to address issue and promote fairness and equity in classroom.
2. Second, research can also help to raise awareness about issue of teacher-student favoritism among educators, students and parents in Pakistan. By highlighting negative consequences of favoritism, research can encourage stakeholders to take steps to ensure that all students are treated fairly and given equal opportunities to succeed.
3. Third, research can provide insights into specific challenges faced by students in Pakistan, and inform policy decisions and program interventions that can support the students in overcoming these challenges. For example, the research may reveal that certain groups of students, such as those from disadvantaged backgrounds, are more likely to be affected by favoritism in classroom. This information can be used to develop targeted interventions to support students and promote fairness and equity in educational system.
4. In addition, the research on teacher-student favoritism can have implications for other countries with similar cultural, social, and educational contexts. By examining the impact of the favoritism in a specific cultural and educational context, the research can provide insights and guidance for policymakers, educators, and students in other countries facing similar challenges.

5. In conclusion, the research on impact of teacher-student favoritism on students' learning outcomes at the university level in Pakistan is significant because it can help to improve the quality of education, raise awareness about the issue, inform policy decisions, and have implications for other countries facing similar challenges.

### RESEARCH METHODOLOGY

The choice of methodology depends on several factors, including the research question, the type of data available, resources available for data collection, and research goals. In general, quantitative research is well-suited for large-scale studies and for exploring relationships between variables. In contrast, qualitative research is better suited for small-scale, in-depth studies that focus on kind experiences and perspectives of individuals. [Borgstede and Scholz \(2021\)](#), "quantitative research relies on induction, arriving at generalizations by collecting, examining, and analyzing the specific instances". [Aspers and Corte \(2019\)](#) describe it as a "precise measurement of something. In other words, the plan the researchers draw out to accomplish the study's goals is called a methodology. It amply shows how the study enters empirical research from philosophical viewpoints. The research effectiveness relies on the correctness of the information gathered, and successful data collection depends on well-designed data-gathering method. This research was conducted using quantitative method to examine how the teacher-student favoritism impacts the students' learning outcomes at university level.

The survey technique was data collection approach applied in the current research. To quantify the traits of population with statistical accuracy, survey research, according to [Sokół and Figurska \(2021\)](#) employs empirical sampling and questionnaire design. The advantage of survey research is its generalizability. Findings of survey research may be applied to whole population. Researcher chose the survey approach since it is less costly and ensures participant anonymity. Compared to physical interviews, participant is more confident. Additionally, surveys are more superficial for the researchers to administer than in-person interviews. Moreover, survey methods are pretty helpful for gathering the lot of data quickly. However, it is essential to ensure that the sample of individuals who participate in the survey is representative of population of interest and that the questions are well-designed and unbiased to minimize the potential for measurement error. The present study's population was consisted on five public sector universities of Lahore. The sample of five hundred students for study was collected from following public sector university by following a convenient sampling technique.

### Sampling Frame

Table 1 Sampling Frame of Study

SN	Universities	Name of Academic Divisions/Faculties	Students Selected
1	"University of Punjab	"Faculty of Education	25
		Faculty of Arts and Humanities	25
		Faculty of Commerce	25
		Faculty of Behavioral and Social Sciences	25

2	University of Education	Division of Education	25
		Division of Science and Technology”	25
		Division of Management & Administrative Science	25
		Division of Science and Technology	25
3	Government College University	Arts & Social Sciences	25
		Faculty of Engineering	25
		Mathematical and Physical Sciences	25
		Chemistry and Life Sciences	25
4	Lahore College for Women University	Faculty of Arts & Social Sciences	25
		Faculty of Management & Administrative Sciences	25
		Faculty of Education	25
		Faculty of Science & Technology	25
5	University of Home Economics Lahore”	Faculty of Social & Behavioral Sciences	25
		Faculty of Management Sciences	25
		Faculty of Science & Technology	25
		Faculty of Art & Design”	25
Total Sample			500

### Instrumentation

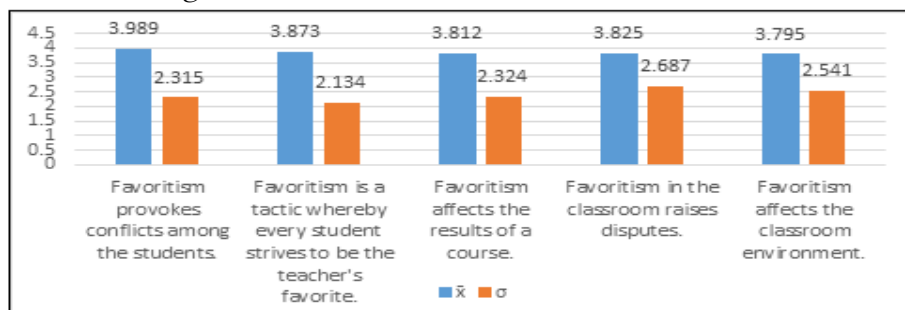
The scholar used systematic questionnaire to collect data for current study. Pre-test was performed with 35 respondents. Pre-testing was done to see if questionnaire’s rapport suited the respondent’s comprehension. All item statements were closed-ended to ensure authenticity of data. There were 48 item statements in questionnaire, including demographic questions. Metrics were determined using the Likert-type scale.

### DATA ANALYSIS

Table 2 Most Contributing Factors of Favoritism

Item Statements	$\bar{x}$	$\sigma$
Favoritism provokes conflicts among the students.	3.989	2.315
Favoritism is tactic where every student strives to be teacher’s favorite.	3.873	2.134
Favoritism affects the results of a course.	3.812	2.324
Favoritism in the classroom raises disputes.	3.825	2.687
Favoritism affects the classroom environment.	3.795	2.541

Figure 2 Most contributing factors of favoritism





The statement "Favoritism provokes conflicts among the students" has the highest mean in Table 3, which is "3.989" nearly 4, indicating that most respondents agree with the statement.

Table 3 Lest Contributing Factors to Favoritism

Item Statements	$\bar{x}$	$\sigma$
Favoritism leads to healthy competition in classroom.	3.013	2.016
Favoritism plays an important part in educational institution.	3.115	2.035
Favoritism is generally based on sect.	3.024	2.189
Generally, teachers favor topper students.	3.143	2.651
Favoritism is commonly race based.	3.367	2.873

Figure 3 Lest Contributing Factors to Favoritism

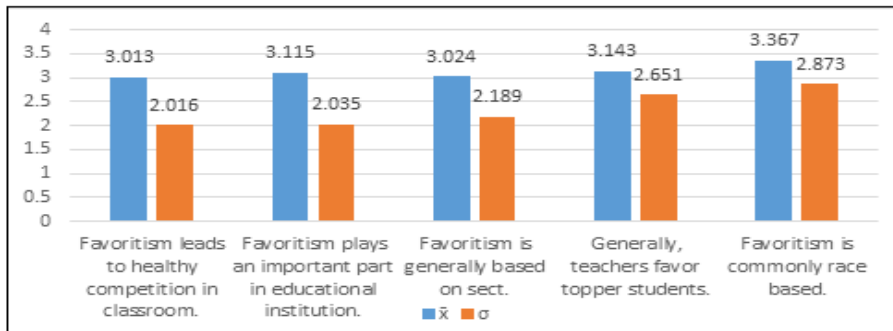


Table 3 and figure depicts that mean score of all the item statements of factors least contributing to favoritism have above 3. So, 3 is the cut point and the mean of above statement, which shows the respondents ignore these.

Table 4 Independent Sample t-test (Shift) to know favoritism level (morning & evening classes)

Gander	N	Mean	SD	Df	t	Sig
Morning	294	135.1633	18.80	498	1.119	.028
Evening	206	133.2621	18.55			

Table 4 shows statistically substantial difference between how morning and evening are perceived ( $p = .028$ ,  $t = 1.119$ ), using the 0.05 significance level for the distribution throughout the scale. As a result, it can be said that there is the substantial variation in the degree of favoritism according to shift.

Table 5 Independent Sample t-test (Gender) to know favoritism level (student's gender)

Gender	N	Mean	SD	Df	T	Sig
Male	221	134.27	19.20			
Female	279	134.27	18.33	498	.115	.041

Table 5 shows statistically substantial difference between how the male and female respondents perceive distribution across scale ( $p = .041$ ,  $t = .115$ ), thus conclude that there is a substantial variation in the degree of preference based on gender.

Table 6 Independent Sample t-test (CGPA) to favoritism level (students CGPA)

	SS	df	MS	F	Sig.
Between Groups	424.605	1	424.605	1.214	.271
Within Groups	174145.195	498	349.689		
Total	174569.800	499			

There is no significant difference in CGPAs. Table displayed total number of questions (F = 1.214), and the significance value for CGPA was 0.271 ( $p > 0.05$ ), indicating that there were no statistically significant variations in level of favoritism based on CGPA.

Table 7 ANOVA test (Age) to know favoritism level (student's age)

	SS	df	MS	F	Sig.
Between Groups	1414.465	2	707.233	2.030	.132
Within Groups	173155.335	497	348.401		
Total	174569.800	499			

There is no statistically significant difference in ages. Total questions were shown in the table (F = 2.030), and the age significance value was .132 ( $p > 0.05$ ), indicating that there were no statistically significant changes in the level of favoritism based on age.

### Multiple Regression Analysis

As a second step to examine impact of teacher-student favoritism on students' learning outcomes multiple regression analysis was applied to study whether mingle of elements of teacher-student favoritism having impact for students' learning outcomes. Table 8 depicts that R<sup>2</sup> value was .902, which shows that mingle of all elements of teacher-student favoritism jointly may describe 90.2% variance in students' learning outcomes. Table 9 indicates that a high relationship exists between teacher-student favoritism on students' learning outcomes.

Table 8 Model Summary-Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	.512 <sup>a</sup>	.902	.326	.57643

a. Predictors: (Constant), teacher-student favoritism

b. Dependent Variable: students' learning outcomes

Table 9 ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	39.870	1	39.870	111.452	.000 <sup>a</sup>
Residual	117.743	496	.332		
Total	132.352	497			

a. Predictors: (Constant), teacher-student favoritism

b. Dependent Variable: students' learning outcomes

The value of sigma (0.000) in current situation is less than 0.05, indicating that teacher-student favoritism has a substantial impact on students' learning outcomes.

## DISCUSSION

The findings indicate substantial degree of favoritism in classrooms, that leads to stress, improper language, aggression, absenteeism, and other issues that impair student performance and increase violence in the classroom. Favoritism challenges can result in failures in the classroom, in grades, in curriculum, and extracurricular activities for such students. As per earlier studies, favoritism can sometimes be caused by the classroom environment (Dagli & Akyol, 2019). It's normal for parents and teachers to say they have favorite child. Everyone believes that every family has a golden child. To be honest, no one can dispute existence of favoritism. Everyone can easily see it in day-to-day life, particularly in the classrooms. However, as teachers are people, they cannot view everyone equally. Since personalities don't usually mesh well, it is normal not to get along with everyone in the class (Erdem, Aytaç & Gönül, 2020). In this connection, favoritism does occur, but not based on a person's age.

In reality, depending on their degree of maturity, persons of the various ages may interpret this concept in different ways. While some students/individuals see it favorably, others do not. The favoritism has always hurt students' grades in schools. It can demoralize students in diverse manners. It may lower students' motivation to learn. Favoritism has been a challenge for both evaluation and grading process (Okçu & Uçar, 2016). Students who don't know how to complete labor-intensive assignments set by teachers suffer greatly from teacher partiality. This is the only other explanation for their poor grades. Favoritism exists but not on bases of different age groups. People of different ages may get this idea differently according to nature of their own level of maturity. Some students or people take it as positive part of education but some people not (Sakçak, Arslan & Polat, 2021). It is clarified that the favoritism exists and it mostly exists openly so it is clear from studies that it is not dependent on any type of degree programs. It is not necessary that there would be more favoritism in engineering than medical.

It is very obvious from studies that bias does not vary in programs. Favoritism exists even in groups with no social meaning. The teacher student favoritism is done only, when a teacher tries to favor the student or a group of students (Tsai, 2022). The most responsible about the favoritism is teacher and teachers can get affected by teachers in any semesters consequently favoritism really does not affect by different semesters. As we saw all above aspects, we clearly come to know that teachers are only resource of student teacher favoritism. When there is no effect of the aspects like grades, semesters, shifts or programs, therefore there is no effect of shifts also on the favoritism (Tabancalı, 2018). Overall, findings of this research reveal that teacher-student favoritism is a prevalent issue at university level in Pakistan and that it has a negative impact upon students' learning outcomes. The research also highlights the importance of addressing the underlying causes of favoritism, such as personal relationships and societal biases.

## CONCLUSION

In conclusion, this research study has provided insight into the extent to which teacher-student favoritism exists in universities in Pakistan, the forms it takes, and the effects it has on students' learning outcomes. Findings reveal that teacher-student favoritism is prevalent issue in Pakistani universities and that it is affecting large number of students. Research highlights the importance of

addressing the underlying causes of favoritism, such as personal relationships and societal biases. To combat this issue, universities in Pakistan should implement policies and training programs to promote fair and equitable treatment of all students. These policies should be designed to ensure that all students are given equal opportunities to succeed, regardless of background or personal characteristics. Also, teachers should be made aware of negative effects of favoritism and should be encouraged to engage in self-reflection and continuous professional development to improve their classroom practices.

The outcome demonstrates that there is favoritism in classroom, but it has no impact on students' grades or performance, and it is consistent across institutions despite teachers' institutional ties (Afzal & Rafiq, 2022). It also concluded that while age does not always indicate favoritism, it can. It does not change for various shifts, semesters, or degree programs. Significant factors influencing partiality include dynamics between students and teachers as well as the setting of the classroom. This finding demonstrates no favoritism and significant differences in favoritism between different shifts and classes. Hypothesis' outcome demonstrates that partiality across various institutions, ages, programs, and semesters is not significant. Overall finding reveals a significant gap between male and female students' opinions.

### Recommendations

- ✓ The researcher suggested that the comprehensive methods and policies be developed to minimize the level of favoritism in light of research's findings. It is suggested that teachers be highly well-trained to be fair to the children and maintain the control or function in a stressful scenario.
- ✓ Favoritism should be eliminated by accepting variety of social classes and by conducting mandatory training and counseling to rehabilitate socially separated teachers and student who were at the prospect of favoritism or its behaviors in the beginning.
- ✓ To keep a close eye on student affairs in classrooms, universities, and other educational settings where the students remain engaged and learn social behaviors of behaving with others, while conflicts that occur due to favoritism among students and peers could also be controlled, a general body or teachers associations should be formed.
- ✓ Favoritism is a significant factor in restlessness and confusion that students experience in their thoughts, which inhibits competitiveness and learning capacity and encourages all students to engage in violent behavior or be able to do so. To help and support learning possibilities, researchers advise putting in place interactive, social, personal counseling, self, and teacher evaluation plans or activities.
- ✓ Favoritism may be beneficial for students or teachers for a brief time, but it is the primary factor in breakdown of positive relationships between students and teachers. As a result, teachers and students need to understand the nature of their roles as partners in learning activities. They must understand value of teacher's support in their academic endeavors, and the teachers must be conscious of their genuine obligations concerning the student's learning.

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