

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY CENTRE SALHI AHMED NAAMA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH SECTION**



**Teacher's Favoritism and its Effects on Student-Teacher Relationship and
hence The Academic Performance: Case of 3rd Year LMD Students at Naama
University Center**

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Master's Degree in Linguistics.*

Submitted by:

Mr. BOUCHIKHI Brahim Abdelhaq

Supervised by:

Dr. El Hadj Said Nabila

Board of Examiners:

Academic Year: 2020-2021

Dedications

This work is therefore dedicated to four individuals whom I really got inspired by and decided upon all odds to complete exerting the necessary efforts.

The first two on the list are obvious entities, they are the ones who brought me to life and whose prayers and hope for superstardom, excellence and higher ranks in society kept me hungry, motivated and striving for all of the above. Henceforth, I would love to thank my mother and father for raising me and getting me to the place in which I am writing these words from.

The second person on the list is my beloved *Feriel*, as she remains the best person I have met in a somewhat overwhelming year. Her attitude, personality and parent-like feedback gave me fuel to my ignition, enough assistance to keep marching towards my goal, and of course constant love and support while in downfalls or delighted moments. So, this one is for your kind and beautiful soul.

Lastly, and with a broken heart, I owe this one for my deceased Friend and brother *Salami Amar*, whom I have lost a couple of months ago. We shared everything together and he would have been proud of what I have accomplished. Now, in spite of your absence, you remain a memory that I cannot simply erase, and so you are to be cemented to this crucial piece of art. May your peaceful soul rest in serenity upon Allah's mercy.

Acknowledgments

In the name of Allah, the Gracious, the Merciful,

“By that is exhorted whoever believes in Allah and the Last Day. And whoever fears Allah, He will make a way out for him. And will provide for him from where he never expected. Whoever relies on Allah He will suffice him. Allah will accomplish His purpose. Allah has set a measure to all things.” (Al-Talaq verses 2 and 3).

With that being uttered, acknowledging Allah for everything I have for now would not be enough for his grace, greatness and blessings, yet I would to take this moment, knee bended; to express my gratitude and how much reliance I had upon him and the guidance I got in the process. He is the creator of everything and we fall under his mercy.

Forwardly, I would love to thank my dear supervisor *Mrs. Nabila El Hadj Said* for her unconditional devotion for my cause, and how she supported me on a daily basis with repeated reviews and guidelines. I wish her the best for future endeavors, knowing that her assistance will not be in vain.

As an extension, I will be forever indebted to all teachers who taught me in my entire academic path. They were extremely patient and tolerant to my ups and downs, while seeing the best of me throughout every session. In short, you are forever in my prayers and Allah is to repay you in a million way.

Lastly, yet weirdly, I must congratulate my stubborn self for getting this far. Doing all the hard work in balancing between a physical job and mental issues while trying to finish a career-defining thesis. Above all circumstances, all thanks are directed to those who reinforced me and shielded me against negativity and failure.

Abstract

This research attempts to highlight several important aspects regarding the existence of teacher's favoritism and its diverse effects upon his/her relationship with students, while investigating whether this impact might reach the latter's academic performance. Thus, the main objective is to tackle the issue at hand from different angles peculiarly within 3rd year LMD Students of Salhi Ahmed University Center in Naama. Furthermore, it is bond to two linked fields as in psycholinguistics and sociolinguistics. Initially, the concept of favoritism is a psychological item in which the teacher gives preferences to certain individuals due to certain psycholinguistic factors like gender, race and ideology. Then, it falls under the second field's constraints as it has certain influence on a social connection, i.e., teacher-student relation and the latter's academic performance. Henceforth, the present study aims at understanding the complexity behind the entity of favoritism and seeks insights of its actuality, origins, extent and ties to teacher-student relationship and how it can harm learner's academic progress. Stepwise, the investigator is to conduct his research following a mixed method approach, using a questionnaire directed for 3rd year EFL students, and a non-participant observation. The findings reveal that students do believe in the presence of favoritism and stress on the high impact it brings to their academic performance from motivation and willingness wise, to their fragile teacher links.

Keywords: Teacher's Favoritism, Student-teacher Relationship, effects, academic performance

List of Acronyms and Abbreviations

EFL: English as a Foreign Language

UB: Unconscious Bias

SA: Student Assessment

EA: Educational Assessment

STR: Student- Teacher Relationship

AMAN: The Coalition for Accountability and Integrity

AP: Academic Performance

LMD: License, Master, Doctorate

TF: Teacher's Favoritism

List of Tables

Table 2.1: Students' Questionnaire's main objectives	59
Table 2.2: Respondents' Gender and Age	60
Table 2.3: Students' views of the best Teacher's traits	65
Table 2.4: Causes for Teacher's Favoritism	66
Table 2.5: Representing possible repercussions of Teacher's favoritism	68
Table 2.6: Student-Teacher interactions in question/answer situations	71
Table 2.7: Student's performance rate	73

List of Graphs

Pie chart 2.1: Students' perspectives on equity in treatment rights	61
Pie chart 2.2: Society fairness' level	62
Pie chart 2.3: The existence of Parental, Friendship and TF	63
Pie chart 2.4: TF being the worst unethical behavior in the classroom	66
Bar Chart 2.1: Fairness related areas to be addressed Favoritism	63
Bar chart 2.2: The level of resentment caused by spoiling	64
Bar chart 2.3: Teacher's credibility level Post bias	67

Table of Contents

Dedications	I
Acknowledgments	II
Abstract.....	IV
List of Acronyms and Abbreviations	V
List of Tables	VI
List of Graphs.....	VII
Table of Contents	VIII
General Introduction.....	1
CHAPTER ONE: THEORATICAL REVIEW	3
1.1 Introduction:	5
1.2 Defining Favoritism:.....	6
1.3 Favoritism: Origins:.....	8
1.3.1 Student Success:	10
1.3.2 Social and Economic Status:	11
1.3.3 Gender:.....	11
1.3.4 Physical Appearance:.....	12
1.3.5. Blood relations and kind ship ties:	13
1.3.6. Parallelism between Ideologies:	14

1.4. General Types of Favoritism:	14
1.4.1. Gender favoritism:	14
1.4.2. Racial Favoritism.....	15
1.4.3. Background favoritism.....	16
1.5. Extent of Favoritism:	16
1.6. Teacher's Favoritism	19
1.7. Teacher-Student Relationship: Key Concepts	22
1.7.1. Positive vs. Negative STR	26
1.8. The Impact of Teachers' Favoritism on Student-Teacher Relationship: ...	29
1.8.1. Student's Side:	29
1.8.1.1. Insecurities:.....	29
1.8.1.2. Psychological Disorders:	30
1.8.1.3. Resentments and Revengeful Emotions:.....	30
1.8.1.4. Creating an Unhappy Classroom:	31
1.8.1.5. Weakened Self-Confidence and Trust:	32
1.8.1.6. An Unhealthy Competition:.....	33
1.8.2. Teacher's Side:.....	34
1.8.2.1. An Unsuccessful Presence:.....	34
1.8.2.2. Losing Credibility and Reliability:	35
1.8.2.3. A Ruined Class Climate:	36

1.8.2.4	A Question of Competency and Teaching Styles:	37
1.8.2.4.	An Issue of Integrity:.....	38
1.9.	The Bundle: the Academic Performance:	40
1.9.1.	Key Definitions:	40
1.9.2.	Factors Impacting Students' AP:	41
1.9.2.1.	Communication:.....	41
1.9.2.2.	Students' Attitudes:.....	41
1.9.2.3.	Teachers' Skills and Classroom Management:	42
1.9.2.4.	Social and Economic Status:	43
1.9.2.5.	Learning Facilities:.....	43
1.9.2.6.	Motivation:	45
1.9.3.	Favoritism's Influential Grip on Students' AP:	45
1.10.	Conclusion:	50
CHAPTER TWO: PRACTICAL SECTION.....		52
2.1.	Introduction:	54
2.2.	Aim of the Research:	54
2.3.	Methodology:	54
2.4.	Sample (Size and Reason):	55
2.5.	Research Instruments:.....	55
2.5.1.	Questionnaire:.....	56

2.5.2. Classroom Observation:	57
2.5.3. Data Collection and Design:	57
2.5.3.1. Administration and Description of the Questionnaire:	58
2.5.3.2. Description and Administration of Classroom Observation:	59
2.5.4. Data Analysis and Interpretation:	60
2.5.4.1. Questionnaire Results.....	60
2.5.4.2. Classroom Observation Results:	70
2.5.4.2.1. Student- Teacher Interaction (in question/answer):	71
2.5.4.2.2. Teacher- Student Relationship and Classroom Climate:	71
2.5.4.2.3. Performance Rating:	72
2.5.4.2.4. Implicit/Explicit Favoritism in the classroom	73
2.5.4.3. Outcomes' Interpretations:	74
2.6. Limitations of Research:	75
2.7. Recommendations for Future Research:	76
2.8. Conclusion:	77
General Conclusion	78
Bibliography.....	80
Webography	96
Appendix.....	102

General Introduction

The world is a magnificent place, built with Allah's will and might as it was, is and forever will flawless till the last day. With that being said, life on it however, cannot be viewed as perfect, yet there are things that make it close enough. Amongst the many blessings humans are graced with is the aspect of fairness. The latter is a trait that gives balance, serenity and equality to the mind, body and soul. It shines above pride, greed, sloth and prejudice while making our livelihood's experiences slightly brightening. In this stream, the prophet himself Muhammad peace be upon him stated that all individuals are as equal as the teeth of a comb and that there is no difference amid them except for piety. Nonetheless, and with righteousness being heavily neglected within society, the introduction of favoritism became more explicit and widely spread in every portion of life, jeopardizing equity and just treatments.

The current study is therefore to focus on the concept of favoritism, detailing its definition, where it comes from, and how far it can exceed to various domains. It will also shed a light on its diverse causes and repercussions to two major educational facades in student-teacher relationships as well as the former's academic performance. On that note, the researcher seeks to answer the following questions:

- What are the possible factors leading to teachers' favouritism?
- To what extent does it affect teacher/student relationship?
- Is students' academic performance sabotaged by it?

Simultaneously, the following hypotheses were formulated to figure out responses to these questions:

- Gender, social status and blood relations as possible factors for teachers' favouritism
- Teachers' favouritism has a huge impact on teacher/student relationship
- Yes, the influence may touch the students' performance overall.

This work is to assist students who necessitate guidance in understanding how favouritism is created and how deeply rooted it is in education and career chasing. Then, it would develop a sense of awareness for current teachers regarding its implementation and redirect future ones into its dangerous applications, and how it can be prevented.

The purpose of this study is then to delve into the entity known as favouritism. With the need for gathering and analysing potential data relevant to the area of inquiry in which the term is strongly rooted or instigated in mainly teachers' credibility, students' performance and educational professionalism while attempting to find whether the former formulate a bundle amongst those in question. In this dispute, the research is to be divided into two chapters, mainly a theoretical one in which a review of relevant literature regarding the points mentioned prior is to be analysed and shared, and practical where an assembly of qualitative and quantitative data are to be manifested with its interpretations.

CHAPTER ONE: THEORATICAL REVIEW

1.1 Introduction

1.2 Defining Favoritism

1.3 Favoritism: Origins

1.3.1 Student success

1.3.2 Social and Economic status

1.3.3 Gender

1.3.4 Physical Appearance

1.3.5 Blood relations and kind ship ties

1.3.6 Parallelism between Ideologies

1.4 General Types of Favoritism

1.4.1 Gender Favoritism

1.4.2 Racial Favoritism

1.4.3 Background Favoritism

1.5 Extent of Favoritism

1.6 Teacher's Favoritism

1.7 Teacher-student relationship's key concepts

1.7.1 Positive vs. negative STR

1.8 The impact of Teacher's Favoritism on student-teacher relationship

1.8.1 Student's side

1.8.1.1 Insecurities

1.8.1.2 Psychological Disorders

1.8.1.3 Resentments and Revengeful emotions

1.8.1.4 Creating an unhappy Classroom

1.8.1.5 Weakened self-confidence and trust

1.8.1.6 Unhealthy Competition

1.8.2 Teacher's side

1.8.2.1 An unsuccessful presence

1.8.2.2 Losing Credibility and Reliability

1.8.2.3 A ruined Class Climate

1.8.2.4 A question of Competency and Teaching styles

1.8.2.5 An issue of Integrity

1.9 The bundle: The Academic Performance

1.9.1 Key Definitions

1.9.2 Factors Impacting Students' AP

1.9.2.1 Communication

1.9.2.2 Student's Attitudes

1.9.2.3 Teacher's skills and Classroom management

1.9.2.4 Social and Economic Status

1.9.2.5 Learning Facilities

1.9.2.6 Motivation

1.9.3 Favoritism's Influential Grip on Student's AP

1.10 Conclusion

1.1 Introduction:

In so many schoolrooms crosswise, not only the country, but the world, favoritism has become a main issue. Primarily, it does not stop at the grade school level, as it can exceed to various domains in either academic or personal life, taking so many shapes and forms. So many people have been in the pickle above whether they are the favorite or the deserted one. It is facile to list out a set of standards related to what students would like their experiences in the classroom and school-wide to be like, incorporating being welcome, safe, included, respected, cared for, guided and supported in learning, and treated fairly. These qualitative structures would empower sincerity, trust, engagement, participation, and enhancing the “adequate level” for effective learning and growth. Hence, tailing these principles in a reasonable manner requires that teachers ripen an effective working relationship with all their apprentices, which is seen as a commanding influence on their perceptions of each other, the professors and on engagement in learning and on outcomes. For this matter, the chapter in hand is of theoretical basis, indulging in the entity known as favoritism and encompasses all the related existing literature regarding its definition, origin, extent and further types. The following section is then, to include certain related concepts such teacher's favoritism, the aspect of teacher-student relationship and how can it be affected by the latter, and to delve deep into learners' academic performance with the emphasis on how profound it can be sabotaged by the mentioned above.

1.2 Defining Favoritism:

As stated by Kim, (2004), favoritism is a certainty in many nations as it displays underdevelopment in democracy and a lack of productivity. Thus, it possesses a harmful impact on justice as it gives benefits to undeserving people, damages one's good intentions and wrecks the transparency of governments' employment and agreement procedures. The most important dilemma caused by favoritism, as announced by Nadler and Schulman (2006), is that many individuals do not recognize it as a problem. It is giving favor to somebody in an unlikely way not because of capability in qualifications, but rather of particular profits that usually occurs "behind secure gates" as of more or less specific motives containing economic status, physical appeal, Literacy Information and Computer Education charm, limitations and announcement in educational organizations. For instance, if there are two learners with equal competence and presentation skills in the classroom and one of them seemingly performs better, nonetheless is not nominated by means of being linked to an opposite counterpart who is close to an educator and eventually is nominated at that time it is entitled favoritism. That is to say, favoritism is one of the most significant reasons affecting teaching and drastically learner's achievement. In the same stream, The Oxford Dictionaries website says that it is "the practice of giving unfair, preferential treatment to one person or group at the expense of another." In many ways, this can discourage kids and can lead to differences in morals, social habits, and how the student will later react to the teacher (Tal & Babad, 1990). Now going further into it, there are many different ways to show whom you

would prefer. There are a few obvious ones, such as which student works harder or one you might relate to more. According to Aydogan (2008), a teacher could show favorites based on gender, student success, physical appearance, and social and economic status. In the same vein, Kwon (2005) claims that the concept means to behave better towards one person or group of people than to others and shows the personal preferences of those who are decision-makers. Hence, it is uttered as One of the most basic themes in ethics and fairness, stated this way by Aristotle, “Equals should be treated equally and unequals unequally.”

Forwardly, Roy and Roy (2004: 238) stated that Favoritism is the choice of an individual or group with equal rights to other individuals or groups, and thus, is the tendency to deviate from rights and justice for the benefit of just a person or a group (Erdem, 2010: 1). It is then favoring a person not for his/her job perfection but rather because of some superfluous feature-membership in a favored group, personal likes and dislikes, etc. Oren (2007: 84) expresses it as giving priority to friendship or kinship relations rather than qualitative ones in the selection of a specific staff, i.e., granting primacy to kinship, friendship relations or political and religious devotion into the appointment or promotion for public services. While Akozer, (2003:16), outlines it similarly as directing public resources in favor of political electorate power. A brief history allied with favoritism is a story related to a Turkish student who became of high status in short notice. Dating back to 4000 B.C, a Sumerian tablet at the Istanbul Archaeological Museum, decrypted by Sumerologist Veysel Donbaz is accepted as the first document of bribery. In that tablet, called “Sumer School Days” a

student who flops school is narrated. This latter's parents want him to be successful in his lessons, for this purpose, they invited the teacher to their home and fed him giving him a number of gifts throughout the night. What happened afterwards is explained in the rest of the tablet, as the failed student suddenly becomes the most successful in class. What's more, is that he was appointed made the chief of the class (Tarhan, et al., 2006: 33).

The trend of becoming favorites is also increasing, as there are some students who are smart, well behaved and blessed with the favor and smiles of the teacher, whereas others get a glance only by the latter merely. Some students are often asked by the teachers to participate in class tasks and activities but others are close to never requested. Hence, Linsin, (2011) asserted that favoritism is like a snake which is poisoning all the educational system, the classrooms, and all the elements of schools and universities, and its spread is all over in the classrooms. The most important factor is the attitude of the teachers, as they set their main objective as achievements in schools.

1.3 Favoritism: Origins:

Studies demonstrate that we make up our minds about people within seven seconds of meeting them. Therefore, if Abraham tipped over the trashcan and spilled paint before circle time, you may have a tough time getting that image of him out of your head, says Dr. Bert Diamant, child psychologist and lecturer at Florida Atlantic University. Additionally, Gender is often a factor, as teacher Diamant Laura Daub from Fairfax, Virginia, vocalized that girls are usually more favored than boys are because they act out less. They tend to be verbal and

stronger participants in class discussions, making them more likely to connect with teachers. Within the same regard, Tara, a second-grade teacher in Tenafly, New Jersey, agreed that she feels like she does sometimes favor girls and that It is the girl-power thing. She admits that she has been known to choose book after book with strong female characters, like *Matilda* and *Judy Moody*. Nevertheless, she reminds herself to toss a *Henry Huggins* in there every once in a while (boyish books).

Finally, the hard truth asserted by Paul C. Gorski, assistant education professor at St. Paul, Minnesota's Hamline University, is that you may feel most comfortable around people you perceive to be most like you, since We're socialized to relate to each other on the basis of race, class, and so on. As a result, you may unconsciously distance students who do not have the same skin color as you, those who live in a different neighborhood, or those who do not speak your language. Of course, most teachers do not intend to treat kids differently based on these factors, but sometimes-delicate alterations make their way into classroom practice. Gorski denoted that you may make assumptions or read educational-research articles about how African-American students learn or how Latino students learn, whereas of course there are no articles about how white people learn because it's taken for granted that all white ones don't learn alike, which makes it flagrant. Yet, teachers must discard any suggestion that they can know anything about the culture of a student based on a single dimension of his or her identity. It removes equality among the people and it can hurt the feelings and good intentions of others. Favoritism in the classroom is one of the most

important reasons affecting instruction and thus student success. It is a natural human tendency to gravitate and feel comfortable with some and not so with others. Often, similar personality traits may result in teachers favoring certain students over others. They often offer a differential treatment to favorite students. Thus, the normal classroom rules often are waived when such students are the rule-breakers. There is research that suggests that teachers tend unknowingly to start favoring girls. Due to the fact that they participate more in class and thus develop a stronger bond with teachers, and tend to be much more agreeable and thus potentially less of “trouble-creators”. Many instructors justify favoritism under the excuse of promoting/incentivizing good behavior. For instance, favoring a student performing well academically can be justified by saying that it encourages others to study harder as well to get a similar treatment from the teacher. Many teachers practice favoritism in a very subtle manner. Sometimes, even they may not be aware of the favoritism that they are practicing. For example, a softer and more pleasant demeanor while addressing some students as opposed to others and giving importance to teachers’ children. In this stream, Nadler & Schulman, (2006), noted that Factors leading to favoritism among teachers might be listed as follows:

1.3.1 Student Success:

Building a positive relationship between the teacher and students helps them become more successful and have more motivation (Al-Houli, 1999; Bhushan, 1985). As McGarity & Butts (1984) affirm that, a teacher's relationships with students both within and outside the classroom affect their

attitudes towards her and motivation for that class. However, teachers are sometimes affected by students' success or failure. More precisely, they may criticize less successful students more harshly and have less contact with them, thus breaking their desire to learn. On the other hand, they may perceive certain other students as more successful and thus develop a more positive attitude towards them, which ultimately supports them in gaining more success (Jussim, Smith, Madon & Palumbo, 1998).

1.3.2 Social and Economic Status:

Another influential factor in teacher favoritism is the social class to which students belong. Jussim et.al. (1998) stress that students from a middle class background are observed to be better favored than students from a lower class background. In studies conducted on primary school teachers, it was found that whenever teachers were knowledgeable about students' socio-economic background, they were also behaving in favor of those from higher social classes (Ozturk, Sahin and Koc, 2002). Sprinthall & Sprinthall (1990) state that in cases where students belong to a lower social class than the teacher, the end result may be teacher favoritism for students that come from a similar background to themselves.

1.3.3 Gender:

It is an inborn and easily understandable characteristic. Sometimes teachers may be influenced by the gender of a student. Female teachers may have a tendency to favor male students, and male teachers may favor female students.

The opposite, that is favoring the students of the same gender, is also a common tendency. Various psychological or social reasons may underlie such teacher behavior. Unconsciously or not, we cannot deny the fact that teachers usually tend to give special attention to boys. What is worse, stated by Vicente (1999), is that boys somehow seem to notice that and start to assume a controlling attitude, interrupting girls and demanding more from teachers. One source for teacher expectancy bias is gender stereotypes. When a teacher endorses a stereotype based on gender, such as girls' underperformance in written tasks or boys' limited capacity in language, their treatment of boys and girls may differ. These expectations may lead students to perform the expected behavior and thus may contribute to gender gaps in written language, verbal skills, and other gender-stereotyped domains. Then, teachers often expect girls to be well behaved in class, such as sitting quietly, raising their hand to speak, and not disrupting the class. In contrast, teachers may expect boys to misbehave, such as coming to class late, talking out of turn, and bullying other students. These expectations often result in teachers giving more attention to boys to correct their behavior, but this attention may end up reinforcing boys' poor behavior and punishing girls by neglecting them.

1.3.4 Physical Appearance:

Starting from pre-school, teachers have been observed to evaluate student talent relying solely on their physical features. At the very least, Jussim et.al, (1998), Dusek and Joseph (1983), maintain that teachers build their first impression on students' physical appearance and favor those who are better

looking. A correlation has been reported in the literature between the perceived attractiveness of a student by the teacher and perceived academic intelligence (Tauber, 1997). Investigating 17 teachers and 400 middle school students whether physical attractiveness-based teacher expectations are reflected in student grades. Felson (1980) found that physically attractive students were thought to be more talented and thus assigned higher grades, and further, he concluded that physically unattractive students were openly discriminated against. Similarly, in a different study conducted on female primary school, high school and college students, physically attractive students were found to get better grades (Ritts et.al., 1992).

1.3.5. Blood relations and kind ship ties:

Teachers may sometimes be the guardian, relative, or a family friend of the student. Favoritism is highly probable in such cases. In her paper, Mechtenberg (2006), states that she considers a one shot cheap talk game with two different type of senders (biased teachers and fair teachers), two types of receivers ("normal" and "special pupils") and uncertainty about the sender type on the side of the receiver. She demonstrates that the group of pupils who, in expectation, get either too much or too little encouragement will have less top achievers and a lower average achievement than the group of pupils who get a more accurate feedback message, even if the prior talent distribution is the same for both groups of pupils. Assuming that the discriminatory behavior has its roots in the preferences of those who exhibit this behavior. She concludes that "special

pupils" are either favorites or victims of discrimination. Their talents may blur with being teacher's favorite.

1.3.6. Parallelism between Ideologies:

Teachers may favor certain students with whom they share a certain political view, religion or sect. In such circumstances, they may give better grades to those who share their view or they may give worse grades to those who support another view or belong to a different religion or sect. It is believed that in the Middle Eastern countries favoritism and nepotism are regarded as part of everyday life. According to a survey done by the Coalition for Accountability and Integrity (AMAN) in 2004, 32% of those surveyed indicated that they were asked to intervene, or one of their family members or friends was asked to intervene, so that somebody can acquire a job. If there is a positive relationship between teacher and a student, then it will help the students to be motivated and to get successful.

1.4. General Types of Favoritism:

1.4.1. Gender favoritism:

Scot (2007), suggested that Gender discrimination is the phenomena where one gender is treated preferential and other one is ignored. This is a bad element and it affects both men and women. The long history of the differences among the genders has developed these phenomena as in gender discrimination or and favoritism. It is now being treated very consciously. Sometimes teachers are affected by the gender also. Aydogan and Isamil, (2008) affirmed that female teachers have the tendency to favor male students and male teachers favor female

students. Then, LaFreniere, Strayer & Gauthier (1984), observed that, at the age of three years, children like to spend their time with the person of their own gender.

1.4.2. Racial Favoritism

Devine (1989) & Fiske (1998) finalized that the discrimination becomes sometimes a psychological process, as the holder does not know that he is leading towards favoritism or discrimination. Jussim et al, (1998) noticed that Student's social class and background is also an important factor in this, discrimination. Students from upper level are favored rather than students from lower ones. Teachers must judge student performance fairly and accurately, as it is their trained duty. So, Cohen and Steele, (2002) stated that erroneous judgments have the potential not only to alter grades but could negatively affect teacher-student relationships, twist a student's self-concept, or reduce opportunities to learn. One factor that can lead to a misrepresentation of a grade is teacher race and ethnicity bias. A student's racial or ethnic group, socioeconomic class, or gender can substantially bias a teacher's judgment of student performance.

For example, several studies found substantial differences in students' performance judgments from various racial subgroups as asserted by Ready and Wright, (2011). When the teacher subconsciously subscribed to the general stereotype that African American and Latino students generally do not perform as well as their White and Asian counterparts. Furthermore, as maintained by Ogbu and Simons, (1998), diverse minority statuses can affect teacher

perceptions in performance evaluation, leading to inaccurate grades, potentially harming students' perception of their academic experience. Supplementary, students may feel like school is insignificant, unsupportive, or even harmful.

1.4.3. Background favoritism

Aydin, (2003) & Keith- Spiegel et al, (1993) assumed that Ethical principles of classroom management says that there should be a fair and equal environment to be provided to the students without any gender, social and ethnic issue. Despite of all these ethical principles favoritism exists in our society well. Thus, Favoritism is the source to favor some person on some illogical reasons like language, area, ethnicity, sects liking and disliking... etc. (Employee favoritism, 2006). Therefore, it can destroy the equality and then it can hurt many people as well on the bases of religion, region or any other factors. According to Macrae et al. (1996, p. 42) and Hamilton & Troiler (1986), a cognitive structure comprising the receiver's understanding, beliefs and expectations of a human social group is One of the likely clarifications for the discriminatory treatment of ethnic minority pupils under collectively shared stereotypes. A clear example is that of Turkish students in Germany as they are less favored than the native ones, as stated by Froehlich et al. (2016).

1.5. Extent of Favoritism:

As there are not any figures or values to demonstrate the favoritism existence but according to many writers, like Lilly (2010), it openly exists. Admitting to a favorite kid is a common trend in parents and teachers as well. Libby, (2010) declared that it is perceived that there is a golden child in each

family. Sutor et al (2009) define parental favoritism as a 'parent affect' and 'perceptions of parental preference' (cited in Caspi, 2011). In other words, parental favoritism refers to the fact that one sibling is more favored or less favored than the other is by their parents. The belief about 'favorite' child actually started from favoritism, as the unfair or unequal treatment of parents towards their offspring began to cause dilemmas. However, favoritism can be at two levels i.e. at perceived level or at existent level. For example, you would expect a disabled sibling to demand more care, attention, and thoughts from parents. In this type of context, favoritism may exist just in child's perception but not actually in the parents' intention. Caspi (2011) makes it clearer by pointing to the situation: "despite parents' best efforts to be fair, children may still believe favoritism exists." According to Kowal et al. (2006), when the reasons behind why differential treatment exists make no sensible and agreed impression in children, or when the occasions on which the explanation of differential treatment is not provided by showing parents' real sincerity, in that particular context children are most probable to make general perception of favoritism or injustice. It is a typical behavior of parents that they wave aside children's claims that they feel less favored. Caspi, (2011) positions that "ignored claims of injustice" are an important part of "evaluating favoritism". Libby (2010) accounts that the parents who show favoritism very often justify their unequal treatment and give reason that the more favored child is prettier than the less-favored or less-cared child.

Cross and Stewart (2007) point to some particular reasons that might posit parents' favoritism. They connect favoritism to "children's traits" such as, blaming others; being perfectionist and manipulative; avoiding conflicts, and being precocious etc. They also opine that "children's temperament" is one more thing that makes parents assume good feelings and trust in some child, and bad feelings and inattention in some other child. It typifies when the situation is that a child is negative and picky, it receives smaller amount of attention from parents; it encounters more avoidance or criticism from them; while an easygoing, positive, and happy child, in total contrast, is recognized with more love and liking by the parents. The last but not least, Cross and Stewart state that child's "physical appearance" sometimes but not always leads to biased treatment by the parents towards children.

On a more professional scale, the notion of Nepotism, as reported by Ford and Mc Laughlin, (1985), is used today in the broad sense for the recruitment of relatives to the same business. According to Arasli et al., (2006), these recruitments, promotions or granting of privileged access to the organization's resources to persons lacking the necessary qualifications, but only based on their kinship and similar relationships, is thought to cause discontent, especially among the non-family employees. Moreover, the term "Nepotism" comes from the Italian word "nepotismo," which is based on Latin root "Nepos," meaning nephew or grandson. Thus, as declared by Bellow, (2003), it is an owner's or manager's preference for hiring or appointing family members, rather than unrelated job applicants therefore, perpetuating family involvement over time

and across generations, as maintained by Chrisman et al., (2012). It is then, as stated by Le-Breton & Miller, (2006), the practice that facilitates commonly held family goals of passing the firm leadership on to the next generation. On the same stream, elected officials and corporate executives may be in charge of dispersing funds or hiring staff members within their organizations. When a decision-maker abuses their power to appoint friends and personal associates to positions of authority, especially while disregarding their qualifications for the role, we observe the corrupt act known as cronyism. In contrast, Fanaroff, (2010), stressed the undeniable clarity of favoritism in our daily life especially in education, yet that teachers are human beings and they cannot see everyone equally. It is natural not to like everyone in the class because personalities never meet each other always.

1.6. Teacher's Favoritism

A critical design feature of human decision-making is the tendency to make attributions about people and events subconsciously. Quick decisions, reflexively interpreting new information through existing patterns of thought, are sometimes necessary for human survival, on the report of Kahneman, (2011). However, because these reflexive attributions are shaped by the broader social context, they can also constitute unconscious biases (UBs) that are an affront to fundamental notions of fairness. UB exists in many contexts such as schooling, employment, the criminal justice system, and health care, particularly when most experts, gatekeepers, and authority figures are members of a privileged group. Having a teacher show interest or concern may greatly influence, and encourage student's

learning; as well as fostering life-long positive behaviors, attitudes, and self-esteem. However, it is noted that teachers have a tendency to select ‘favorites’ among their students (Cooper & Good, 1983; Tal & Babad, 1990). Aydogen, (2008) defined teacher's favoritism as the act of giving preferential treatment to someone or something; the tendency to favor a person or group for factors “such as a characteristic they possess, or their personal contacts, or merely out of personal preferences”. At school, think about a “teacher’s pet.” For the most part, research suggests that teacher favoritism is not manifested as blatant and obvious favors. Subtle cues include nonverbal behavior that conveys a preference (or dislike) toward another person (e.g., facial expressions, length of eye contact, body movements). A teacher may not even be aware of giving preferences or investing more in one student and slighting others. A sad example that researchers have highlighted is that teachers often favor some students (intentionally or unintentionally) when punishing misbehavior, a widely recognized type of favoritism is seen in “teacher pet” relationships. Badad (2009) defines such relationships as a phenomenon of a special emotional relationship (often a love relationship) between the teacher and a particular student (or two) in the classroom. He states the following in this regard:

“Favoritism in a larger sense has not to do with the teacher’s pet, but with the fact that teachers transmit different kinds of emotions to different students and students absorb that and interpret it and their feelings are influenced by that”.

A Teacher's pet is the one who has gained favor in the eye of higher authority, which in the case of a classroom is a teacher. Over the years, teachers have been instructed not to show favoritism in verbal and non-behavior. This is because students are quick to detect such signals. While a teacher may have affection for all students in the classroom, there are ones whom he/she has genuine love for. The pets are then who are exceptionally good, but not necessarily the best, and have high morale or peculiar feature that attracts the teacher to them. The teacher's pet could be the child who was consistently picked to pass out papers or lead the lines. The "smart" students seemed to know the answers to all the questions asked during class or were consistently recognized by the teacher for scoring the highest on quizzes or tests. Not every student called a "teacher's pet" was actually given any form of favoritism. Nonetheless, such preferential treatment can have a positive effect on students. However, just as importantly, favoritism affects the rest of the students in class. Thus, teachers need to be mindful of how their relationships with students are perceived.

Teachers and students are human and subject to bias, whether intentional and/or unintentional. This trickles into their interactions with and among each other. Bias arises from both positive and negative attitudes towards people based on their socio-cultural and economic background, gender, and many other factors. For example, students or teachers from differing geographical regions may experience bias due to beliefs about regional dialects or accents. Moreover, bias can lead to barriers to effectively working together. In addition, teachers and

students may have interfering dynamics that arise during interactions such as approval seeking, competition, excessive dependency, and psychological withdrawal or reactance. Thus, bias and interfering dynamics culminate in favoritism, neglect, or prejudicial actions towards others.

Favoritism may also manifest from teachers' affectionate ties to a student, which derive from the pleasure that the student brings to the teachers' work. One study-characterized teacher's pets are more likely to be girls who come from higher socioeconomic backgrounds, but may not be considered the best academic students. Yet, these ones are quite happy to have a teacher's pet in the classroom if they also like the child. However, the student may experience a lot of pressure if the case is in reverse and his/her classmates do not like him/her. The dark side of the favorite pupil or the teacher's pet phenomenon has been methodically explored in the literature of student-educator relationships and classroom dynamics. Rates as high as 90 % of the surveyed students say that they have observed favoritism at work in the classroom (Tal & Babad, 1989). Richey & Richey, (1978), denoted that favoritism could be expressed in many ways, from praising one student over another to various nonverbal cues of like and dislike.

1.7. Teacher-Student Relationship: Key Concepts

Good teaching is essential for achieving the mission of education. The foundation to this is the combination between the teacher, the learner, the learning environment, and the relationships sustained in the classroom environment. Forming strong and supportive relationships with teacher may allow students to feel safe and secure, more competent, and may promote

positive connections with peers. Since the beginning of the educational stream, the students spend around 7 hours a day for nearly 10 months in schools, and that confirms the importance of the relation between the teacher and the students. In this sense, Collins and Repinski quoted in Wubbels and Brok (1994: 20) asserted that relationships are typically defined as enduring connections between two individuals, uniquely characterized by degrees of continuity, shared history, and interdependent interactions across settings and activities. Education watchers have long known that the relationship with a teacher can be critically important to how well students learn. Moreover, a review of Educational Research analysis of 46 studies found that strong teacher-student relationships were associated in both the short- and long-term with improvements on practically every measure schools care about including higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates. Those effects were strong even after controlling for differences in students' individual, family, and school backgrounds, even teachers benefit, too. A study in the *European Journal of Psychology of Education* found that a teacher's relationship with students was the best predictor of how much the teacher experienced joy versus anxiety in class. Therefore, it is the supreme art of the teacher to awaken joy in creative expression and knowledge, said the great Albert Einstein.

Student-teacher interpersonal relationships are key to students' academic, social and emotional development, and consequently may affect the social and learning environments of classrooms and schools, as maintained by Birch &

Ladd, (1998). Strong, supporting student-teacher relationships might promote students' feelings of safety, security and belongingness, and may eventually lead to higher academic achievements. In contrast, Hamre & Pianta, (2006) believed that conflictual relationships might place students in situations where they do not feel connected to their school's academic and emotional resources, and may lead them to failure. Importantly, according to Roorda et al., (2011), positive or negative teacher-student relationships might also influence teachers' wellbeing and professional development. As such, Pianta & Hamre, (2009) viewed teacher-student relationships as an integral part of classroom research. Forwardly, Teacher-student relationships are defined by a few dimensions, which indicate the complex nature of this construct. Usually, these relationships have positive and negative dimensions, often termed "conflict" and "closeness"/"satisfaction", respectively.

Studies investigating the role of STRs in promoting students' well-being and academic achievement in the perspective of attachment theory, have shown that teachers which act as a “secure base”, that is, being available, responsive and accepting of students' needs improve their students' commitment , competence and favor the development of their learning interests, as advocated by Hughes et al., (2008). On the same steam , and according to Hamre et al., (2008); O'Connor, 2010, low-conflict relationships with teachers favor an increase in positive classroom climate and students' perceived teacher support, and a decrease in students' negative experiences. Teachers who share a warm relationship with their students tend to develop a positive sense of community in

the classroom, as well as to promote cooperation among students by favoring their sharing of skills and ideas. Students seem to interiorize the interactions they have with their teachers and reproduce them with their classmates. In other words, if teachers behave in a consistent, accessible manner with their students, the latter tend to behave in the same way with their classmates, on the opinion of Mikami et al., (2011). In China, the traditional relationship between teachers and students emphasizes the teachers' roles, and teachers are expected to control and manage the teaching process. In the classroom, it is somewhat of an “ask-answer”-type atmosphere, and the teachers' job is to give lectures and the students' job is to listen; that is, knowledge is passed to students by “feeding but not thinking.” The status of a teacher in ancient Indian culture is next to that of worshipping in that a teacher is one who is venerable, flawless, and unquestionable. Therefore, traditionally, the best students were those who silently and without questions. In contrast, In the United States, the relationship between teachers and students is that of a “dialogue.” In other words, communication is interactive and independent. In American classrooms, cooperation and interaction between teachers and students run through the teaching process, and teachers encourage students to express their own opinions and acquire knowledge through discussion and debate. In addition, teachers and students largely are equal; that is, students will not just accept what the teachers say, and they are free to challenge and question the teachers' viewpoint, i.e. having a classroom ambience. These differences are what separate a valid

learning from a merely set of instructed rules. To sum up, McGrath & Van Bergin (2015) provided the following:

“A positive relationship with a teacher can protect against numerous other negative influence including maladaptive behavior, negative life events, poor quality child–parent relationships and referral to special education settings. It can also predict a range of behavioral and academic outcomes: not just within the school years, but perhaps also in adulthood. For example, those with negative student–teacher relationships may be more likely to be unemployed in adulthood, whereas those with positive relationships may experience a higher degree of success. The predictive and protective functions of the student–teacher relationship suggests that one positive relationship may be sufficient to alter the trajectory of a student at risk of negative outcomes.”

1.7.1. Positive vs. Negative STR

Teacher-student relationship has been identified as an important factor that improves student learning and academic outcome. Teachers play significant role in education by helping students to achieve their goals. Research conducted by Cook et al. (2018), revealed that some students spend enough time with their teachers during the week. Several researchers have attempted to unlock the mystery behind student-teacher relationships quality and academic performance

across primary schools (Hughes et al., 2012). Positive teacher-student relationships help students to excel in academics. Negative teacher-student relationship promotes significant problems that can affect the student to the highest level. Studies have shown that teachers' supportive relationship affects student's behavioral and academic adjustment. Academic and behavioral performance can be characterized by high levels of teachers' support which can either improves or deteriorate students' academic outcomes. Several characteristics can influence teacher-student relationship quality. According to Hughes et al. (2008), teachers' behavior can cause students to act in a positive or negative way. Similarly, student's attitudes toward teachers can influence the teacher to act positive or negative towards them. Research has it that primary school students tend to rely on their teachers for guidance (Cook et al., 2018). However, researchers have identified that as students pass through education; they become adjusted to the system and learn how to regulate their own behavior without the need for guidance from their teachers.

Due to this fact, teacher-student relationship may take a new turn in the student's school years.as maintained by Wu and Hughes (2015), teacher-student relationship weakens from early to late elementary school as the student continue to develop teachers' sense of belonging. There are numerous perspectives regarding teacher-student interactions. According to Ravitch (2010: p 227), institutions educate students to become responsible citizens with well-developed mindset. Hence, the intent of education is to produce researchers, scientists, engineers and many other experts to solve global problems. Students' academic

outcomes cannot be achieved if the foundation that holds or bond them is broken. Social relationships define students' intellectual functioning. According to Cazden (2001), responsiveness can be ascertained when students familiarize themselves with their teachers and institution's code of conduct. Institutions create learning environment for students to build affective interpersonal relationship with their teachers. He added that teacher-student relationship is one of the significant factors in the learning environment. Research conducted by Krane et al. (2017) revealed students develop positive relationship with their teachers when respect is exchanged between teachers and students. Moreover, negative behavior affects both teachers and students. A deviant student stands the risk of expulsion if the student's actions destabilize the school, teachers, and students. According to him, students who disrespect authority may be either sanctioned, expelled or charged. On the other hand, teachers who refuse to obey school rules and regulations are often charged to refrain from immoral acts. Positive teacher-student relationships lead to lasting peace, but negative relationships thus create hostile environment for both teachers and students. Students are expected to respect school rules and regulations. However, when students disobey school rules, teachers will intervene to ensure the students are brought to book. Furthermore, the teacher-student relationships may be affected by chaotic interactions, in which students experience teachers as inconsistent, undependable, and especially in grating, or rule-following. Teaching can be chaotic if students do not comprehend or do not know how to accomplish their learning tasks, in addition to the feedback, if it focuses only on what is wrong

rather than how to improve it. The basis for student–teacher relationships is then interpersonal liking and trust. As declared by Martin & Dowson, (2009) and Wentzel, (1997), learners feel school belongingness when educators express involvement and warmth by treating them with care, affection and honor for having them in class. Once teachers are reliable bases of emotional and instrumental support in difficult times, students would be attached.

On the other hand, rejecting interactions with students appear to make them feel that they are not welcome or valued in class. Teachers sometimes fail to remember students' names or learn about their backgrounds. They can express disinterest by not having time for students, or not listening to them. Dislike can also be communicated by an irritated or impatient tone of voice, comments, or criticism aimed at a student's personality or abilities.

1.8. The Impact of Teachers' Favoritism on Student-Teacher

Relationship:

1.8.1. Student's Side:

1.8.1.1. Insecurities:

Jetten, Branscombe, Spears, (2002) stated that it is blatant that people under any group or in- group persons feels more secure than others do. People having a wrong image of self -esteem are more insecure about their identity. Abraham Maslow (1942), described an insecure person as to who identifies the world as a threatening jungle and most human beings as dangerous and selfish; feels like a rejected and isolated individual, anxious and hostile. He continues his description by marking him as a generally pessimistic and unhappy; displaying signs of

tension and conflict, tends to turn inward; is troubled by guilt-feelings, has one or another disturbance of self-esteem; tends to be neurotic; and is generally selfish and egocentric. It is then a continual, never dying, longing for security (Alegre (2008). Since the teacher usually keeps a gap between himself and students and they would feel insecure, so they must be aware of this sort of cold treatment.

1.8.1.2. Psychological Disorders:

Bluethmann, (2011) proved that Dr. Volling's studies have resulted that favoritism can affect long term on a child or student's mind especially small children whom can become a victim of mental disorders. Effects of favoritism always had some long-term effects on a child's mind as he/she takes it, as he perceives it, as the perception is everything. He proceeds by saying that the unfavored child suffers the most, as he could be the prey depression, weakness or a situation of low self-esteem. Students are mostly seemingly depressed because they do not even get the chance to enhance and even to form their personality. Most mental health disorders have their peak onset during young adulthood. According to Kessler et al., (2007), 75% of those who will have a mental health disorder have had their first onset by the age of 25. Among traditional students, the substantial disturbances associated with attending college may worsen current psychopathology that first manifested in childhood and/or trigger its first inception.

1.8.1.3. Resentments and Revengeful Emotions:

Students are often underestimated. They may be short, gangly, or self-absorbed, but they are real people with real feelings, and they are more observant

than given credit for. If you play favorites in affording special privileges or attention for some and not others, every student will know it and they will simmer with resentment because of it. Furthermore, Linsin, (2010) addressed that when the teacher places the lesson with these differences then the student would attempt to break a rule and tries to receive the consequences. He added that teachers could decrease this by a further and a deeper understanding of their students' problems and responding to them calmly. Thus, the teacher herself is the cause of misbehaviors or revenge by students. Some of the latter would come to the classroom with good intentions to learn but sometimes some students only come to misbehave. If a teacher who is finding some difficulty in class management, then he will automatically conduct some activities, which will be resulted in some misbehaviors within the hierarchy of pupils.

1.8.1.4. Creating an Unhappy Classroom:

When you play favorites, you give rise to a class system, where certain students are socially grouped and labeled as special, entitled, or somehow better than others label. This causes hurt, confusion, and fist-shaking unfairness. It discourages teamwork and creates friction and jealousy among students. At its worst, it brings about bullying behavior. It is obvious to students when a teacher plays favorites. In most circumstances, the only one unaware of it is the teacher herself. The resulting resentments, dislike, and distrust create an unhappy classroom, which is the death knell of classroom management. Angel, (2010) stated that favoritism has been always in classrooms from the very start. It seems

to be increasing each year. It is apparent to be a cruel treatment by the teacher, but he/she does not change it a little bit. Yet, it is fair to do some extra favor for some special students who need extra care actually. He placed no disrespect to teachers but it is their duty to make the children well-mannered and good people and educating them by showing them the unity as a whole. Hence, the environment of the class can be improved by pre-preparing a discussion in classrooms about the agendas, which students are facing for a particular session. According to Wasley (2006: p. A39), those Pupils who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, and hence are more satisfied with their education, and are more likely to remain in college. Thus, Davis, (1993) suggests that students learn best when they are actively involved in the process. Occasionally problems are the born baby of a miscommunication from both facades. Then, when behaviors are overwhelmed, issues are created.

1.8.1.5. Weakened Self-Confidence and Trust:

To see certain students given a level of attention you know is never reserved for you can be a blow to your self-confidence, particularly if you have a shy personality. Yes, kids are resilient, and we have all experienced hard lessons that made us better people. However, favoritism can be especially hurtful, making students less trusting, less inclined to participate, and less willing to take healthy social chances. Katz RC, (1999) asserted that favoritism could lead to a student to anxiety, the more favoritism the more anxiety level. This may be

related to a mark or any other issue in the class. A Student, who knows that the teacher is not going to favor him, would create an inside hole within his fragile mentality. Reasoner, (1998) affirms that favoritism can lead to a lack of confidence in students and a low self -esteem stage as well. In this stage student can take some harmful actions like alcohol and drugs usage, crime and violence, depression and suicide, eating disorders and bad interpersonal relationships. On the report of Crain, (2000), trust develops since birth, through relations between students and parents. Basic trust grows when the recipient feels consistent, predictable, and reliable. Since School is viewed as an extension of the family, the strongest influence by of socialization in it; as declared by Brophy, (1992), depends on the parties that interpret the goals of programs into actions, and in this case the teacher. Similarly, Byrk & Schneider (2004) alongside Tschannen-Moran (2004) established that building trust within schools takes time, effort and leadership, but doing so helps schools succeed. Whereas Lee (2007) revealed that the trust association between student and teacher acts as a key predictor of adolescents' school adjustment, academic motivation and performance. To sum up, Hoy & Sweetland, (2001) affirmed that schooling structure has been revealed to be linked to school outcomes and to levels of trust within it.

1.8.1.6. An Unhealthy Competition:

One of the major reasons of the conflicts among the students is the competition. While compete each other for grades, students often fight. On this dispute, Pianta, (2006) announced that when giving a differential level of liking, personal praise, or it is opposite, personal disappointment, it would create a

subtle form of classroom competition. In a sense, it is like stating there are some criteria to decide whom teachers show more affection and admiration to. All students would lose in the end in this kind of environment, as in those shown favoritism may initially feel fortunate; however, they will still be encouraged toward an external locus of control and a failure psychology, and this might exceed to those who do not feel preferred. Reeve & Deci, (1996) affirmed that such type of competitive climate could be even more harmful than a competitive performance environment. For Piaget (1932, in Howe, 2010), interactions with peers are bases for cognitive evolution, since they provide proportioned conditions for an augmented opposition of views, which will incite the cognitive conflict that is needed for its development. Similarly, Vygotsky (1978; 1981), said that the interaction with others (peers, adults and culture) is an essential cognitive growth as he considers that the mind is developed through social interaction. However, in the opinion of Cairns et al., (1998), learners create their own norms, in which teachers sometimes play just a background role in terms of informal peer relations Moreover, Kindermann & Vollet, (2014) found that peer impacts tend to be stronger when professors are perceived to be less involved.

1.8.2. Teacher's Side:

1.8.2.1. An Unsuccessful Presence:

Ferris, (2001) admitted that it is apparent that poor etiquettes and poor environment in classrooms is harmful for both teachers and students. It can distract the learning process. The teacher may have said to be the unsuccessful when there is no proper attire in the classroom, a loop of disrespect, and

nonverbal signals of misbehavior which the teacher really do not know how to deal with students. In this sense, Brown, Peterson, & Irving, (2009) provided that students who do take responsibility for their learning (success and failure) perform better. However, Teachers are on the front lines of society's efforts to promote equality of opportunity. They spend a substantial amount of structured time with children over their developmental trajectories. When this bias of well-intentioned teachers influences their judgment towards particular students (e.g., by race, ethnicity, gender), it can affect their instructional practices, the expectations they convey, and their recommendations for relevant outcomes like course placement, special education, and discipline.

1.8.2.2. Losing Credibility and Reliability:

According to Kearney et al, (2002), incompetent teachers are those who always forget student's names, make harder tests, do not prepare their lectures effectively and make their students bored. They utter the words with the assent that students do not understand. Offensive teachers are those who humiliate students, play favorites and are rude and self-centered. Then, they are verbally abusive and unreasonable. McCroskey, Teven and Young (1981) believed that teacher's credibility is the degree to which student perceive the teacher to be believable. Dating back to Aristotle, credibility has been identified as one of the most powerful resources available to a speaker (Cooper 1932). It has the ability to interconnect all the events. Thus, as maintained by Pogue and Ah Yun (2006), a credible teacher is the one who can clarify complex material to students in a way they can understand; competent in the subject area, which he or she is

teaching; and effectively replies to students' questions. Hence, if students are not considering the teacher to be credible then they will less listen to her. If she is able to increase her influence upon students then she is reliable enough for them, but if she fails to do so, she will not be a credible source and will get the negative results from her class. Kearney et al, (1991) perceived incompetent teachers always have a lack of some basic skills like delivering the lecture in a monotone, providing confusing instructions and holding unreasonable student's expectations.

1.8.2.3. A Ruined Class Climate:

According to Graham, (1991), favoritism can destruct the morale of the whole department or class so it becomes impossible for the persons to work as a team. Hence, working as a team for previous records are shattered due to it. Moreover, Sweeney, (2011) noted that teams' moral is directly related to the results and productivity of the tasks. He continued by saying that demotivated teamwork results from a dysfunctional system leading to dysfunctional teams in the process. According to Hall, (1982), Classroom climate can be affected not only by obvious occurrences of inequality directed towards a person or group of people, but also by smaller, subtler "micro-inequities" that can amass and have substantial negative impacts on learning. In the same stream, Hirschy & Braxton, (2004), proved that vulgarities that are not addressed properly not only damagingly sway learning within the course in which they are experienced, but may also negatively influence a student's success at an institution. Bloom and Golden, (1982) advocated that subtle teachers and even many students do not

know how it looks like. However, Blatant students are aware of teacher's pets in the classrooms, said Amankwa, (2009). Sometimes teachers suggest that there are distinctive personalities whom can alter the climate in the class, so as Andreson, (1968) claims; it often becomes a problem for the students in their learning process. He continued by stating that the differences in the classrooms are termed to as the social environment of the class. Christine, Bradshaw, Catherine, Leaf & Philip, (2008) provided that research has told them those effects of leadership depends upon the school conditions like goals, structure and culture of the school. Ambrose et al. (2010) stressed that Stereotypes may cause alienation and marginalization among those who are the target of unfair generalizations. Therefore, those who have experienced this act would expect to be viewed or judged in a certain way and encounter tensions and cognitive disturbances that interfere with learning. Thus, Student-student interactions both inside and outside of class is essential to the overall climate, as instructors can influence such a thing by their interactions with the former and other modes of communication, including the syllabus.

1.8.2.4 A Question of Competency and Teaching Styles:

Feldman (1976) wonders how students will be assessed by their teachers correctly. For him, knowledge, classroom management, fairness, openness and encouragement are the factors, which are closely related to the views of good teaching near the students. Whereas, competency comes, when there is self-efficacy, and it is noteworthy to mention that many students fail to maintain self-efficacy, said Dweck, (1999). A teacher can perform a very constructive role for

his students. His teaching methods, attitude and behavior guide the students to gain a sound personality that will help them to build a better career and forming a new clear world-view. Study conducted by Ulug, M. et al. (2011) reveals that a teacher's negative attitude includes discrediting, revenge, strict discipline, lack of interest, favoritism, annoyance, unkindness, narrow-mindedness, misunderstanding and unpredictability would hinder the learning process and further be the last nail in any students' hope. As maintained by Temel, (1988), today the purpose of the teacher is not just to deliver lectures and taking exams but also he/she takes on the role of organizing, managing, counseling, observing and evaluating the pupil in order to be successful in his goals and objectives. On the opinion of Gundogdu & Silman, (2007), he/she is usually a worker in educational institute who facilitates the students to achieve cognitive, sensory and behavioral aims and gains within the range determined by the educational system.

1.8.2.4. An Issue of Integrity:

When we speak about why people engage in favoritism in the form of behaviors, attitudes, material and spiritual profits, both the favoring and favored come to mind. The person favoring the others gets back the compensation his act in some way. This compensation as maintained by Ozkanan and Erdem, (2014: 181), can be in the form of acquiring income, prestige and power or being supported by the others. While favored one would have a sense of gratitude towards the person who favors, he shows this in the form of respect, gratitude, attachment, loyalty, gift and bribe. In this way, Aytac and İlhan, (2010: 63),

believe that the person who favors gains income, prestige and power and he strengthens his position within the social and economic hierarchy. On a different account, for the person who is favored, reaches temporary and instant opportunities and results. Because of the fact that favoritism relations provoke inequality and cause to unfair practices, they have been reduced by some prohibitive rules. However, such applications are still quite common in almost every industry and give an institutionalized view; uttered by Aytac, (2010a: 5). While overt favoritism toward particular students may not be seen in the same way in college and professional degree programs, the mentoring relationship has the potential to be interpreted as a teacher's pet or favoritism relationship. A few students, by virtue of their background or preferential characteristics, are given more access to the instructor or professor and are given opportunities not afforded to other students. The development of a friendship may complicate or compromise the mentoring relationship. One author notes that a professional mentor is a position of power. Thus, a hierarchy should predominate and the mentor should not be considered equal to the mentee. For this reason, a friendship-type relationship should never be established during the mentorship period. This is not to say that mentors should not act in a friendly, helpful manner to mentees and that these relationships should not have a personal dimension. Befriending mentees increases the psychosocial support provided to students. However, befriending is not equivalent to friendship. Befriending is about building a positive relationship that is collegial. Thus, the mentoring relationship can still be cordial, personal, and enjoyable.

1.9. The Bundle: the Academic Performance:

1.9.1. Key Definitions:

Academic performance of students is a key feature in education (Rono, 2013). It is considered the center around which the whole education system revolves. Narad and Abdullah (2016) orated that it determines the success or failure of any academic institution, as it is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and instructors to be achieved over a specific period of time. Similarly, Farooq, Chaudhry, Shafiq and Behanu (2011), asserted that students' academic performance serve as a bedrock for knowledge acquisition and the development of skills. Additionally, Yusuf, Onifade and Bello (2016) opined that academic performance is a measurable and observable behavior of a student within a specific period. From a humanistic approach, Martinez (2007: p. 34) states that academic performance is the students' end product usually expressed through grades.

As long Caballero et al. (2007) are concerned, academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. These are expressed through grades, which are the result of an assessment that involves passing or not certain tests, subjects or courses. On their part, Torres and Rodríguez (2006: quoted by Willcox, 2011) define academic performance as the level of knowledge shown in an area or subject

compared to the norm, and it is generally measured using the grade point average.

1.9.2. Factors Impacting Students' AP:

1.9.2.1. Communication:

Many researchers have discussed the different factors that may affect the student academic performance. There are two types of factors that can influence students' academic performance. Internal and external classroom factors, that would strongly affect the AP. Internal classroom factors include students' competence in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers' role in the class, technology used in the class and exams systems. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems. Harb and El-Shaarawi (2006) found that the most important factor with positive effect on students' performance is student's competence in English. If the students have strong communication skills and have strong grip on English, it increases the performance of the students. The performance of the student is affected by communication skills, as it is possible to see communication as a variable, which may be positively related to performance of the student in open learning.

1.9.2.2. Students' Attitudes:

According to Maina, (2010), students possess the abilities to differentiate between what is appropriate and what is inappropriate. Goal-oriented ones

usually have positive feelings regarding their school experiences, while acquiring the traits of discipline, diligence, and resourcefulness, as they are avid readers and tend to devote less time towards recreation and leisure activities. It is vital for the students to exhibit positive thinking in terms of their schools, teachers and academic subjects. With the former, they will be able to dedicate themselves wholeheartedly towards learning and generate the desired academic outcomes.

1.9.2.3. Teachers' Skills and Classroom Management:

Teachers have a significant role in affecting students' AP. They are given the authority to direct all the classroom activities and administer learning. Thus, it is vital for them to own the basis of professionalism and conscientiousness. Such as approachable nature, listening and providing solutions to the faced problems by their pupils. They should be equipped with adequate knowledge regarding the subjects that they are teaching, usage of technology, modern and innovative methods in the teaching and learning processes, managing discipline and directing all of the classroom as well as school activities and functions in a well-organized manner. Kudari, (2016) believed that teachers are the ground base for completing the subject syllabus, therefore; it is crucial that classroom environment should be disciplined, and well ordered. Within the classroom, teachers and students are to implement the traits of morality and ethics, as well as promoting mutual understanding, amiability and co-operation among them and fellow classmates. The efficiency in the management, introduces a well-formed and proficient pre-preparation of lesson plans, instructional strategies, teaching-learning processes and so forth.

1.9.2.4. Social and Economic Status:

A family socio- economic status is considered upon their average income, parent's level of education, occupation and social status in the society. It is noticed that those parents who have a high level of socio-economic status, remain successful in preparing their children as they normally have more access to the resources to support their academic process and development. They are able to provide a great share of books, toys and other means of learning. Furthermore, they possess information required for their children health, social, emotional and cognitive development. Slocum (1967) observed that educational aspiration and expectation of students tended to be positively related to their parents' socio-economic status as stemming from these families with higher intellectual tendency to care about the learning outcome would eventually foster it. On a different account, Families with low socio-economic status often have deficiencies in social, financial, and educational support for their children. Consequently, these children have less readiness for school and may not do not enjoy its facilities. On the report of Ramey and Ramey (1994), parents face major challenges when it comes to providing optimal care and education for their children. For those in poverty, these challenges can be formidable as the necessities are lacking so parents must place top priority on housing, food, clothing, and health care.

1.9.2.5. Learning Facilities:

Kirmani & Siddiquah, (2008) preached that the academic environment is an effective variable. As such, Karemera (2003) found that students' performance is

significantly correlated with their satisfaction with the latter and its facilities like the Library, computer lab and other background variables. For instance, the library is the place, where students usually are able to obtain the materials that are used to enhance one's learning. It is the building or the room, in which the collection of books, tapes, newspapers, articles and journals are kept. These are meant for the individuals to read and borrow. Thus, it is regarded as one of the most important educational services. The main purpose of school libraries is to make provision of books and the necessary materials to the members of the school, which are of interest to them. Hence, it takes upon the central and the primary place within any institution. On the report of David, (2014), it makes provision of support and assistance in the teaching-learning processes and provides service and guidance to the individuals. In most cases, purchasing books is not affordable for the students, hence, they need to make use of the library facilities to enhance their learning and academic performance. As in today, libraries are technology wrapped making them even more appealing. Similarly, laboratories are regarded rooms or buildings, especially designated for teaching by demonstration of a theoretical phenomenon into practical terms. So, they are made to be used in the teaching-learning processes and experiments primarily related to science subjects. Within the laboratory, teachers provide practical demonstration of the concept. Its benefits can be placed, as students tend to recall more what they observe rather than what they hear. It can be described as a place, where theoretical work is put into practical.

1.9.2.6. Motivation:

Motivation refers to making provision of the sources to stimulate the mind-sets of the individuals, so that they realize the significance of academic learning. Its lack is considered as one of the factors that not only causes low academic achievement, but as a result, the students are unable to illustrate interest, enthusiasm, keenness and commitment towards learning. Students may not show adequate performance in the first attempt. Hence, in case of low AP, parents and teachers need to encourage them to work more, acquire proper understanding of the concepts and achieve good grades in future. When pupils are told that good grades would enable them to seek admission in higher classes, then they feel motivated. Motivation is required in case of every educational level.

1.9.3. Favoritism's Influential Grip on Students' AP:

The starting point of any Teacher's bias occurs when he/she forms expectations of their students based on factors other their prior academic performance, such as their gender, race, socioeconomic status, or information gained from another source (e.g., other teachers, parents). These expectations often lead instructors to treat their pupils differently, typically treating those who they believe to be smart in a positive manner and manage the less competent ones in a negative way. Often, girls (depending on academic domain), racial minority students, and lower income ones are the target of lower teacher expectations. Thus, teacher bias has negative consequences for students' AP. Teacher biases and their anticipations have real consequences for students' performance and behavior due to the self-fulfilling prophecy. The latter occurs

when a person has a perception about someone and treats that person as though that perception were true even if it is not. The target of the confusion picks up on behavioral cues and acts according to the perceiver's expectations, thus confirming the bias or misperception. Secondly, the concept of Stereotypes that are predominantly insidious dynamics in the formation of pre- and in-service teachers' descriptions of students. The study of it began in the 1920s, when American Sociologist W. Lippmann attempted to give a definition of it for the first time. On his report, they are preconceptions that govern deeply the whole process of perception. Thus, educators who rely on stereotypes rather than try to see the apprentices behind them, run the risk of letting cultural and individual biases work to their own disadvantage and to the shortcoming of the next generation. It leads them to ignore possible student strengths, misinterpret their signals given about their needs, and neglect to perceive possible sources of pupils' weaknesses. As announced by Brophy & Good, (1974, p. 25), when these instructors' perceptions are inaccurate and inflexible, they can make poor pedagogical choices that hinder student achievement and lead to self-fulfilling prophecies. Therefore, stereotype is a fixed image or idea emotionally shaded by prejudice or bias i.e., by unwavering evaluation. Educational stereotypes are behavioral, cognitive and affective criteria to which a teacher orients himself in his professional educational activities.

Onwards, another section that can be reached is students' assessment. The latter is used to understand the state or condition of learning. A teacher assesses learning through both observation and measurement in an attempt to better

comprehend pupils' learning in a course. This includes collecting evidence, both graded and non-graded, about students' progression in the sequence. As reported by Angelo, (1995), it is an ongoing procedure aimed at understanding and improving student learning. It involves making expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting data to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve the outcomes, henceforward it is very important for tracking progress. In their handbook for course-based review and assessment, Martha L. A. Stassen et al., (2001, pg. 5) outlined assessment as the systematic collection and analysis of information to improve student learning. Henceforth, SA enables instructors to measure the effectiveness of their teaching by linking student performance to specific learning objectives. As a result, they will be able to cement these effective teaching choices and revise ineffective ones in their pedagogy. The types of assessment tasks instructors ask their students to do determine how they will approach the learning task and what study behaviors they will use. According to higher education scholar John Biggs (1999, p. 141), what and how students learn depends to a major extent on how they think they will be assessed. Given the importance of assessment, it should then integrate grading, learning, and motivation for your students. Well-designed methods provide valuable information about pupils' Learning, including what has been learned, how they learned it, and where they struggled. Hence, Teachers ought to have a keen mindfulness of the diversity within their classrooms will need to

address it in both their daily interfaces with students and in their assessments. As they build assessments for their classrooms, they must think seriously about how the responses of their students to assessment items can be colored by their differing experiential backgrounds. Popham, (2008) vocalized that these teachers must review their own assessments as much as possible from the perspective of students within the classroom whose experiences will be decisively different from their own in order to eradicate informal assessment bias. Every form of assessment of learning has bias, as it may be hidden, or obvious. Forwardly, the language used to do the assessment can be biased, whatever form that language takes. It is a building of thoughts in the mind and no matter the appearance, it has deep and personal meaning based on prior experiences. As such, communicating an assessment to students might contain an inherent bias based on their understanding of the language that have been uttered by. The medium of the assessment also introduces bias, since an assessment done on paper on is limited to what can be collected electronically. Moreover, there is further bias in the assessment based on results interpretations. If one knows the names (or race) of the people doing the assessment, is one sometimes more or less lenient. Furthermore, a test item that could potentially offend certain students like items that may represent minorities as lacking intelligence, or females struggling to succeed in the tough business world, or those who might have disabilities, which may lead them to underperform.

Lastly, the endgame, which is the grades. It is an important part of the teacher's final evaluation, as according to Joe Feldman in his book "Grading for

Equity", grades drive major instructors' decisions about their students' that can affect their life trajectories, stemming from course placement, promotions, college admission and financial aid. The psychological effect of grades on a student's sense of self and relationship to school is enormous. On one hand, grading is associated in nearly every instructional conclusion a teacher draws in class, however, the irony is that despite how intertwined it is into the fabric of every apprentice's and teacher's school experience, it is rarely discussed due to its deep implications to teachers' sense of professionalism, identity and autonomy. Henceforth, grades are indicators of their schools' effectiveness, pointing to achievement gaps, weaknesses in instruction, and specialized development needs. Forwardly, bias in grading is giving different grades on student work of essentially equal quality, based on factors irrelevant to its scope and criteria. Thus, grading is to a point subjective, but never biased. The aspect of bias can creep into grading despite teachers' best efforts to be fair and impartial. Forwardly, Malouff, (2008), vocalized that it can be either conscious or unconscious. It can start from a prior experience with a student (e.g. a halo effect), some physical characteristic such as gender, race, or physical attractiveness or some assigned status, such as being classified as gifted or learning disabled. Another factor is related to the identities and interpersonal relationships of teachers and students. It is caused by, on the report of Banks, (2005); Brookhart, (2004) & Rauschenberg, (2012), what teachers know about students' past academic performances and experiences, past and present ability assessments, out-of-school and family circumstances, attitudes toward the

teacher or class, and teachers' knowledge and beliefs about individual students which tend to produce most individual differences in assessment and grading. Research done by Hardré & Sullivan, (2008), has validated that factors such as emotional connectedness and kinship, as in awareness of at-home challenges students have to overcome, which can promote more lenient grading. The common thing that adults use is that if there is an issue, the primary step to solve it, is to contact that specific teacher, yet with accountability to major problems. Many students would never feel comfortable approaching their teachers with concerns regarding their actions as in lightheartedly mentioning a teacher's mistakes, (e.g., fixing spelling errors, mispronunciations, etc.), resulting in a negative defensive act turning the critique back on them. One of the most extreme can be illustrated in those instructors who would bring up, in front of the entire class, a student's missing work or hinting at their low test grade when he/she tries to give constructive criticism. Therefore, they hold a general fear towards getting lower grades based on biases or personal grudges.

1.10. Conclusion:

In the assembly of this chapter, it has been debated that favoritism is an inevitable part of the human condition as it serves in feeding one's tendencies for preferences, prejudices and stereotypes. Then, it has been discussed that the common mistake people attempt on a daily basis is forgetting that others are of the same nature and whether it is implicit or explicit, intentional or not, the reactions would follow the same lane as in oozing negativity and hate. Moreover,

the coverage included its influential grasp that exceeds to various domains in life generally and education peculiarly, with certain repercussions that could be manifested in the way teacher-student relations are upholding and how it might be damaged from either side, or the fact that one learner's academic achievement is to be jeopardized that another unworthy individual is levitated to higher ranks. In the next chapter, data is to be collected, described and hence interpreted.

CHAPTER TWO: PRACTICAL SECTION

2.1. Introduction

2.2. Aim of the research

2.3. Methodology

2.4. Sample

2.5. Research Instruments

2.5.1. Questionnaire

2.5.2. Classroom Observation

2.5.3. Data Collection and Design

2.5.3.1. Administration and Description of the Questionnaire

2.5.3.2. Description and administration of classroom observation

2.5.4. Data Analysis and Interpretation

2.5.4.1. Questionnaire Results

2.5.4.2. Classroom Observation results

2.5.4.2.1. Student- teacher interaction (in question/answer)

2.5.4.2.2. Teacher- student relationship and classroom climate

2.5.4.2.3. Performance rating

2.5.4.2.4 Implicit/Explicit favoritism in the classroom

2.5.4.3. Outcomes' Interpretations

2.6. Limitations of Research

2.7. Recommendations for future research

2.8. Conclusion

General Conclusion

Bibliography

Webography

Appendix

2.1. Introduction:

In the first chapter, prominent related issues have been deliberated within the theoretical scope. In the upcoming section, the research is to be continued on more practical bases, as it will be carried out to check the enormous effects of teacher's favoritism on their relationships with their students and henceforth the latter's academic performance. With that declaration, the implemented instruments to collect data, onwards analyze, and interpret them are therefore a questionnaire and a classroom observation.

2.2. Aim of the Research:

the current research seeks at finding more insightful points on how third year EFL students at Naama University Center "Salhi Ahmed", get affected but their teachers' favoritism and to what extent such influence can sabotage their paralleled bonds and academic performances within school walls. Thus, the gathered data are directed for the following:

- Understanding the significant existence and hence effects of teacher's favoritism upon their relationship with their apprentices.
- Figuring out how and to what extent, can favoritism harm learner's academic performance.

2.3. Methodology:

The researcher is to gather appropriate data corresponding to his drawn objectives. In this regard, the application of two research approaches is done. Henceforth, the data to be collected would be of both quantitative and qualitative nature. The former is to be assembled through students' questionnaire and to be

further analyzed statistically using percentages and numerical bases, whereas the latter is being reached through a classroom observation just to be later on summarized none statistically upon several comments and notes. In short, the data is then of both facades and in complimentary foundation making it precise, concise and valid for interpretation and conclusions' making.

2.4. Sample (Size and Reason):

The selected sample population comprises of 34 Third year EFL students at the Naama University Center, In the Willaya of Naama, within the boundaries of the west of Algeria. They were randomly chosen for the aim of representativeness to generalize. Their ages range from 17 to 43 respectively, and they were picked for three prominent reasons. First, such designation came with the aspect of having 2 years of experience and another year in the process, while being in a transmission phase of another pair of years. In short, they are in the middle making it the perfect sample for providing reasons and potentials solutions for the problem at hand. Second, their background diversities and age range are to provide a wider scope, various thoughts and the ability to understand the asked questions in the research instrument. Lastly, the researcher's ability to blend in and reach them easily either by himself or via others who happen to be a part of the promotion.

2.5. Research Instruments:

The study was conducted in the Naama University Center "Salhi Ahmed", upon two research instruments for the aims of validity and reliability. Initially, a questionnaire that was designed for 3rd year English students to have certain

highlights about their perspectives regarding teachers' favouritism and its effects of their bonds with the latter and going further to their academic performance. Additionally, another tool was added in the form of classroom observation that served as a real life experiment to seek confirmations and extra remarks following the results obtained prior. Hence, the research is then stemmed from a multi method approach, which necessitates data from the above-mentioned tools.

2.5.1. Questionnaire:

A questionnaire is a data collection instrument consistent of a series of questions and other prompts for gathering information from respondents. It is then a vehicle used to pose the questions that the researcher wants respondents to answer. It was invented by an elite English philosopher and scholar Sir Francis Galton. In this regard, Dornyei (quoting Brown, 2001: p.6), defines the concept as any written instruments that present respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers. He also notes that questionnaires should not be confused with tests or any type of discourse completion. Similarly, Robinson (1991:21) says that it can be sent easily to a large number of people. Thus, questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed, so it is useful for large populations. For these factors, the researcher has picked the questionnaire as his starting point and

corner stone for gathering the needed data from gaining insights to his research objectives.

2.5.2. Classroom Observation:

Observation is one of the most important research tools in the social and human sciences, having a vital role to play in helping to understand and interpret the social, cultural and economic environment. Any research benefits from it, which entails use of senses to collect data from the external environment, because this tool is widely used. Gorman and Clayton define observation studies as those that “involve the systematic recording of observable phenomena or behavior in a natural setting”, while Marshall and Rossman (1989: p.79), describes it as the systematic description of events, behaviors, and artifacts in the social setting chosen for study. In the same vein, Erladson et al, (1993), view it as a tool, which enables the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study. For this sake, the investigator employed this instrument for its vitality in being a mirror to the whole sample, exploring their behaviors and reactions to the teacher's favoritism or preferences while taking notes or record the happenings within the classroom.

2.5.3. Data Collection and Design:

This portion of the chapter emphasizes on how the data are collected, described and administered. Thus, it explains the content of both the questionnaire and classroom observation and how they were conducted.

2.5.3.1. Administration and Description of the Questionnaire:

Data gathering initiated on the 13th of February as the researcher sent the questionnaire in the shape of a Google Form link through Facebook (messenger group + a page), submitted to 3rd year EFL students of Salhi Ahmed Naama University Center. Then, by 1 June, the examiner managed to have 34 answers with the assistance of some of the participants and decided to work with that.

The respondents were required to answer the questionnaire that included 14 items (look at the Appendix). These pieces were correlated and prearranged in 2 different sectors encompassed of 2 demographical demands (age and gender), 4 dichotomous questions(yes/no), 4 multiple choice ones, 2 likert scale judgmental queries and two open ended inquiries. Furthermore, the main objectives attempted by the researcher can be shown in the table below:

Questions	Descriptions
Rubric one (Demographical section)	- Q1: Is about students age - Q2 : Is about students gender
Rubric two	- Q1: An attempt to get an answer about whether humans possess the same treatment in their rights - Q2: Providing whether their society is fair and equitable or not - Q3: Showing the areas of fairness to addressed - Q4: An inquiry about parental, friendship and teacher's favoritism in life generally - Q5: A Likert scale measurement of whether spoiling causes resentment and hate

	- Q6: Regarding the best traits of a successful teacher - Q7: Teachers favoritism being the worst unethical behavior in academic settings _ Q8: Possible causes of teacher's favoritism - Q9: A Likert scale measurement corresponding to teachers' credibility after showing favoritism - Q10: Serious repercussions of teachers' favoritism - Q11 and Q12: Open ended inquiries regarding teachers' favoritism influential grip on teacher-student relationship and the latter's academic performance, and further solutions or recommendation on how it can be prevented
--	--

Table 2.1: Students Questionnaire's main objectives

2.5.3.2. Description and Administration of Classroom Observation:

The researcher used two classroom observations for the sake of gaining different insights upon the required inquiries. The first one took place on 9 February, covering group three's written expression session. With the consent of the teacher and the unawareness of the learners, the examiner was a non-participant observer for the behavior and interactions amongst the above-mentioned pair. The second one occurred within a seminar of research methodology in the presence of the majority of students on March the 1st. In this dispute, the investigator believed that such setting would enable him to further widen the space of studies and witness the different possible deficiencies. The

questions were at some point pre-prepared while some was improvised based on the circumstances. Thus, the direction of these inquiries was to highlight the importance of student- teacher relationship and to evaluate any explicit/conscious or implicit/unconscious favoritism and how it can affect the ongoing class climate and overall performance.

2.5.4. Data Analysis and Interpretation:

This part of the chapter is devoted to the obtained results of the questionnaire as well as classroom observations with their respective interpretations.

2.5.4.1. Questionnaire Results:

Thirty-four LMD English students within their associated department of foreign languages have managed to answer the questionnaire items. The following portion is to manifest the researcher's findings.

▪ Demographical questions

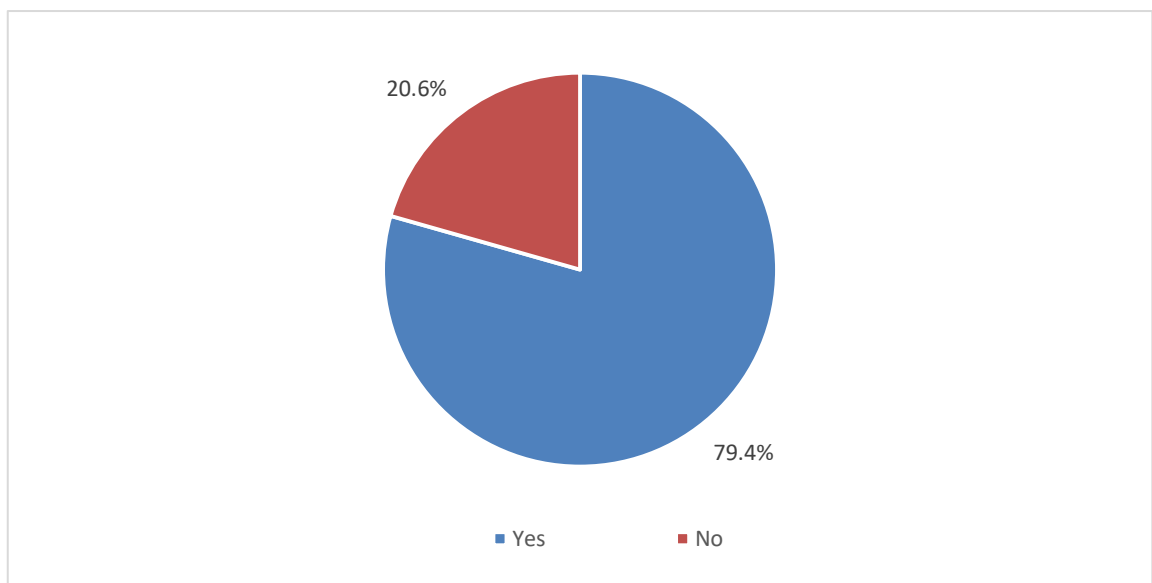
Questions 1 and 2: Concerning the learners' profile including age and gender, as the upcoming table shows the results:

Gender		Age
Females	Males	Ranging from 17 to 43
22	12	
64.7 %	35.3 %	

Table2.2: Respondents' Gender and Age

The table shows that female students are more with 22 (64.7%), that their male counterparts whom are 12 only (35.3%). The age range is enormous too from 17 to 43, making the sample's maturity and full comprehension of the items out of question.

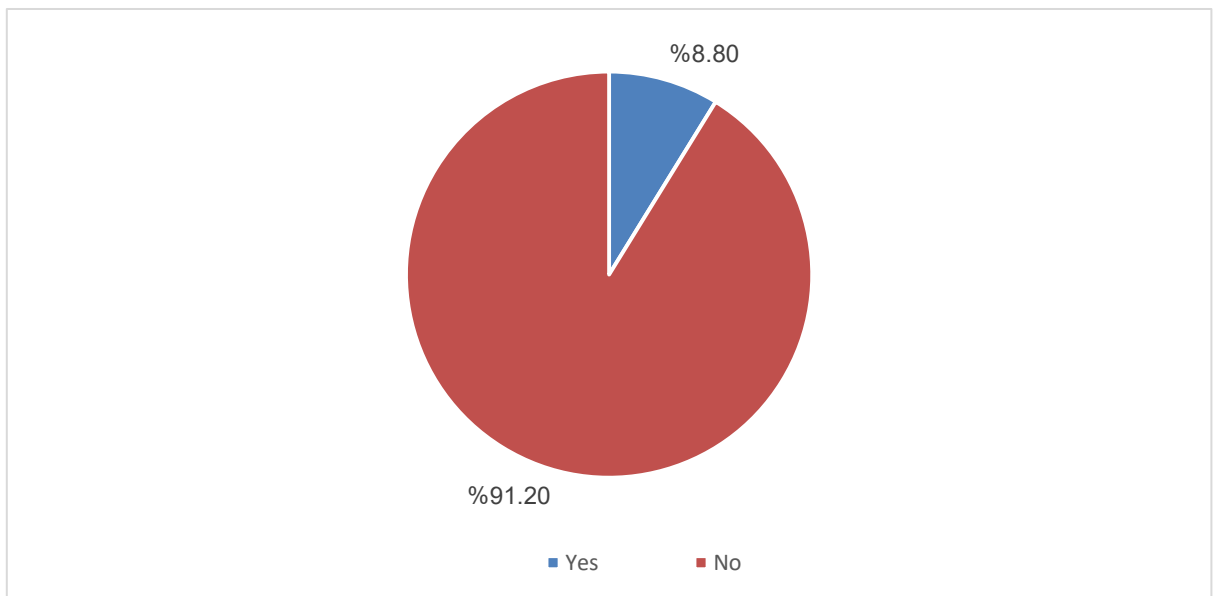
Question 3: Perspectives regarding equity in treatments are manifested in the pie chart below:



Pie Chart 2.1: Students' perspectives about equity in treatment rights

The pie chart represents students' perspectives regarding equity in treatment rights. The results show that 79.4 % believe that humans have the same rights in treatment given by Allah himself, while 20.6 % say otherwise.

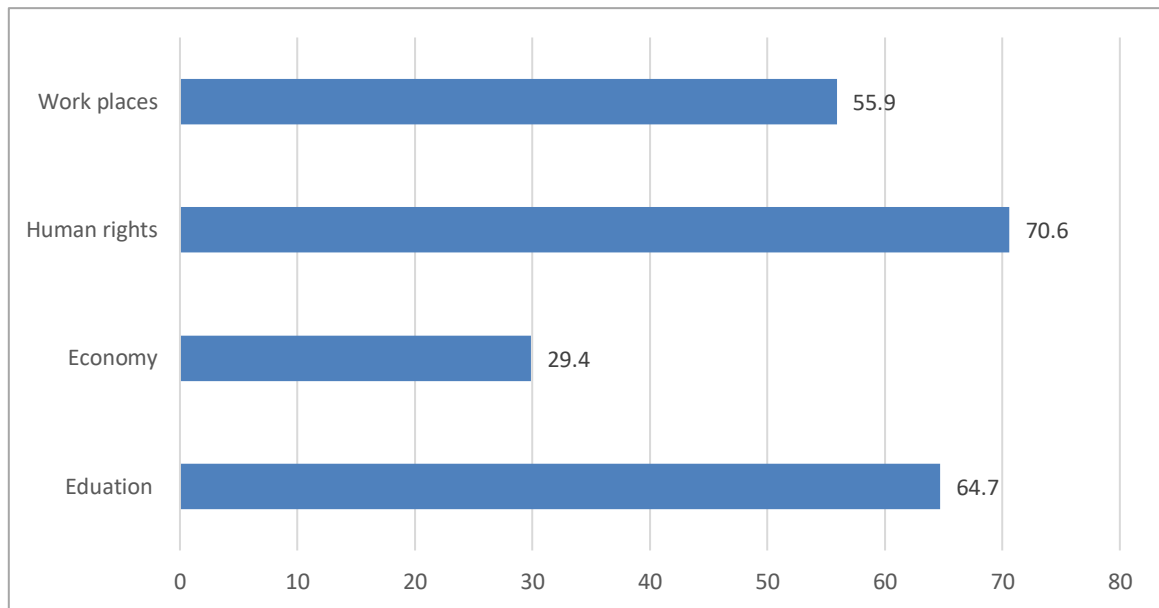
Question 4: providing whether our society is fair or not, the coming graph answers:



Pie Chart 2.2: Society fairness' level

The Pie Chart above demonstrates to what extent our society level of fairness is. The consequences prove that our society is 91.2% unfair, while 8.8 % voted for its fair nature.

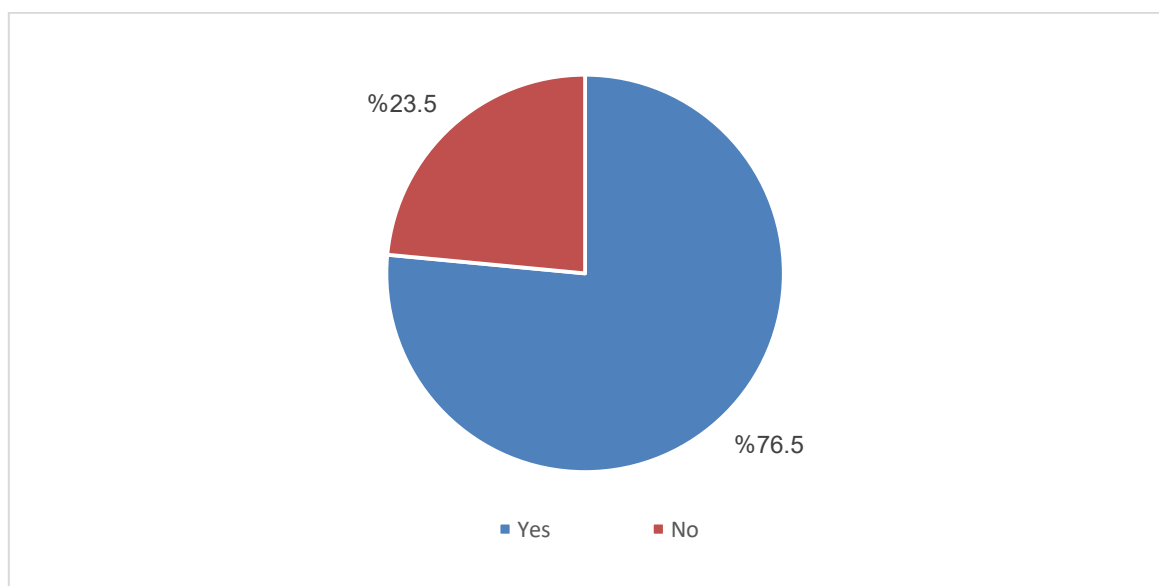
Question 5: The following Graph reveals the tied areas of fairness to be concerned in general bases.



Bar Chart 2.1: Fairness related areas to be addressed

The above Bar Chart portrays that human rights are the most widely concerning areas in relation to fairness by 70.6%, followed by Education (64.7%), then workplaces (55.9%) and finally Economy (29.4%).

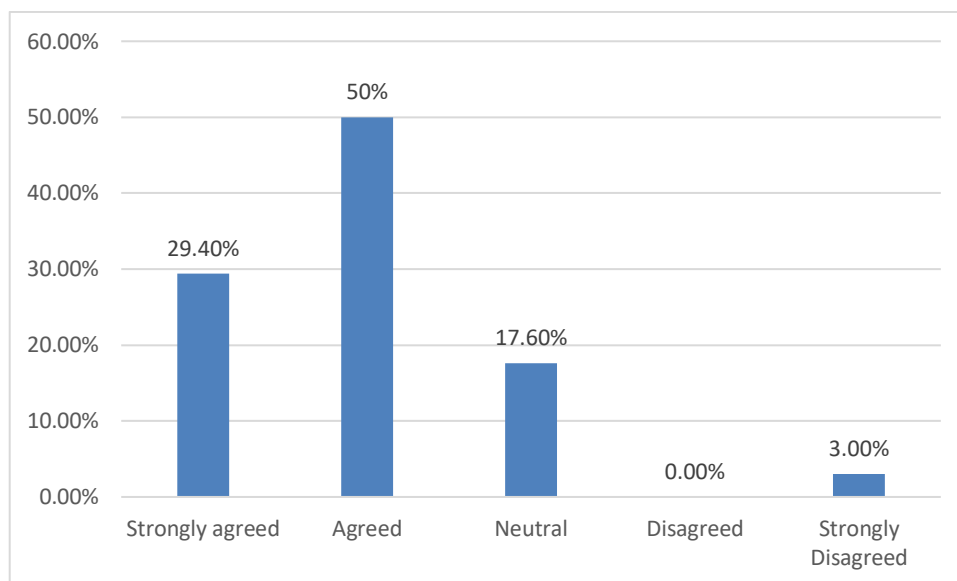
Question 6: Determining whether parental, friendship or even teacher's favoritism exists, as the following Pie Chart offers some insights.



Pie Chart 2.3: The existence of Parental, Friendship and TF

The Pie Chart projects the fact that the previously mentioned types of favoritism do exist within the level of 76.5 %, whereas only 23.5% denies its presence amid the boundaries of family, friends and school.

Question 7: The following graph represents the level of resentment and hatred caused by spoiling:



Bar chart 2.2: The level of resentment caused by spoiling

As it is clearly displayed, the Bar Chart shows that spoiling does cause resentment and hatred in parallel with the respondents' agreements, as 50 % covering 17 students agreed and 29.4% including 10 strongly agreed, while 17.6 % (6 participants) remained neutral and only 3% came in opposition (one student only).

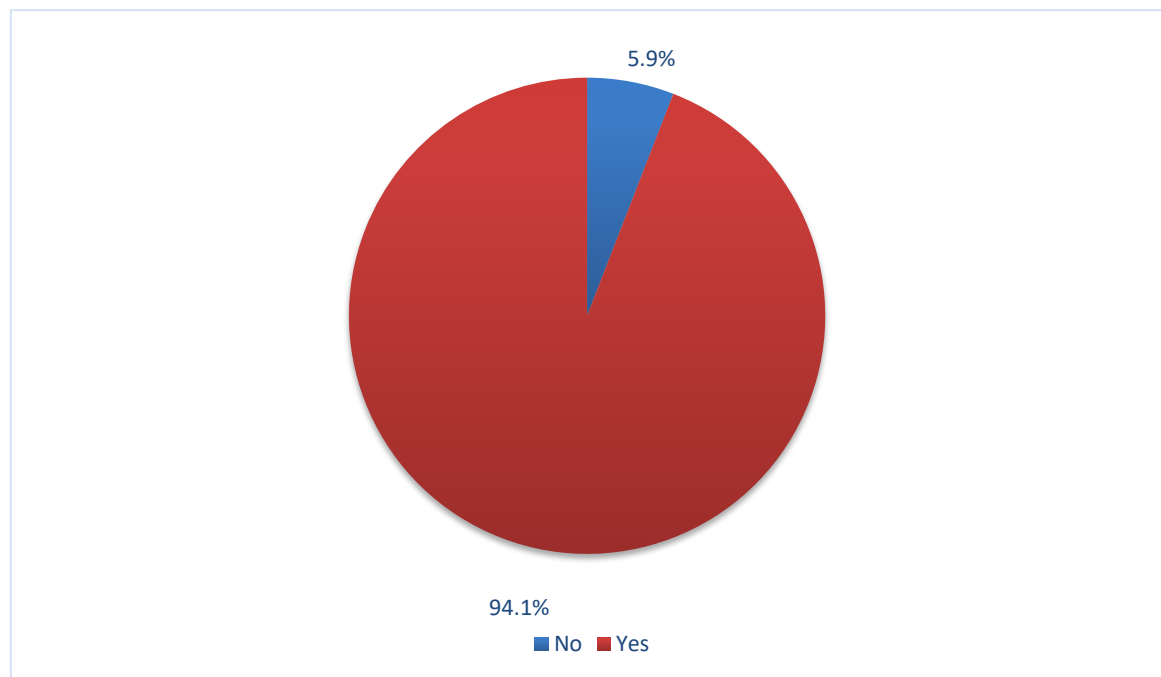
Question8: The best possible trait that a good teacher can have is manifested in the table below:

The traits	Number of students	Percentages
a- Empathy towards the feelings and the hardships of students inside or outside the classroom	15	44.1 %
b- Adaptation and Communication for better enhance students' morality and comfort	25	73.5 %
c-Patience towards the struggles faced at a period of time from different types of students	14	41.2 %
d- Suspension of Favoritism that would lead to the accurate and correct presentation of materials	8	23.5 %
e-Drive for Self-Improvement which enables the teacher to be more flexible and parent like	10	29.4 %
f- Dedication and professional work ethics in order to mold her learners to model and imitate	9	26.5 %

Table2.3: Students' views of the best Teacher's traits

The table provides a good amount of information regarding the hierarchy of features that a teacher must have. Initially, he/she must be adaptable and communicative with his students to enhance their morals and conform (73.5%), then he should be empathetic for them in hard times (44.1%), and of course patient (41.2%). After doing so, he ought to drive for self-improvement (29.4%) as in dedication and better work ethics (26.5%), finalizing it by a clear suspension of favoritism (23.5%).

Question 9: the following Pie chart indicates whether teacher's favoritism is the worst unethical academic behavior



Pie chart 2.4: TF being the worst unethical behavior in the classroom

By a land slide, the majority of students taking 94.1 % of the votes against teachers' favoritism, proving that it is indeed the worst unethical behavior to be executed in academic boundaries, while only 5.9% stated otherwise.

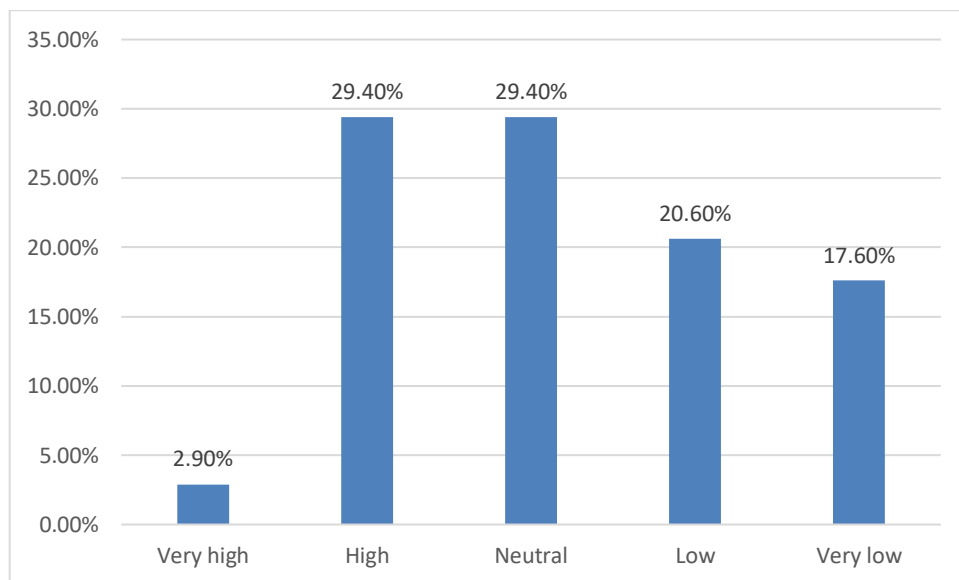
Question 10: An indication to the major causes for teacher's favoritism

Causes	Number of students	Percentages
a- Gender differences	14	41.2 %
b-Physicality and Appearances	9	26.5 %
c-Student's prior successes and reputation	17	50 %
d- Social Economic status	13	38.2 %
e-Blood relations and friendship ties	18	52.9 %
f- Mutual beliefs and ideologies	8	23.5 %

Table 2.4: Causes for Teacher's Favoritism

As clearly seen in the table, the respondents consider that a blood relation or a friendship tie between the pair is the major cause by 52.9%, just tailed by the learner's prior success or reputation (50%). While on another stream, gender differences took a considerable amount (41.2%), trailed by their social economic status on the level of 38.2%. lastly, both physicality and appearances (26.5%), with paralleled ideologies (23.5%) are given less focus to be unlikely factors.

Question 11: a clear description of teacher's credibility after showing his students the ugly side of favoritism is to be demonstrated in upcoming Bar chart:



Bar chart 2.3: Teacher's credibility level Post bias

The bar chart represents two dimensions paralleled to the question. As for the favored ones, teacher's credibility is to increase and that took the highest percentage with 29.4% alongside the neutral ones, and only 2.9 % to very high. Whereas the un-favored individuals assert that, his status is to decrease very poorly (17.6%) and lowly (20.6%), with more emphasis on the later.

Question 12: an illustration to the possible repercussions of teacher's favoritism is given in the below table:

Repercussions	Number of students	Percentages
1. losing interest in the teacher and his module	21	61.8 %
2. Demotivation and lack of trust	21	61.8%
3. Creating a class system (ranks)	17	50 %
4. Zero expectations and a diminished performance	6	17.6 %
5. Possible grudges and less student to student interaction	10	29.4 %
6. Mental and psychological issues	11	32.4 %

Table 2.5: Representing possible repercussions of Teacher's favoritism

The content of the table reveals some interesting insights. Primarily, two of the prominent repercussions to be expected from teacher's favoritism are demotivation and lack of trust, in addition to losing interest in the teacher with her module by 61.8%. Moreover, half of the sample believe that a possible consequence is a creation of a bad class system based on ranks, while 32.4 % of them declared the occurring of certain psychological and mental dilemmas, which may lead to unexpected grudges (29.4%). Finally, raising expectations and a decrease in performance is seen as the last nail in the coffin (17.6%).

Question 13: this question was an open-ended inquiry regarding teacher favoritism's influential grip on his relationship with his students and their academic performance

The outcomes came with a diversity of opinions regarding both issues. The first facade to be addressed was teacher- student bond and how it can be affected. Moreover, the summary of the given perspectives can be extracted into the fact

that there are two trajectories. Initially, the learner's side in a way that he/she would feel frustrated, demotivated, losing interest in the module and the teacher himself, and to some extent the less favored would develop certain grudges for the latter and may forge a level of discomfort and resentment against those in favor, while executing less to zero participation and hence sabotaging their academic performance. In a different account, the pets are to enjoy a life of privilege and would mold into an attitude of supremacy creating boundaries with fellow classmates while getting profitable benefits.

The second slice focused on how teacher is to be impacted, and the results showed that he is to lose his credibility and damage his reputation as soon as his apprentices observe such heinous act. Within the same line of thoughts, he is to receive bad feedback from unwilling students regarding his unsuccessful teaching methods, will lose his divine trust and be questioned for his integrity in building future generations. In the end, academic failure is to be expected and class system that will raise incompetent ones and hinder others from rightful chances.

Question14: the following question is an open-ended one illustrating certain strategies to prevent the spread of teacher's favoritism.

Only 29 respondent manage to answer this inquiry, nonetheless; the outcomes differed from an individual to another, yet highlighted points are to be indicated. First, the majority believe that the starting point stems from teachers, as they are the pivotal statue in any given educational body, as they must take into considerations various aspects. Initially, students' diverse levels and how it

can affect their progress, then showing empathy and patience in every step of the way. Furthermore, creating a boundary colored by respect and mutual trust or else grudges would follow. Additionally, and most importantly, trying their best to be fair and equitable with all students.

The medium point is based on what administrations can do. These are the most responsible entities in choosing the teacher himself and advocate his teaching styles while setting the proper management. One major intervention is then, to cultivate anti- favoritism awareness and set a group of strict rules that are to punish any path leading to it. Lastly, increasing a sense of monitoring that is opted for constant change and modulation.

The ending point concerns students themselves. As they must in the glimpse of any doubt, to check with the teacher in question and attempt to solve any unnecessary conflict that may have severe repercussions. With that being said, it was proposed that such students are to be given space for self-expression to further talk to their instructors and correct or bury any hatchets. To sum up, a thorough investigation of the whole school hierarchy with the need to make the process in its wholesomeness more enjoyable and less biased, while each pillar must take accountability for extracurricular activities.

2.5.4.2. Classroom Observation Results:

In the present study, classroom observation was employed to document student-teacher interaction, displaying their relationship in the process and attempting to see if a certain amount of favoritism could creep in and harm the former's performance. In order to gather the needed data, the researcher attended

two different sessions using a draft to write down every comment or note. The results are going to be treated qualitatively in texts and passages; in the following portion, the main results obtained from note taking are reviewed and tracked by a discussion.

2.5.4.2.1. Student- Teacher Interaction (in question/answer):

In order to compare the obtained results from both observations, the upcoming table serves as an illustrator of the findings:

Observation 1	Observation 2
1. some students are active, yet with no accurate comprehension to the questions , while the majority remain passive	1. rhetorical questions are asked mostly , while the answers are given in a group nature
2. teacher's facial expressions make it a bit harder for learners to answer clearly and confidently	2. a certain male student is seemingly the only one who cared to answer repeatedly
3. the wholeness of apprentices think in silence after being asked , while the answer might come surprisingly	3. an overwhelming silence after each question, with indirect answers at times

Table 2.6: Student-Teacher interactions in question/answer situations

As it is clearly manifested in the table above, the participants in either session seemed lost, uninterested and confused to an extent, while there was zero to non-interaction between them and their teachers, with few counted ones to the rescue every time. The nature of the questions and the way of asking them played a huge role in the manner of how answers were formulated.

2.5.4.2.2. Teacher- Student Relationship and Classroom Climate:

The outcomes for this item is to be divided into the two sessions. Starting from the first one, the teacher was more leaned on giving more opportunities to the frontal rows students, whom which share the majority of interaction. Thus,

the class itself seemed less welcoming where the teacher had the authority (teacher – centered). The back line consisted of mainly male students who were somewhat in slumber, refusing to take a role in participation. However, and despite being in front seats, some learners were cut short while answering leading to a great deal of frustration. Finally, those who did participate are of higher interest and must have a good relationship with the teacher.

The second session saw the teacher only reading the passages from a power point presentation while the students were focused on the slides, grasping passively. Henceforth, the class was unsystematic and unorganized as the front rows took the major attention and emphasis. Unlike the first session, males seemed more active than females as they continued to do so while being congratulated for their efforts by the instructor. Similarly, the back lines are filled with those who have no interest or whatsoever in the module. As time passes, certain individuals requested an early departure, while noises echoed alongside making it hard to focus for both ends.

2.5.4.2.3. Performance Rating:

On similar fashion to the first question, the onward table is to illustrate the changes in performance rates within the two sessions:

Observation 1	Observation 2
a- Purely dead due to the limited students in attendance	a- Below the average in the first 30 minutes
b- Laughter and sighs In the back with no clear interest	b- Most of the students are only taking pictures of the slides without listening nor comprehension, while some asked for early departures.
c- No student inclusion , except for the frontiers	c- One sided explanations from the teacher , with few students' elaborations

d- Some students only participate for the sake of doing so only	d- One male seem to lighten up the mood with his participation and teacher's praise
---	---

Table 2.7: Students 'performance rate

From what can be seen in the table, the performance seems to be nonexistent in both sessions with few to zero elaborations nor student inclusion in the classroom, illustrating how demotivated and uninterested learners are in either session.

2.5.4.2.4. Implicit/Explicit Favoritism in the Classroom

The observer wanted to check if there are any signs of favoritism within the classroom and the results can be divided into two parts. Amid the first session, the teacher did not project any explicit bias to any student, but rather was implicit in nature as in cutting short one particular female pupil's answers despite them being mistaken, yet the latter felt frustrated and ignored to an extent while others were given the floor to participate while she was raising her hand and being neglected. Another aspect is remembering names, as the educator seemed to forget some while remembering others especially at the front.

Part two covered the second session's remarks. In the middle, the teacher remained unbiased until that one male answers certain inquiries and he were praised for it. However, he was not the only one who participated, yet the tribute did not pass to other ones peculiarly female counterparts. In short, neither teacher manifested clear favoritism, yet it remained present in their gestures, choosing whom to answer and praise.

2.5.4.3. Outcomes' Interpretations:

This portion of the study is to focus on revealing and hence discussing the attained results from both research instruments in relation to the raised hypotheses. Post questionnaire analysis entailed that 3rd year students of Salhi Ahmed university in Naama feels that their relationships with fellow teachers are endangered due to the existence of the latter's favoritism. These learners stressed on the presence of such enormous cloud within their classroom walls and actualized its higher impact on their academic desire, willingness and overall interest in the module or the teacher himself.

The outcomes also highlighted how crucial teacher- student ties are in building and cultivating the latter is interest and devotion to school, while proving that any noticeable crack can bend the path towards success to redirect it to failure instead. Another major consequence can be illustrated by students' choices of their best teacher's traits and how a slight amount of empathy and patience can turn things around. Hence, it can be deduced that the positive the connection between the pair is the more engaged the students become.

Forwardly, the results manifested that favoritism is a reality that teachers at times deny its signs, as it can stem from different factors. One of those causes is blood relations and kind ship ties, which was seen as the major one behind such unethical act, while gender and students' prior successes aren't to neglect either. Thus, those toppers are to be hated and isolated while those who are not would have a certain amount of hatred and resentments, while losing fully or partially any intention to follow courses. On the other hand, the educator's

reputation and credibility is being jeopardized and might lose the connection she attempted to build over the years.

Lastly, learners assumed that spoiling and prior experiences with favoritism could make it easier to spot it if executed, so it's up to the whole hierarchy of education to activate security protocols in order to protect their rights on one hand, and prevent the phenomenon from spreading on the other. Interestingly, some of these precautionary activities are to include student's self-expression, awareness against favoritism and strict mandatory rules.

Regarding the second instrument, the major remarks revealed on a more physical seat, that teacher-student relationship do matter in the progression of each session. Moreover, the classroom involvement of learners and encouragements in error making might be the key to enhancing students' morals and comfort. Even though favoritism was not necessarily explicit, it managed to creep in in different means, leading to frustration and demotivation.

From a triangulated perspective, the results proved that favoritism do exist in classroom atmospheres in many forms, and that its effects are gigantic on student-teacher relationships in the way of motivation, interest and mutual trust. Additionally, such influence is to hinder any academic progress if observed meticulously risking any career making or futuristic plans.

2.6. Limitations of Research:

The research conduction process was faced with certain overwhelming limitations, which obstructed its smooth passage. Primarily, the aspect of limited paper numbers addressed from the department made it a bit difficult to write at

ease, excluding major points from the work itself in attempts to cope with the rules. The second one came in the shape of referencing, as the investigator in spite of thorough and extensive search, could not find some of the references related to some points due to probable mistakes in dates or names of scholars within certain articles, so he had to switch to other scholars only to avoid plagiarism.

The last limitation was the pandemic, which stopped the researcher from manually collecting the data due to the restricted schedule for him and his sample and the fact that the presence was not obligatory, hence, fewer ones only came to university. On that note, the researcher encountered another setback, which is the problem of attrition as in unanswered questions, Arabic responses and only 34 learners out of 106 managed to reply to an online questionnaire, which was distributed within their comfortable settings. In short, generalizations are hard to reach which opens a door for future research to complement the current one.

2.7. Recommendations for Future Research:

Above all limitations and hardships, this research provided a great deal of information regarding favoritism as a concept with its sources, causes and repercussions, while emphasizing on its influence upon student-teacher ties and the overall academic performance. Nonetheless, the investigator recommends the following:

- Broadening the scope of studies to include a bigger sample
- Changing the settings to diverse levels of education, preferably high schools, private schools or general institutions.

- Work on better referencing list and established books, which the research could not have access to.
- Attempts to work on different areas of research related, such as parental favoritism, Nepotism and links to career seeking opportunities.

2.8. Conclusion:

The above chapter detailed the data obtained from the analysis of both research instruments, i.e. students' questionnaire and classroom observation with their results' discussion and interpretations. Thus, the present piece of work was an investigation and analysis both quantitatively and qualitatively of teacher's favoritism and how it can affect his/her relation to students, in addition to its influential reach on their academic performance. Forwardly, the outcomes showed such impact in student's demotivation and unwillingness to have any ties with their teachers upon them executing such dreadful act. Then, the findings proved how crucial such relationship could be to the academic progress and the manner in which favoritism can disrupt it, with certain contributive factors like gender, social status and blood relations. To sum up, the raised hypotheses are confirmed.

General Conclusion

Education is a game of two halves, as it requires the at the beginning, the attentive scrupulous work of a teacher that follows good teaching methods and techniques, while being prepared and pre-trained to solve any obstacles along the way. On the other hand, a willing, motivated and serene student that is ready to be taught while being satisfied with the whole school environment. Thus, the crossroad must be colorful in order for either learning or/and teaching to take place. Nevertheless, a major mist can blur things out in the shape of favoritism, which is the theme dealt with in this research.

Interestingly, the investigator based his work upon certain inquiries that were seemingly blatant in the first glimpses, as the issue of favoritism and how rooted it is within educational systems has been a hot topic in almost every year now. Thus, he wanted to seek insights on why it existed and whether it does have an effect on a certain connection between an unchanging pair in students and teachers. Moreover, and since their relationships entails many different items, the researcher delved deeper into student academic performance and figured that any sort damage to the relationship from either side, specifically the instructor's part is to destroy the other end's academic progress.

Amid the same lane, the current study was an assembly of two distinctive chapters, which were carried out in diverse time intervals. Initially, the first chapter focused on bringing out theoretical standpoints stemming from existing literature and scholar's prior work. It served as an enrichment ingredient to

reinforce the examiner's thoughts. In the other corner, section two was more practical in detailing the research design and scheme to be opted in order to confirm the hypotheses risen in the beginning. Therefore, it occupied a realistic role in collecting relevant data in quantity and quality corresponding to the selected instruments, offering a limited scope to the study.

Overall, the present study offered key highlighted angels about teacher's favoritism and its influence on his/her bond with apprentices, while manifesting how such impact can sneak into an important anticipated element in their academic outcomes. Forwardly, and in spite of the difficulties in conduction, this piece of work is to pave the path towards future talented individuals who crave knowledge and desire to resolve or even halt this problem from reaching new heights.

Bibliography

- Aközer, M. (2003). Kamuoyu gözüyle kamuda yolsuzluk.(Corruption in public opinion).Gorus Journal (57), 14-22
- Alegre, A. (2008). Emotional security and its relationship with emotional intelligence (*PDF*). Virginia Polytechnic Institute and State University. Archived from *the original (PDF)* on 16 January 2014. Retrieved 21 November 2012.
- Al-Houli, AE., (1999). Teachers' perceptions of parental involvement in elementary schools in the state of Kuwait. Dissertation Abstracts International, 60(05), 1509A and achievement: Yields for theory, current issues, and educational practice. Review of Educational Research, 79, 327–365.
- Ambrose, S. A., Bridges, M. W., DiPietro, M., & Lovett, M. C. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey Bass.
- Anderson, G. J. (1968). Effects of classroom soóial climate on individual learning. Unpublished doctoral dissertation, Harvard University, and Behavioral Sciences, 30, 738-742.
- Angel D. K., (2010). Favoritism in the classroom. 2012-2013 school years archive.13
- Angelo, T. A. (1995). Reassessing and defining assessment. American Association for Higher Education Bulletin, 48, 7-9

- Anshu, N., & Bilkees, A. (2016). Academic Performance of Senior Secondary School Students: Influence of Parental Encouragement and School Environment”, Rupkatha Journal on Interdisciplinary Studies in Humanities, 8(2): pp. 12-19
- Araslı, H., Bavik, A., & Ekiz, E.H. (2006). The effects of nepotism on human resource management, the case of three, four and five star hotels in Northern Cyprus. International Journal of Sociologie and Social Policy, 26, 295-308.
- Aydin, I. (2003). Eğitim ve öğretimde etik. (Ethics in education and instruction). Ankara: PegemA.
- Aytaç, Ö. (2010a). Kayırmacı ilişkilerin sosyolojik temeli. (Sociological basis of the favouritism relations). Yönetim ve örgüt açısından kayırmacılık(Favouritism in terms of management and organization). (Ed.Ramazan Erdem).İstanbul: Beta Publications.
- Aytaç, Ö., & İlhan, S. (2010). Türkiye'de kayırmacı eğilimlerin oluşmasında toplumsal ve kültürel yapının rolü (Editor: Ramazan Erdem). (The role of social and cultural structure in the formation of favouritism tendencies in Turkey) Yönetim ve Örgüt Açısından Kayırmacılık. (Favouritism in terms of management and organization) İstanbul: Beta Press.Attitudes on Students’ Personality and Performance. Procedia-Social
- Babad, E. (2009). *The social psychology of the classroom*. New York: Routledge.

- Banks, S. R. (2005). Classroom assessment: Issues and practices. Boston, MA: Pearson
- Bhushan, V. (1985). Relationship of teacher attitude to the environment in his/her class. (Abstract), ERIC Reproduction No. ED260118.
- Biggs, J. B. (1999). What the Student Does: teaching for enhanced learning, Higher Education Research & Development, 18:1, 57-75
- Bloom, D., & Golden, C. (1982). Literacy Learning, Classroom Processes, and Race: A Microanalytic Study of Two Desegregated Classrooms. *Journal of Black Studies*, 13(2), 207-226. doi: 10.1177/002193478201300205
- Brookhart, S. M. (2004). Grading. Upper Saddle River, NJ: Pearson
- Brophy, J. E. (1992). Probing the subtleties of subject matter teaching. Educational Leadership, 49(7), 4–8.
- Brown, G. T. L., Peterson, E., & Irving, S. E. (2009). Self-regulatory beliefs about assessment predict mathematics achievement. In D. M. McInerney, G. T. L. Brown & G. A. D. Liem (Eds.), Student perspectives on assessment: What students can tell us about assessment for learning (pp. 159-186). Charlotte, NC: Information Age Publishing.
- Brown, J.D. (2001). Using Surveys in Language Programs. Cambridge, UK: Cambridge University Press.
- Byrk, A. S., & Schneider, B. (2004). Trust in schools. New York, NY: Russell Sage Foundation.

- Cairns, R. B., Xie, H., & Leung, M.-C. (1998). The popularity of friendship and the neglect of social networks: toward a new balance. *New Directions for Child Development*, (80), 25–53.
- Caspi, J. (2011). *Sibling aggression: Assessment and treatment*. Springer Publishing Company.
- Cazden, C. B. (2001). Classroom discourse the language of teaching and learning. Portsmouth, NH: Heinemann classroom management strategy. *Journal of Positive Behavior Interventions*, 20, 149–159.
doi:10.1177/1098300717753831
- Chrisman, J., Chua, J., Pearson, A., & Barnett, T. (2012). Family involvement, family influence, and family-centered non-economic goals in small firms. *Entrepreneurship Theory and Practice*, 36, 267-293.
- Collins WA, Repinski DJ. (1994). Relationships during adolescence: Continuity and change in interpersonal perspective. In: Montemayor R, Adams G, Gullotta T, editors. *Personal relationships during adolescence*. Thousand Oaks, CA: Sage;. p. 7–36.
- Cook, C. R., Coco, S., Zhang, Y., Duong, M. T., Renshaw, T. L., Long, A. C., & Frank, S. (2018). Cultivating positive teacher–student relationships: Preliminary evaluation of the establish–maintain–restore method. *School Psychology Review*, 47(3), 226-243.
- Cooper, H. & Good, T. (1983). *Pygmalion Grows Up: Studies in the Expectation* 288 Communication Process. New York: Longman Publishers.

- Cooper, L. (1932). *The rhetoric of Aristotle*. New York: Appleton-Century-Crofts
- Crain, W. (2000). *Theories of development: Concepts and applications*. New Jersey: Prentice Hall.
- Cross, R., & Stewart, E. (2007). *How we make our kids angry*. Downers Grove, Ill.: IVP Books.
- Davis, B. G. (1993). *Tools for Teaching*. Jossey-Bass Inc., San Francisco: California.
- Devine PG. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality and Social Psychology*. ; 56:5–18. doi: 10.1037/0022-3514.56.1.5.
- Dusek, J. B., & Joseph, G. (1983). The bases of teacher expectancies: a meta-analysis. *Journal of Educational Psychology*, 75, 327-346.
- Dweck, C. S. (1999). *Self-Theories: Their Role in Motivation, Personality and Development*. Philadelphia, PA: Psychology Press
- Erdem, R. (2010). *Favoritism in terms of Management and Organization*. İstanbul: Beta Publication
- Erlandson, David A.; Harris, Edward L.; Skipper, Barbara L. & Allen, Steve D. (1993). *Doing naturalistic inquiry: a guide to methods*. Newbury Park, CA: Sage.
- Fanaroff A., (2010). Teacher's favoritism harms class dynamics. *Journal of class dynamics*, 12(1)

- Farooq, M.S., Chaudhry, A.H., Shafiq, M., & Berhanu, G. (2011). Factors affecting students' quality of academic performance: A case of secondary school level. *Journal of Quality and Technology Management*, 7(2), 01-14.
- Feldman, J. (2019). *Grading for equity: What it is, why it matters, and how it can transform schools and classrooms*.
- Feldman, K. A. (1976). The superior college teacher from the students' view. *Research in Higher Education*, 5, 243-288.
- Felson, R. B. (1980). Physical attractiveness, grades and teachers' attributions of ability. *Representative Research in Social Psychology*
- Ferris D., (2001). Bad etiquette in the classroom. *Journal of Poor classroom and bad etiquettes*, 13(1)
- Fiske S. (1998). Stereotyping, prejudice, and discrimination. In: Fiske S, Gilbert D, Gardner L, et al., editors. *The handbook of social psychology*. 4. Boston: The McGraw-Hill;. pp. 357–411.
- Ford, R., & McLaughlin, F. (1985). Nepotism, *Personnel Journal*, 64, 57-61.
- Gorman, G. E. & Clayton, P. (2005). *Qualitative research for the information professional* (2nd Ed.). London: Facet.
- Graham G. and Ridder K., (1991). Playing favorites hurts morale managers may not be aware of the staff's perception of favoritism. *Journal of facilitator training*, 23(1)
- Gundogdu, K., Silman, F. (2007). Bir meslek olarak öğretmenlik ve etkili öğretim (Teaching as a profession and effective teaching). Z. Cafoglu (Ed.)

- (2007). Egitim bilimine giris: Temel kavramlar el kitabı (Introduction to education: Handbook of basic concepts) (259-292). Ankara: Grafiker.
- Hall, S. (1982). *The classroom climate: A chilly one for women?* Washington D.C.: Association of American Colleges.
- Hamilton, D. L., & Troiler, T. K. (1986). Stereotypes and stereotyping: an overview of the cognitive approach. In J. F. Davidio & S. L. Gaertner (Eds.), *Prejudice, discrimination, and racism* (pp. 127–163). Academic Press.
- Hamre, B. K., & Pianta, R. C. (2006). *Student-Teacher Relationships*. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (p. 59–71). National Association of School Psychologists.
- Hamre, B. K., Pianta, R. C., Downer, J. T., and Mashburn, A. J. (2008). Teachers' perceptions of conflict with young students: looking beyond problem behaviors. *Social Dev.* 17, 115–136. doi: 10.1111/j.1467-9507.2007. 00418.x
- Harb, Nasri and El-Shaarawi, Ahmed (2006): *Factors Affecting Students' Performance*. Published in: *Journal of Business Education*, Vol. 82, No. 5 (2007): pp. 282-290.
- Hardré, P. L., & Sullivan, D. (2008). Classroom environments and student differences: How they contribute to student motivation in rural high schools. *Learning and Individual Differences*, 18, 471-485.
- Hirschy, A. S., & Braxton, J. M. (2004). Effects of student classroom incivilities on students. *New Directions for Teaching and Learning*, 2004(99), 67-76.

- Hoy, W. K., & Sweetland, S. R. (2001). Designing better schools: The meaning and measure of enabling school structures. *Educational Administration Quarterly*, 37(3), 296-321.
- Hughes J. N., Luo, W., Kwok, O., & Loyd, L. (2008). Teacher-student support, effortful engagement, and achievement: A three-year longitudinal study. *Journal of Educational Psychology*, 100(1), 1–14.
- Hughes, J. N., Wu, J., Kwok, O., Villarreal, V., & Johnson, A. Y. (2012). Indirect effects of child reports of teacher-student relationship on achievement. *Journal of Education Psychology*, 104(2), 350-365.
- Ismail A., (2008). Favoritism in the classroom; a study on Turkish schools. *Journal of instructional psychology*, 17(8)
- Jetten, J., Branscombe, N. R., Spears, R. (2002). On being peripheral: Effects of identity insecurity on personal and collective self-esteem. *European Journal of Social Psychology*, 32, 105-123.
- Jussim L, Smith A, Madon S, Palumbo P (1998). Teacher expectations. In: J. Brophy (Ed.), *Advances in research on teaching*, Stanford, CT: JAI Press Inc., pp. 1-48
- Kahneman, D. (2011). *Thinking, fast and slow*. Macmillan
- Karemera, D. 2003. The Effects of academic environment and background characteristics on students' satisfaction and performance: The Case of South Carolina State University's School of Business. *College Student Journal*, 37(2): 298- 11.

- Kearney, P., Plax, T. G., Hays, E. R., & Ivey, M. J. (1991). College teacher misbehaviors: What students don't like about what teachers say and do. *Communication Quarterly*, 39, 309-324.
- Kearney, P., Plax, T.G., & Allen, T.H. (2002). Understanding student reactions to teachers who misbehave. In J. L., Chesebro & J.C. McCroskey (Eds.), *Communication for Teachers*, (pp.127–140). Boston: Allyn & Bacon.
- Keith-Spiegel, P., Witting, A. F., Perkins, D. V., Balogh, D. W., & Whitley, Jr., B. E. (1993). *The ethics of teaching*. Ball State University, Indiana: Muncie,
- Kindermann, T. A. & Vollet, J. W. (2014). Social networks within classroom ecologies: peer effects on students' engagement in the context of relationships with teachers and parents. *Zeitschrift Für Erziehungswissenschaft*, 17(5), 135–151. doi:10.1007/ s11618-014-0555-9
- Kirmani, Neghat Sana & Siddiquah, Aishah (December 2008). Identification and Analysis of Factors Affecting Students Achievement in Higher Education. 2nd International Conference on assessing quality in higher education.
- Koth, C., Bradshaw, C., & Leaf, P. (2008). A multilevel study of predictors of student perceptions of school climate: The effect of classroom-level factors. *Journal Of Educational Psychology*, 100(1), 96-104. doi: 10.1037/0022-0663.100.1.96
- Kowal, A. K., Krull, J. L., & Kramer, L. (2006). Shared understanding of parental differential treatment in families. *Social Development*, 15(2), 276-295. 3.

Krane, V., Nessa, O., Holter-Sorensena, N, Karlssona, B., & Binderb, P. (2017).

You notice that there is something positive about going to school: How teachers' kindness can promote positive teacher– student relationships in upper secondary school. *International Journal of Adolescence and Youth*, 22(4), 377-389

LaFreniere, P., Strayer, F. F., & Gauthier, R. (1984). The emergence of same-sex affiliative preferences among preschool peers: A developmental/ethological perspective. *Child Development*, 55 1958–1965.

Le Breton-Miller, I., Miller, D. (2006). Why do some family businesses out-compete? Governance, long-term orientations, and sustainable capability. *Entrepreneurship Theory and Practice*, 30, 731-746.

Lee, S. I. (2007). The relations between the student–teacher trust relationship and school. *Educational Studies*, 33(2), 209–216.

Libby, E. (2010). *The favorite child*. Amherst, N.Y.: Prometheus Books.

Libby., (2010). Long term effects of favoritism. *Journal of General psychology forums*, 11

Lilly W. E., (2010). Favoritism does exist. *The favorite child*, 56

Linsin M., (2010). 8 things teachers do to encourage misbehavior. *Journal of smart classroom management*, 116(15)

Macrae, C. N., Stangor, C., & Hewstone, M. (1996). *Stereotypes and stereotyping*. The Guilford Press.

Malouff, J. M. (2008) Bias in grading. *College Teaching* 56: 191–192. doi: 10.3200/CTCH.56.3.191-192.

- Marshall, Catherine & Rossman, Gretchen B. (1989). *Designing qualitative research*. Newbury Park, CA: Sage.
- Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research*, 79, 327–365.
- Martínez-Otero, V. (2007). *Los adolescentes ante el estudio. Causas y consecuencias del rendimiento académico*. Madrid: Fundamentos.
- Maslow, A. H. (1942). The Dynamics of Psychological Security-Insecurity. *Journal of Personality*. **10** (4): 331–344. doi:10.1111/j.1467-6494.1942.tb01911.x.
- Mc Garity, J.R., & Butts, O.P., (1984). The relationship among teacher classroom management behavior, student engagement, and student achievement of middle and high school science students of varying aptitude. *Journal of Research in Science Teaching*, (21,1) 55- 61.
- McCroskey, J. C., & Young, T. J. (1981). Ethos and credibility: The construct and its measurement after three decades. *Central States Speech Journal*, 32, 24–34.
- McGrath, K. F., & Van Bergen, P. (2015). Who, when, why, and to what end? Students at risk of negative student-teacher relationships and their outcomes. *Educational Research Review*, 14, 1-17.
- Mikami, A. Y., Gregory, A., Allen, J. P., Pianta, R. C., & Lun, J. (2011). Effects of a teacher professional development intervention on peer relationships in secondary classrooms. *School Psychology Review*, 40(3), 367-385.

- Nadler J. and Schulman M., (2006). Favoritism, Cronyism and Nepotism. *Journal of applied ethics*, 99(25)
- O'Connor, E. (2010). Teacher-child relationships as dynamic systems. *J. Sch. Psychol.* 48, 187–218. doi: 10.1016/j.jsp.2010.01.001
- Ogbu, J. U., & Simons, H. D. (1998). Voluntary and involuntary minorities: A culturalecological theory of school performance with some implications for education. *Anthropology & Education*, 29, 155-188.
- Opoku-Amankwa, K. (2009). “Teacher Only Calls Her Pets”: Teacher’s Selective Attention and the Invisible Life of a Diverse Classroom in Ghana. *Language and Education*, 23(3), 249-262. doi: 10.1080/09500780802582539
- Ören, K. (2007). Sosyal sermayede güven unsuru ve işgücü performansına etkisi.(Element of trust in social capital and the impact of it on labour performance). *Kamu-İş*, 9(1), 71-90.
- Özkanan, A., & Erdem, R. (2014). Yönetimde kayırmacı uygulamalar: Kavramsal bir çerçeve.(Favouritism applications inmanagement: a conceptual framework).*Süleyman Demirel University Journal of Social Sciences*, 2(20), 179-206.
- Ozturk, B., Sahin, F. T., & Koc, G. (2002). Student behaviors that affect teacher expectations in primary schools. *Educational Management in Theory and Practice*, 8(31), 390-413. pedagogical caring. *Journal of Educational Psychology*, 89, 411–419.

- Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, measurement, and improvement of classroom processes: Standardized observation can leverage capacity. *Educational Researcher*, 38(2), 109– 119.
- Pianta, R.C. (2006) Classroom management and relationships between children and teachers: Implications for research and practice. In C.M. Evertson & C.S. Weinstein, (Eds.) *Handbook of classroom management*. (pp. 685-709). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pogue, L. L., & Ah Yun, K. (2006). The effect of teacher nonverbal immediacy and credibility on student motivation and affective learning. *Communication Education*, 55(3), 331–344.
- Popham, W. J. (2008). *Classroom Assessment: What Teachers Need to Know*. Boston: Pearson.
- Ramey, S.L. & Ramey, C.T. (1994). The transition to School: Why the first few years matter for a lifetime. *Phi Delta Kappan*, 76(30), 194-98.
- Rauschenberg, S. (2012). Differential grading in North Carolina public high schools. Unpublished master's thesis. Sanford School of Public Policy, Duke University, NC. Retrieved from <http://hdl.handle.net/10161/5183>
- Ravitch, D. (2010). *The death and life of the great American school system: how testing and choice are undermining education*. New York: Basic Books.
- Ready, D. D., & Wright, D. L. (2011). Accuracy and inaccuracy in teachers' perceptions of young children's cognitive abilities: The role of child background and classroom context. *American Educational Research Journal*, 48(2), 335-360.

- Reasoner W. R., (1998). Review of self-esteem. *Journal of self-esteem and academic achievements*, 112(90)
- Reeve, J., & Deci, E.L. (1996) Elements of the competitive situations that affect intrinsic motivation. *Personality and Social Psychology Bulletin*, 22, 24-33.
- Richey, H.W., & Richey, M.H. (1978). Nonverbal behavior in the classroom. *Psychology in the Schools*, 15, 571-576. doi:10.1002/1520-6807(197810)15:43.0.co;2-u
- Ritts, V., Patterson, M. L. & Tubbs, M. E. (1992). Expectations, impressions and judgments of physically attractive students: a review. *Review of Educational Research*, 62(4), 413-426.
- Robinson, P. (1991). *ESP Today: A Practitioner's Guide*. New York: Prentice Hall.
- Rono, R. (2013). *Factors Affecting Pupils' Performance in Public Primary Schools at Kenya Certificate of Primary Education Examination (KCPE) in Emgwen Division, Nandi District, Kenya*. Unpublished Masters Thesis, The University of Nairobi, Nairobi.
- Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81, 493-529. doi:10.3102/0034654311421793
- Scot S., (2007). The causes, effects and remedies for gender discrimination. *Sex discrimination is unlawful in workplace*, 366(9)

- Slocum, W.L. (1967). References Group and Aspiration of Students. *American Journal of Rural Sociology*, 22(3).
- Sprinthall, NA; Sprinthall, R.C. (1990). Educational psychology. New York: McGraw-Hill.
- Suitor J. J., Sechrist J., Plikuhn M., Pardo S., Pillemer K. (2008). Within-family differences in parent-child relations across the life course. *Current Directions in Psychological Science*, 17, 334–338. 10.1111/j.1467-8721.2008.00601.x
- Sweeney M., (2011). Avoid these team DE motivators. Impact of team work, magazine of Educator
- Tal, Z., & Babad, E. (1989). The “teacher’s pet” phenomenon as viewed by Israeli teachers and students. *The Elementary School Journal*, 90(1), 99–110.
- Tal, Z., & Babad, E. (1990). The teacher's pet phenomenon: Rate of occurrence, correlates, and psychological costs. *Journal of Educational Psychology*, 82, 637-645. doi:10.1037//0022-0663.82.4.637
- Tauber, R.T. (1997). Self-fulfilling prophecy: a practical guide to its use in education. London: Preager.
- Teacher Bias: The Elephant in the Classroom. (2018). Retrieved from <https://www.thegraidenetwork.com/blog-all/2018/8/1/teacher-bias-the-elephant-in-the-classroom>

- Temel, A. (1988). Öğrenci gözüyle öğretmen (Teacher from the perspective of a student). *Çağdaş Eğitim Aylık Eğitim Öğretim Dergisi (Quarterly Journal of Contemporary Education Education)*, 13 (129), 21-27
- Tschannen- Moran, M. (2004). *Trust matters*. San Diego, CA: Jossey-Bass.
- Ulug, M Özden, M. S., Eryilmaz, A. (2011). The Effects of Teachers' Attitudes on Students' Personality and Performance. *Procedia-Social and Behavioral Sciences*, 30, 738-742.
- Vicente, H. D. (1999). Gender relations in the classroom. *New Routes in ELT*, 16-17.
- Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological processes*. Cambridge, Mass; London: Harvard University Press.
- Vygotsky, L.S. (1981). The genesis of higher mental functions. In J.V. Wertsch (Ed.), *The Concept of Activity in Soviet Psychology*. Armonk, NY: Sharpe.
- Wasley, P. (November 17, 2006). Underrepresented students benefit most from 'engagement.' *The Chronicle of Higher Education*, 53 (13), p. A39
- YAICHE, W. (2013). *Assessing the Effects of Computer-Assisted Language Learning (CALL) on EFL LMD2 Students' Motivation: University of Tlemcen (Magister)*. University of Tlemcen.

Webography

- Ahmad, F. (2015, January 21). Favoritism. Retrieved from
<https://www.scribd.com/document/253304957/Favoritism>
- Aydogan, Ý. (2008). Favoritism in the classroom: A study on Turkish schools.
Journal of Instructional Psychology, 35, 159-168.
https://www.redorbit.com/news/education/1537215/favoritism_in_the_classroom_a_study_on_turkish_schools/
- Bellow, A. (2003). In Praise of Nepotism: A Natural History. Garden City, NY: Doubleday: <https://doi.org/10.1177/0894486509333705>
- Birch, S. H., & Ladd, G. W. (1998). Children's interpersonal behaviors and the teacher-child relationship. *Developmental Psychology*, 34(5), 934–946. <https://doi.org/10.1037/0012-1649.34.5.934>
- Blankenship, J., Hubbard, B., & Johnson, D. (2009). Bias in Classroom Assessment Retrieved from
http://lesn.appstate.edu/olson/RES5560/Course_components/Student_Work/Spring%202009/Blankenship_Hubbard&Johnson/Bias%20in%20Classroom%20Assessment.doc
- Bluethmann, J. G. (2011). When Parents Play Favorites Among Their Children. Retrieved from <https://www.metroparent.com/parenting/advice/playing-favorites/>
- Butterman, E. (2007). Playing Favorites? Retrieved from:
<https://www.scholastic.com/teachers/articles/teaching-content/playing-favorites/>

- Caballero, C., Abello, R. & Palacio, J. (2007). Relación de burnout y rendimiento académico con la satisfacción frente a los estudios en estudiantes universitarios. *Avances en Psicología Latinoamericana*, 25(2), 98-111.
Recuperado de <http://www.scielo.org.co/pdf/apl/v25n2/v25n2a7.pdf>
- Cohen, G. L., & Steele, C. M. (2002). *A barrier of mistrust: How negative stereotypes affect cross-race mentoring*. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (p. 303–327). Academic Press. <https://doi.org/10.1016/B978-012064455-1/50018-X>
- Cole, M. (2021, March 30). Beware! Teacher’s Bias and Favoritism [Web log post]. Retrieved from <http://edtheory.blogspot.com/2021/03/>
- David, N.M. (2014). Determinants of Poor Academic Performance of Secondary School Students in Sumbawanga District, Tanzania. Sokoine University of Agriculture. Morogoro Tanzania. Retrieved April 25, 2018 from [http://www.suaire.suanet.ac.tz:8080/xmlui/bitstream/handle/123456789/622/](http://www.suaire.suanet.ac.tz:8080/xmlui/bitstream/handle/123456789/622/David%20Melack.pdf?sequence=1&isAllowed=y)
[/David%20Melack.pdf?sequence=1&isAllowed=y](http://www.suaire.suanet.ac.tz:8080/xmlui/bitstream/handle/123456789/622/David%20Melack.pdf?sequence=1&isAllowed=y)
- Dörnyei, Z. (2003). Questionnaires in Second Language Research: Construction, Administration, and Processing. Retrieved from [https://tesl-](https://tesl-ej.org/ej23/r6.html)
[ej.org/ej23/r6.html](https://tesl-ej.org/ej23/r6.html)
- Employee favoritism, (n.d). Retrieved-August 10, 2006, from [http://www.anonymousemployee.com/csssite/sidelinks/employeefavoritism.](http://www.anonymousemployee.com/csssite/sidelinks/employeefavoritism.php)
[php](http://www.anonymousemployee.com/csssite/sidelinks/employeefavoritism.php)

Emotional security. (2021, May 08). Retrieved from

https://en.wikipedia.org/wiki/Emotional_security

Froehlich, L., Martiny, S. E., Deaux, K., & Mok, S. Y. (2016). “‘It’s their responsibility, not ours’” stereotypes about competence and causal attributions for immigrants’ academic underperformance. *Social Psychology*, 47, 74–86. <https://doi.org/10.1027/1864-9335/a000260>

Howe, C. (2010). Peer groups and children’s development. Oxford: Wiley-Blackwell

<http://dx.doi.org/10.1108/01443330610680399>

Kessler, R. C., Amminger, G. P., Aguilar-Gaxiola, S., Alonso, J., Lee, S., & Üstün, T. B. (2007). Age of onset of mental disorders: a review of recent literature. *Current opinion in psychiatry*, 20(4), 359–364.

<https://doi.org/10.1097/YCO.0b013e32816ebc8c>

Khanna, V. (2020). Impact of Teacher Favouritism in a Classroom [Blog].

Retrieved from <https://blog.wonderslate.com/impact-of-teacher-favouritism-in-a-classroom/>

Kim K-ho (2004) Favoritism and reverse discrimination, 10 Ocak 2006,

<http://www.economics.adelaide.edu.au/staff/kim/favoritism.pdf>.

Kudari, J.M. (2016). Survey on the Factors Influencing the Student’s Academic Performance. *International Journal of Emerging Research in Management and Technology*, 5(6), 30-36. Retrieved April 25, 2018 from https://www.ermt.net/docs/papers/Volume_5/6_June2016/V5N6-142.pdf

- Kwon, I. (2005). Endogenous favoritism in organizations, topics in theoretical economics, 10 Ekim 2006, http://www.econ.iastate.edu/calendar/papers/Kwon_Paper.pdf
- Linsin, M. (2011). Why playing favorites is bad for classroom management. Online [https://www.smartclassroommanagement.com/2011/10/29/teacher-favoritism-is-bad-for-classroom-m anagement/](https://www.smartclassroommanagement.com/2011/10/29/teacher-favoritism-is-bad-for-classroom-management/)
- Lippmann, W. (1922). *Stereotypes*. In W. Lippmann, *Public opinion* (p. 79–94). MacMillan Co. <https://doi.org/10.1037/14847-006>
- Maina, M.J. (2010). Strategies Employed by Secondary School Principals to Improve Academic Performance in Embu West District. Kenyatta University. Retrieved April 25, 2018 from <https://ir-library.ku.ac.ke/bitstream/handle/123456789/930/Mwaura%2C%20James%20Maina.pdf?sequence=3&isAllowed=y>
- Mechtenberg, L. (2006). Cheap talk in the classroom. Retrieved from <http://sfb649.wiwi.hu-berlin.de/papers/pdf/SFB649DP2006-019.pdf>
- Redif, B. (2016). *The Teacher-Student Relationship to Optimize learning: The Case of First-year LMD Students at Tlemcen University* (Master). Tlemcen University. Retrieved from: <http://dspace.univ-tlemcen.dz/bitstream/112/8996/1/bilal-redif.pdf>
- Roy, M.H. and Roy, F.C. (2004), "An empirical analysis of favoritism during business training", *Industrial and Commercial Training*, Vol. 36 No. 6, pp. 238-242. <https://doi.org/10.1108/00197850410556676>

Shah, R., Gao, Z., & Mittal, H. (2015). Innovation, Entrepreneurship, and the

Economy in the US, China, and India | ScienceDirect. Retrieved from

<https://www.sciencedirect.com/book/9780128018903/innovation-entrepreneurship-and-the-economy-in-the-us-china-and-india>

Stassen, M., Doherty, K., & Poe, M. (2001). Program-based review and

assessment: Tools and techniques for program improvement. Office of

Academic Planning and Assessment (OAPA), University of Massachusetts,

Amherst. Retrieved

from http://www.umass.edu/oapa/oapa/publications/online_handbooks/program_based.pdf

Tarhan, R. B., Gençkaya, Ö. F., Ergül, E., Özsemerci, K., & Özbaran, H. (2006).

Yolsuzlukla Mücadele-TBMM Raporu. Bir olgu olarak yolsuzluk: Nedenler, etkiler ve çözüm önerileri- (Fight against Corruption-Grand National

Assembly Report. Corruption as a case: Causes, Effects and Solution

Offers). Retrieved February, 21 from

<https://www.tepav.org.tr/upload/files/1313475413->

[4.Bir Olgu Olarak Yolsuzluk Nedenler Etkiler Cozum Onerileri.pdf\[A6\]](#)

The Coalition for Accountability and Integrity (30 and 31 December 2004).

Opinion poll on corruption in the Palestinian society

WASTA(Favoritism and Nepotism), Retrieved 22 december, 2007, from

http://www.transparency.org/content/download/1587/8162/file/palestine_poll.pdf

- Wachelka, D., & Katz, R. C. (1999). Reducing test anxiety and improving academic self-esteem in high school and college students with learning disabilities. *Journal of Behavior Therapy and Experimental Psychiatry*, 30(3), 191–198. [https://doi.org/10.1016/S0005-7916\(99\)00024-5](https://doi.org/10.1016/S0005-7916(99)00024-5)
- Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology*, 89(3), 411–419. <https://doi.org/10.1037/0022-0663.89.3.411>
- Willcox, M. del R. (2011). Factores de riesgo y protección para el rendimiento académico: Un estudio descriptivo en estudiantes de Psicología de una universidad privada. *Revista Iberoamericana de Educación*, 55(1), 1-9. Recuperado de <http://www.rieoei.org/deloslectores/3878Wilcox.pdf>
- Wu, J.-Y., & Hughes, J. N. (2015). Teacher Network of Relationships Inventory: Measurement invariance of academically at-risk students across ages 6 to 15. *School Psychology Quarterly*, 30(1), 23–36. <https://doi.org/10.1037/spq0000063>.
- Yusuf, Taofeek Ayotunde; Onifade, C A.; and Bello, O S. (2016) "Impact of Class Size on Learning, Behavioral and General Attitudes of Students in Secondary Schools in Abeokuta, Ogun State Nigeria," *Journal of Research Initiatives*: Vol. 2: Iss. 1, Article 12. Available at: <https://digitalcommons.uncfsu.edu/jri/vol2/iss1/12>

Appendix

Students' questionnaire :

Dear informant,

For the sake of collecting data about the effects of teachers' favoritism on student/teacher relationship and hence the former's performance, you are kindly requested to answer the following by putting a tick (✓) on the appropriate answer, or expressing your comments where needed.

Thank you for your collaboration.

Part 01: Factual Information

Age: ...

Gender:

Male ☐

Female ☐

Part 02:

1. God has created us all in the same manner. Do you believe that we possess the same rights in treatment?

Yes ☐

No ☐

2. Is our Society a fair one?

Yes ☐

No ☐

What are the areas of Fairness related that should be addressed?

Economy ☐

Work places in general ☐

Education ☐

Human rights ☐

4. Have you ever felt abandoned by a parent, a sibling, a friend or even a certain teacher for the sake or another being that may have peculiar traits that you do not?

Yes ☐

No ☐

5. Does spoiling cause resentment and somewhat hatred?

Strongly Agreed ☐

Agreed ☐

Neutral ☐

Disagreed ☐

Strongly Disagreed ☐

6. What do you perceive to be the best traits for a great Teacher?

a- Empathy towards the feelings and the hardships of students, which may be manifested inside or outside the classroom. ☐

b- Adaptation and Communication for better enhance students' morality and comfort. ☐

c- Patience towards the struggles faced at a period from different types of students. ☐

d- Suspension of Favoritism that would lead to the accurate and correct presentation of materials. ☐

e- Drive for self-improvement, which enables the teacher to be more flexible and parent like. ☐

f- Dedication and professional work ethics in order to mold her learners to model and imitate. ☐

7. Teacher's bias is one of the most unethical behaviors to be executed within the academic walls.

Yes ☐

No ☐

8. For you, what can be seen as the possible causes for Teacher's Favoritism?

a- Gender differences. ☐

b- Physicality and appearances. ☐

c- Student's prior successes and reputation. ☐

d- His overall social and economic status in a given community. ☐

e- Blood relations, friendships and familiarities between a teacher and a student. ☐

f- Mutual beliefs, likes and ideologies. ☐

9. How would you describe teacher's credibility after showing bias in the classroom?

Very High ☐

High ☐

Neutral ☐

Low ☐

Very Low ☐

10. What are the possible repercussions of Teacher's bias?

a- Lost of interest in the module and the teacher herself. ☐

b- Demotivation and lack of trust. ☐

c- Creating ranks and hence a class system which will be difficult to manage.

d- A diminished performance with zero expectations. ☐

e- A very fragile student-to-student interaction and possible grudges to those in favor. ☐

f- Probability of having mental issues such as depression and emptiness. ☐

11. To what extent do you believe that such bias would affect student/teacher relationship and hence the former's performance?

.....

.....

.....

.....

12. As an observant and a learner, how do you think such phenomenon can be stopped and prevented?

.....

.....

.....

.....