

أسباب محاباة المعلمين داخل الفصل الدراسي وأثره على الطلاب

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المستخلص

تهدف هذه الدراسة إلى إسقاط الضوء على مشكلة المحاباة التي تلوح في الأفق على نطاق واسع في الوقت الحاضر في مجتمعاتنا وخاصة في مجال التعليم. هذه الدراسة لها قيمة كبيرة لكل من المعلمين والطلاب لأنها تلفت انتباههم إلى السلوك الأكثر خطورة والذي قد يكون له آثارا خطيرة على تعلم الطلاب. كما أنها توفر بعض الحلول لمثل هذه العادة السيئة. تم استخدام المراجعة المنهجية الوصفية لإجراء الدراسة الحالية. سلّطت الدراسة الضوء على الاستنتاجات المهمة مثل ضرورة تحسين المعلمين لمعرفتهم حول جميع أنواع السلوك لتجنب المحاباة ويجب أن يكونوا على دراية بأخلاقيات العمل. علاوة على ذلك، أوصت الدراسة وزارة التربية والتعليم بالتأكد من أن جميع المعلمين مؤهلين بما يكفي للقيام بهذه المهمة الإنسانية بشكل صحيح.

Causes of Teachers' Favoritism in the Classroom and its Effect on Students

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Abstract

This study aims to address the problem of favoritism which looming widely nowadays in our societies and especially in the field of education. The study has great value for both teachers and students as it draws their attention to the most serious behavior which might have serious effects on students' learning. It also provides some solutions for such a bad habit. The descriptive systemic review approach has been used to conduct the study in hand. The study

highlighted important conclusions such as teachers should improve their knowledge about all kinds of behavior to avoid favoritism and should be aware of the job ethics. Moreover, the study recommends the Ministry of Education make sure that all teachers are qualified enough to do this humanitarian job properly.

1. Introduction

It has been noted that the methods and strategies used by teachers have varying effects on the academic performance of their students. As a result, teachers must create a supportive learning environment that motivates their students to excel academically. This means that the teacher's personality and attitude are essential components of providing a high-quality education (Muzamil et al., 2022). These scholars acknowledge that a teacher's mindset can have a significant impact on improving their students' learning capacity and achievements. By improving the teaching approach and attitude, teachers can enhance their ability to impart knowledge, which can positively influence their students' academic performance and learning ability. The training and development of teachers can help them to cultivate the appropriate teaching attitude, which can ultimately benefit the students they teach (Capra et al., 2006). However, teachers can affect their students negatively if their attitudes are unethical in some way or another. In other words, a teacher's positive conduct has a beneficial impact on the career and personality development of their students. Conversely, negative behavior from the teacher can harm the student's academic performance and character building. Therefore, a teacher's behavior and attitude towards their students can significantly influence their overall development (career and personality) either positively or negatively.

One of the negative attitudes a teacher may perform is favoritism. Favoritism is a phenomenon in which one person favors others based on illogical reasons. It can also be defined as one of the most important phenomena that are heavily affecting the learning process and students' success (Aydogan, 2008). Favoritism refers to the act of treating one individual or a specific group of people better than others, and it reflects the personal biases of those in positions of authority or decision-making power (Kwon, 2005).

2. Background of the Study

Teachers play a very important role in affecting their students. Teachers' personalities, the methods they use in the classroom, and their attitudes and behavior toward students, all effect students' performances. Nevertheless, teachers tend to favor certain students over others without being aware of either what it might be causing or the effects to occur to other students. As researchers, based on our experience we noticed that this behavior prevails in many places and a lot of people in the field have been affected by it including teachers themselves.

A study conducted by Ulug et al. (2011) reveals that favoritism is considered to be a negative attitude and has a negative impact on both the students' performance and character-building, whereas positive behavior has positive effects on students' career-building and personality development. Favoritism can result in the advancement of unqualified individuals who are then placed in various professions (Employee Favoritism, 2006). According to Ali et al. (2018), favoritism is a delicate matter that can have a negative impact on the future performance of both students and teachers. It can demotivate hardworking students and hinder their ability to achieve their goals, leading to a fear of failure before even attempting.

Aydogon (2012) clarified that favoritism is the practice of granting privileges to someone based on irrelevant qualifications or personal preferences, according to various perspectives. He added that such perspectives are nepotism, cronyism, and patronage. Social and economic status, physical appearance, gender, and shared ideology or group membership can also play a role.

3. Statement of the Problem

This serious behavior is not given enough attention from the researchers' points of view, even though students are getting their performances affected by the favoritism shown by their teachers in the classrooms and when it comes to evaluation, as well. For this reason, this research is going to be conducted to emphasize how serious favoritism can affect students' learning. The study is going to shed light on the causes of favoritism and its impact on students' performance and psychological health.

4. Research Objectives

The objectives of the study aim to address the issue of favoritism by:

1. Identifying the various reasons provided in the literature for favoritism.
2. Reviewing existing literature on the impact of favoritism on students.

5. Research Questions

1. What are the logical reasons for favoritism provided in the literature?
2. What the literature says about the impact of favoritism on students?

6. Significance of the study

The significance of the study lies in its aim to identify solutions to the negative phenomenon of favoritism in the classroom. By investigating ways to avoid such behavior, the study can provide clear guidance to teachers to treat all students equally and fairly. This can help to prevent the demotivation of hardworking students and preserve their ambitions. The study also highlights the potential damage that favoritism can cause to sensitive students. By raising awareness of this issue, teachers can take steps to implement policies that encourage all students to achieve high grades.

7. Review of Literature

7.1. Definitions of Favoritism

Favoritism is the inclination to favor some person or group not for their abilities but for some irrelevant factor such as a characteristic they possess or their contacts or merely out of personal preferences. (Employee Favoritism, 2006). Moreover, Nadler and Schulman (2006) confirm that favoring a person not on the basis that he is doing the best job according to some external factors like personal liking and disliking is favoritism. They see that the most important dilemma caused by favoritism is that many people do not perceive it as a problem (Nadler & Schulman, 2006).

7.2. Favoritism in the Classroom

Favoritism in the classroom is one of the most important reasons affecting instruction and thus student success (Sevage, 2008). Favoritism in the classroom is characterized by the preferential treatment of certain

individuals due to personal connections, individual characteristics, or personal preferences (Aydogan, 2008). Teacher judgments and desires regarding student accomplishments can also contribute to favoritism (Urhahne, 2015). This phenomenon is detrimental to the educational system and school environments, with its harmful effects resembling a poisonous snake spreading throughout classrooms (Lindin, 2011).

Ahmed (2015) conducted a study on favoritism at the University of Punjab Lahore to analyze its prevalence in educational institutions. The study involved the collection of survey data, which was then analyzed using SPSS 17. Based on the results obtained from the filled questionnaires, it was found that favoritism exists in classrooms, but it does not have any impact on students' grades or performance. The study also found that the prevalence of favoritism does not vary among different institutions based on teachers' affiliations with those institutions. The attitudes of teachers were found to affect students' personalities and performance, and the relationship between students, teachers, and the classroom environment was identified as a major determinant of favoritism

7.3. Causes of Favoritism

Favoritism can take many forms. It can be a complex issue with various underlying causes. By exploring the following causes, teachers can take steps to prevent favoritism and create a more equitable learning environment for all students.

Blood and Friendship Relation

A relative of the teacher in the college or one of his/ her friends being in contact with in the educational setting can cause favoritism. In some cases such as when the teacher treats one of his blood or friend better than the other students can be easily noticed. Therefore, a lot of students when observed continuously in the classroom, giving attention to some other peers and ignoring them, their judge will go directly to their teacher as a tribalism or racist. For instance, some of the students are continuously late at college but they are finding no insult from the teacher while others are not forgiven. The latter-mentioned behavior from the teacher towards those who do not know them well shall make the students have the wrong concept towards their teachers like an injustice (Allen et al., 2021).

Physical Appearance

Teachers tend to evaluate and make impressions on students relying on their physical appearance. Thus they have higher expectations concerning those who are better looking, and because of that, they become their favorites. Felson (1980) as cited in Tauber (1997) said, that physically attractive students were thought to be more talented, similar to what Ritts et al. (1992) said, that physically attractive students were found to get better grades.

The phenomenon of favoritism towards physically attractive students can have detrimental effects on the performance of students who are not considered attractive. This is because teachers' initial evaluations of students' abilities based on physical appearance can result in biased treatment and lead to unequal opportunities for academic success. Discrimination against physically unattractive students can also lead to decreased motivation, decreased self-esteem, and decreased academic performance, as they may feel unfairly judged and treated (Ritts et al., 1992).

The Social Class

In some cases, teachers' judgment tends to be influenced by students' social class. In those teachers' classes, there is always someone from a higher class who will stand out and another one from a lower class who will not, and both of them should be treated equally. As Sprinthall (1990) stated that teachers favor students that come from a similar social and economic status to themselves. Moreover, students from a middle-class background are observed to be better favored than those from a lower-class background (Jussim et al., 1998). This bias can lead to decreased motivation, self-esteem, and academic performance for students from lower socioeconomic backgrounds, perpetuating a cycle of inequality and limiting their opportunities for upward mobility. Therefore, teachers need to be aware of their own biases and strive for impartial treatment of all students to ensure equitable learning environments and opportunities for academic success, regardless of social class.

The Smart Students

Teachers may have a natural inclination to favor students who are perceived as academically successful and intelligent in their class. These students are often given more attention and opportunities to participate

in class discussions, which can create an unequal learning environment for the rest of the students. As Jussim et al. (1998) noted, teachers tend to give successful students more chances to learn and express themselves. However, it is not appropriate to favor only certain students based on their perceived intelligence. All students should be treated fairly and given equal opportunities to learn and succeed in the classroom. Focusing only on the smart and fast learners may lead to neglecting the needs of average students who may require more attention and support to achieve their potential. Teachers should strive to provide an equitable learning environment for all students to foster their academic growth and development.

According to Boucher's (2018) study at Michigan State University, teachers may favor "smart" students because they tend to engage with them more in class. However, this is often due to many students being hesitant to participate actively in classroom discussions. In reality, these students who actively participate in class may not necessarily be the smartest or most serious students. They are simply the ones who are more comfortable and confident in engaging in classroom activities. Some teachers may have a group of "favorites" whom they tend to focus on in class, speaking exclusively to them and making the rest of the students feel like outsiders.

7.4. The Negative Impacts of Favoritism on Students

Favoritism in the classroom can have various negative impacts on students, and these can affect their academic and personal well-being. When teachers exhibit favoritism towards certain students, it can lead to feelings of low self-esteem and a lack of confidence among those who are not favored. This is because students may feel that they are not valued or appreciated by the teacher, which can negatively impact their academic performance (Reasoner, 1998).

Moreover, students who are not favored may start to compare themselves to the favored students and feel inadequate. This can lead to a negative self-concept in terms of academic achievements and may cause them to lose motivation and interest in their studies (Reilly, 1975). This, in turn, can lead to poor academic performance and a lack of engagement in the classroom.

Furthermore, favoritism can create conflicts among students who feel that they are competing for the teacher's attention and affection (Castro, 2013). This can lead to a sense of resentment and hostility towards the favored students and may distract from their academic success. It can also lead to a negative classroom environment, where students are focused on competing with each other rather than on their academic success.

7.5. The Negative Impacts of Favoritism on Teachers

Favoritism can also negatively impact a teacher's credibility and reputation among students, as pointed out by Campbell (2010). Students are perceptive and can quickly pick up on any favoritism shown by their teachers, leading to a lack of trust and respect for the teacher. This can result in criticism of the teacher's performance and a loss of reputation. Furthermore, when teachers show favoritism, they create a gap between themselves and the students, which can make students feel insecure (Jolly, 2007). This can lead to students avoiding taking classes with that teacher in the future, further damaging the teacher's reputation.

In addition to the negative impact on their reputation, favoritism can also affect teachers' job satisfaction and performance. When teachers show favoritism towards certain students, they may unintentionally neglect other students, leading to a lack of engagement and motivation in the classroom (Reasoner, 1998). This can make it more difficult for teachers to achieve their teaching goals and may lead to feelings of frustration and burnout.

7.6. Possible Solutions That a Teacher Can Do to Avoid Favoritism

Teachers often exhibit favoritism towards certain students, which is unfair and can have negative effects on both students and teachers. To avoid favoritism, teachers should employ various strategies. First and foremost, teachers should differentiate between favoring certain students and giving equal attention to all students. This means that teachers should avoid focusing only on a select few students while ignoring the rest of the class. Instead, they should keep an eye on all students and treat them equally (Powers, 2013; Mkwolowitz, 2012).

In addition, teachers should strive to be role models for their students and create a classroom environment that fosters unity and respect (Angel, 2010). They should also try to change their traditional way of teaching and

use new methods to engage all students (Dewey, 1915). Encouraging students to participate actively in class can also help to create a more equitable learning environment (Washington University, 2009). Therefore, teachers should arrange the classroom in a way that encourages participation, set clear expectations for participation, and provide feedback to students on their performance.

Moreover, teachers should give students the freedom to express themselves and their opinions in class (Hession, 2018). This can help students feel secure and valued in the classroom. Teachers should listen to all students and allow them to express their thoughts politely and respectfully. Advising students in a friendly and kind manner can also motivate them to learn and improve (The Clinical Teacher, 2007). Teachers should follow up with students to ensure that their advice has been applied and to help identify solutions for areas of weakness.

In summary, teachers should strive to treat all students equally and create an equitable learning environment that encourages participation, feedback, and respect. By doing so, they can help improve student performance and their reputation as educators.

8. Conclusion

- Favoritism can have serious and harmful effects on education.
- If favoritism becomes widespread in the education system, it can impede its development and create hostility among students and the community at large.
- Teachers should treat all students equally and avoid favoring certain students over others.
- Teachers, with their age and experience, should take into account the limited experience of their students and provide constructive feedback respectfully.
- Teachers should prioritize imparting knowledge to their students and encourage them to focus on learning for its own sake, rather than a materialistic outlook on education.

In conclusion, favoritism in education has negative consequences and should be avoided. Teachers should strive to create a fair and respectful

learning environment for all students, providing constructive feedback while inspiring a love for learning.

9. Recommendations

- Teachers should develop a strong understanding of the negative effects associated with favoritism and be aware of teaching ethics.
- Teachers should establish close relationships built on respect with their students both inside and outside the classroom.
- Monitoring of teachers' classroom management should be conducted, and reports should be provided.
- Taking knowledge seriously can empower individuals and make them an asset everywhere, whereas taking it recklessly can lead to destruction wherever one goes. Therefore, teachers should take the issue of favoritism seriously.
- The Ministry of Education should make sure that all teachers are
- qualified enough to do this humanitarian job properly.

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