



INFLUENCE OF TEACHERS' FAVOURITISM ON PUPILS LEARNING OUTCOME

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Abstract

Influence Teachers favoritism and pupils learning outcome is a crucial issue that needs urgent attention because empirical studies have shown that teachers favoritism can go a long way in influencing pupils learning outcome and holistic development . This study focuses on influence of teachers favoritism on pupils learning outcome in Ilorin south local government area Kwara state. Descriptive survey research design was adopted, simple random sampling technique was adopted to select (5) private schools and (5) public schools to participate in the study. The instrument used was rating scale titled questionnaire on teachers favoritism on pupils learning outcome (QTFPLO) , another instrument used was achievement test titled pupils learning outcome test (PLOT) test retest was used to determine the reliability and index obtained from the instrument were 0.81 and 0.87. Data were analysed using descriptive statistics of frequency counts , percentage and mean for demographic data and research question while inferential statistics of t-test was used to test the hypotheses. The findings revealed that teachers favoritism is high there is no significant influence of the teacher's favoritism level on pupils learning outcome in Ilorin South Local Government Area of Kwara State ($F(1,217) = 1.417, P > 0.05$). There was no significant difference in teacher's favoritism in Ilorin South Local Government Area of Kwara State based on gender ($t = -2.245; df = 18; P > 0.05$). There was no significant difference in teacher's favoritism in Ilorin South Local Government Area of Kwara State based on school type ($t = -.272; df = 18; P > 0.05$). Teachers should ensure that favoritism should be equal among pupils in class and educational settings. It was recommended that the ministers and other concerned agencies should set seminar, conferences on the advantages and disadvantages on the influence of favoritism on pupils learning outcome.

Keywords: *Influence, Teachers' Favouritism, Learning Outcome*

1. INTRODUCTION

Ideally, a classroom should be a level playing field where every student has an equal opportunity to learn and thrive. However, the reality can be more complex. Teachers, despite their best intentions, can sometimes exhibit favoritism towards certain students. This favoritism, while seemingly harmless, can have a significant impact on the learning outcomes of all pupils in the classroom. This research delves into the phenomenon of teacher favoritism, exploring its prevalence and how it influences pupil learning. Teachers' favoritism is viewed as a biased behaviours that teachers treat some pupils better than others. Favoritism is such a delicate subject that can adversely impact teachers and pupils learning outcome in future. There are so many types of favoritism and almost every school pupils has encountered it in either positive or negative way, such as reprimanding someone for eating or talking while allowing some to sit at teachers desk

Hussain, Abid and Rafique (2019) teacher favoritism may be define as the outcome of giving special action to something or someone: the propensity to favour a person or group of factors such as characteristic they own, or their private interactions, or merely out of individual favourites. Teachers can perform a constructive role in pupils live and education, his teaching methods, attitude and behaviour, guide the pupil to gain personality that will help build a better career and performance in live, however, teachers may favour certain pupil over others in the school and especially in their classes (David, 2015). A widely recognized type of favoritism is seen in "teacher pet" relationships, Trusz (2017) defines pets as pupils favoured by teachers because they have actual alleged characteristics that are highly valued by teachers, but not necessarily by classmates. Eva (2021) says many pupils have teachers who seem to like them more

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or less than other pupils: its natural for some people to get along more than others due to varying personalities. on the other hand, in classrooms where some pupils are treated differently than others when are not deserving of it, the pupils become divided among themselves rather than a division between pupils and teacher. According to Bulat-ag and Dumanjug (2017) favouritism may lead to someone's questioning its capability and importance, If someone starts to feel inferiority and being unnoticed this may lead to doubting their self-worth. Favouritism in educational settings is not the new phenomenon, but it has received increased attention in most recent years as research has shown that it can have negative effects upon students' academic achievement, motivation, and self-esteem (Hussain, Rafiq & Malik, 2020)

Meanwhile, Ali, Khan and Hussain (2013) assert that one characteristic of a positive teacher-pupil relationship is the absence of any form of favouritism. When evaluating pupil's academic achievement, the teacher should be objective. Sasi (2020), gender socialization begins before the child come to life, gender favouritism in developing world is a crucial reality, teachers are affirming that the girls and the boys should be treated differently. Ali. et al. (2013) they contend that if there is no discrimination on the basis of gender, school type or other factor will feel more confident and be able learn more quickly, the gender of the pupil can sometimes have an impact on teachers: male teachers may favour female pupils while female teacher may favour male pupils. Similarly, Adepeju (2017) defines favouritism in a larger sense has something to do with the teacher's pet, but with the fact the teachers transmit different kinds of emotions to different pupils and pupils absorb that and interpret it and their feelings are influenced by that.

Gender favouritism is embedded in education from pre-kindergarten, teachers provide important messages about gender through both the formal content of their instruction and materials utilized, as well as informal interactions with pupils (which is commonly referred to as the hidden curriculum). Gender related messages from teachers and other pupils often reinforce gender roles first taught at home (Kendall 2005). Thasniya (2020) suggest that schools are expected to cater to the physical, mental and emotional development of children through varied curricular components, gender issues and favouritism in school are critical concerns to female across the world. Osongo (2019; cited by linda (2014), gender favouritism in education as the process that threats people (boys and girls) are treated unequally in access and opportunity to educational matters. Hans (2018), favouritism in any school environment sphere deals with showing liking towards someone and making everything easy for them, having a special corner for someone in class is quite common but it becomes favouritism when rules are broken for them, when difficulties are made easy for them.

Favouritism may affect the way pupils learn as seen in learning theory Gandhi and Mukherji (2021) sees Learning theory as seeking to explain how individuals acquire, process, retain and recall knowledge during the process of learning. Environmental, cognitive, and emotional influences, along with prior experiences, play a vital role in comprehending, acquiring and retaining skills or knowledge. Taurina (2015) opin that learning outcomes are described as written statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning. Moore (2020) stated that learning outcomes are used to succinctly communicate the knowledge or abilities a pupil should possess after having completed a specified curriculum or academic program. Government approved schools are typically required to identify expected learning outcomes for their program as well as provide evidence that the pupils who complete the section are genuinely achieving those outcomes.

The rand education article on teacher influence (2016) reveals that although there are many factors that contribute to a pupils learning outcome, when it comes to pupils learning outcome on reading and maths test, a teacher is expected to have two or three times of any school factor ,teacher qualification is one of the fundamental determinants in education. Ishmine and Tayler (2014) found that early childhood teachers' favouritism influence pupils learning outcome and pupils-teacher relationship. However, research is lacking on how preschool teachers' favouritism might influence pupils learning tools. Mahajan and singh (2017). Learning outcomes are indicators of success of an academic subject, Learning outcome give a clear idea of what can be achieved by joining a particular subject, Whether a short period , the learning outcome should be listed and



written down before the beginning of the subject to know whether the subject is designed and conducted perfectly: Based on the identified learning outcomes, teaching context, learning activities and assessment scheme have to be properly designed to successfully conduct and complete the subject. Ismail (2021) there is no standard definition of pupils learning outcomes, Learning outcome stems from the policy and curriculum debate. Mostly, policies will emphasize the end result seen through the measurable learning goals. Peterbauer and zhang (2020) report that learning outcomes are hence, considered to increase transparency and accountability within primary education and stakeholders, including pupils and professional sectors. Chea (2003) says pupils learning outcome are properly defined in terms of the knowledge, skills and abilities that a pupil has attained at the end or as a result of his/her engagement in a particular set of higher education experiences.

2. IMPLEMENTATION METHOD

The type of research design adopted for this study is descriptive survey research design, descriptive research is the research which specifies the nature of a given phenomenon and clearly implores complexity of the phenomenon (Sulyman & Alawaye, 2024). The population used for this study comprised all private and public. In Ilorin South Local Government Area Kwara State. There are fifty-nine public schools and two hundred and sixty-nine private schools making a total of three hundred and twenty-eight public school and private schools (annual school census report 2018-2019). Simple random sampling technique was adopted to allow every school in the sample to have equal opportunity of being selected for the study. A total number of ten schools (private and public) and two hundred and seventeen pupils, twenty teachers were sampled in Ilorin South Local Government Area Kwara State.

The researchers developed two research instruments, questionnaire and test. Questionnaire for teachers favouritism and test for primary school pupils In Ilorin South Local Government Area of Kwara State. The instrument was titled questionnaire on teachers favouritism (QTF) and achievement on pupils learning outcome test (PLOT). The questionnaire consists of two sections. Section A covered demographic data section B consist of 10 items. The Test on Pupils Learning Outcome Test (PLOT) were used to collect data on the learning outcome of pupils in literacy. The instrument was validated by experts in Early Childhood and Primary Education to ascertain the face and content validity of the instrument. Test re-test method was used to test for reliability of the instruments. The instrument was administered and; Pearson Product Moment Correlation (PPMC) was used to compare the two scores.

3. RESULTS AND DISCUSSION

Research Question

Research Question: What is the level of teachers favouritism in Ilorin South Local Government Area, Kwara State?

Table 1. Level of teachers favouritism in Ilorin South Local Government Area, Kwara State

S/N	Teachers	Favouritism	Mean	SD	Remark
1	I avoid treating pupils I like harshly	2.50	1.277		High
2	I allow pupils I like to freely express their feelings	2.55	1.099		High
3	I feel attached to pupils I like in my school	2.80	1.105		High
4	Am Friendly and respectful to the pupils I like	2.75	1.020		High
5	I care about the academic and social well being of the pupils I like	2.90	1.071		High
6	I organize extra lesson to the pupils I like	2.45	1.146		High
7	I am more lenient when marking the assignment of the pupils I like	2.45	0.94		High

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8	I immediately consult to pupils I like in other to correct problems and keep them on task	2.80	1.150	High
9	I give clear positive directions to the pupils I like	2.70	1.129	High
10	I give more consideration to pupils I like during teaching	2.20	1.056	Average
11	I use non verbal signals to stop misbehavior to the pupils I like	2.50	0.946	High
12	I provide special reinforcement to pupils I like	2.50	0.827	High
13	I give extra attention to pupils I like	2.50	1.100	High
14	I provide more opportunities to pupils I like	2.10	1.021	Average
15	I support decisions made by the pupils I like	2.30	0.923	Average
Weighted Mean 2.53				
Decision rule: 0.00-1.44 (Low), 1.45-2.44 (Average), 2.45-3.00 (High), 3.01-4.00 (Very High)				

Table 1 shows the Level of teachers favouritism in Ilorin South Local Government Area, Kwara State. The response o the following items is high: I avoid treating pupils I like harshly, I allow pupils I like to freely express their feelings, I feel attached to pupils I like in my school, Am Friendly and respectful to the pupils I like, I care about the academic and social well being of the pupils I like, I organize extra lesson to the pupils I like. However, teachers' response to the following items is on the average: I provide more opportunities to pupils I like, I support the decisions made by the pupils I like. The weighted mean is 2.53 which is between 2.45 and 3.00 (High) and which is a numeric indicator, that the level of teachers favouritism in Ilorin South Local Government Area, Kwara State is high.

Research Hypotheses Testung

Ho1: There is no significant influence of teacher’s favouritism on pupils learning outcome in Ilorin South Local Government Area of Kwara State

Table 2. Summary of Regression Analysis on the significant influence of the teacher’s favoritism on pupils learning outcome in Ilorin South Local Government Area of Kwara State

Model	N	R	R Square	Adjusted R Square	F	Sig
1	217.	.270	.073	.021	1.417	.249

Dependent Variable: Pupils Learning Outcome

Table 2. shows the regression Analysis of the significant influence of the teacher’s favoritism on pupils learning outcome in Ilorin South Local Government Area of Kwara State. The result indicated that a positive relationship exists between teacher’s favouritism level and pupils’ learning outcome (R = .270) while the R-Square is .073 which means that the independent variable (teacher’s favouritism level) explained 7.0% variation of the dependent variable (pupils’ learning outcome). Although, this indicates a good fit of the regression equation, but, this is no significant influence of the teacher’s favoritism level on pupils learning outcome in Ilorin South Local Government Area of Kwara State (F (1,217) = 1.417, P > 0.05). The hypothesis is therefore not rejected in the light of the result since the significance value (.249) is more than 0.05. Ho2: There is no significant difference in teacher’s favouritism in Ilorin South Local Government Area of Kwara State based on gender.



Table 3. Summary of t-test Analysis showing the difference in teacher's favouritism in Ilorin South Local Government Area of Kwara State based on gender

Gender	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Male	5	34.20	7.190	-2.245	18	.105	Not Significant
Female	15	39.27	3.127				

P>0.05

Table 3 shows the difference in teacher's favouritism in Ilorin South Local Government Area of Kwara State based on gender. The finding revealed that there was no significant difference in teacher's favouritism in Ilorin South Local Government Area of Kwara State based on gender ($t = -2.245$; $df = 18$; $P > 0.05$). The hypothesis was therefore not rejected in the light of the result since the significant value (.105) is more than 0.05. This implies that male teacher's favouritism level (Mean= 34.20) is not significantly different from female teacher's favouritism level (Mean= 39.27).

Ho3: There is no significant difference in the teacher's favoritism in Ilorin South Local Government Area of Kwara State based on school type

Table 4. Summary of t-test Analysis showing the difference in teacher's favouritism in Ilorin South Local Government Area of Kwara State based on school type

School Type	N	Mean	Std. Deviation	T	Df	Sig.	Remark
Public	10	38.30	3.057	-.272	18	.353	Not Significant
Private	10	37.70	6.273				

P>0.05

Table 4 shows the difference in teacher's favouritism in Ilorin South Local Government Area of Kwara State based on school type. The finding revealed that there was no significant difference in teacher's favouritism in Ilorin South Local Government Area of Kwara State based on school type ($t = -.272$; $df = 18$; $P > 0.05$). The hypothesis was therefore not rejected in the light of the result since the significant value (.353) is more than 0.05. This implies that public teacher's favouritism level (Mean= 38.30) is not significantly different from private teacher's favouritism level (Mean= 37.70).

Discussion of the Findings

A recent study by Ali, Khan, and Hussain (2018) throws light on a concerning issue in education: teacher favoritism and its impact on student learning. Their findings suggest a strong connection between the two, indicating that favoritism can significantly influence how well students perform. Imagine a classroom where some students receive more attention, encouragement, and opportunities from the teacher. The study suggests that these favored students might experience a boost in confidence and participation. However, this advantage can be double-edged. While they may excel initially, a reliance on favoritism can hinder the development of independent learning skills. On the other hand, students who are not favored by the teacher might face a different reality. The study suggests they could experience a decrease in motivation and self-esteem, feeling discouraged and disengaged from the learning process. This can lead to reduced participation and effort in class, and even create a sense of unfairness that disrupts the classroom environment. But why does favoritism happen in the first place? The study delves into the potential causes. It suggests that teachers might favor students who consistently perform well academically or exhibit good behavior. Personality can also play a role, with teachers drawn to students they find outgoing or engaging. Perhaps the most concerning factor is unconscious bias, where a teacher's background or beliefs might unintentionally influence their interactions with students based on gender, socioeconomic background, or ethnicity.

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The study employed a statistical method called logical regression to analyze the relationship between these variables. They divided the factors influencing favoritism from the impacts it has on learning. The results, confirmed by a significant chi-square test, suggest that favoritism is not a random phenomenon. It has a predictable and measurable effect on student learning outcomes. This research opens doors for further exploration. Future studies could examine the specific ways favoritism affects different aspects of learning, such as test scores, participation, and critical thinking skills. It's also crucial to explore how teachers can be trained to recognize and minimize favoritism in the classroom. Understanding student perspectives is equally important. How do students perceive favoritism and its impact on their learning journey? By addressing these questions, we can move towards creating a fairer and more effective learning environment for all students. Another study finds out according to Abidin (2021) the study aims to determine favouritism behaviours of school administrators according to public secondary school teachers perceptions in terms of some variables. The sample of the study consisted of 22 schools selected randomly from the population and 376 teachers employed in these schools. Favouritism in school management scale was used in this research. In the study, teachers stated that favouritism behaviours in their schools are the sometimes level. According to perceptions of teachers, the highest three items in the favouritism scale are. "(1) in the preparation of teachers' weekly lesson plan (=3,30: sometimes)", "(2) in the planning of lesson distribution (=3,12: sometimes)", (3) taking into the consideration the complaints of teachers (=3, 08: sometimes)". The lowest three items in the favouritism scale are : (1) among the teachers in the hometowns (=2, 14: rarely): (2) related to the branches of teachers (=2,38; rarely) and (3) related to gender of the teachers (=2,43; rarely). No significant difference was detected with respect to the teachers educational background, gender, marital status , professional experience, and union on the perceptions of favouritism behaviours. Nevertheless, a significant difference was found in all dimensions and throughout the whole scale of favouritism regarding to school size (the number of teachers) variable.

4. CONCLUSION

The study shed light on influence of teachers favouritism on pupils learning outcome in ilorin south local government area Kwara state . The findings of the study revealed that Level of teachers favouritism in Ilorin South Local Government Area, Kwara State was high. More, there is no significant influence of the teacher's favoritism level on pupils learning outcome in Ilorin South Local Government Area of Kwara State. Based on the findings of this study, the following recommendations were made: Teachers: the teacher should ensure that favouritism is equal among pupils in the classroom. School administration : the school administration should give room enrollment of children and not be biased in enrolling pupils in the school.

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