

Exploring Students' Perception Regarding Teachers' Favoritism at the University Level

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Abstract: The state or condition of being the competitor thought most likely to win a sporting contest. The study aimed to explore students' perceptions regarding teacher's favoritism at the university level. The objectives of the study were to explore students' perceptions regarding teacher favoritism at the university level. The study was quantitative in nature, and a survey method was used to collect the data. The population for this study consisted of all graduate and undergraduate students (1500) of Lahore Leads University. The 350 undergraduate and graduate students of Lahore Leads University were randomly selected as the sample of the study. A self-developed instrument was used to collect the data by studying the literature. The data was collected from students of Lahore Leads University. The data was analyzed through SPSS (Statistical Packages for Social Sciences). Descriptive and inferential statistics were used to calculate the data. Descriptive statistics was used to calculate the Mean, Standard Deviation, and frequency.

Keywords: Student Perception, Teacher Favoritism, University Level, Education, Lahore Leads University

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Introduction

Favoritism is the practice of treating someone else based on a particular interest rather than their capacities and masteries at work, especially when it's unjustified. It can ruin trust, action, and connection. Analogous to this, factors similar to scholars' profitable standing, gender relations with preceptors, scholars' physical characteristics, and blood ties between scholars' and preceptors' families are significant contributors to preceptors' testaments. Preference Bias among preceptors, generally referred to as "preceptors," is a common problem in learning surroundings, especially in advanced education. Prejudice in academic settings isn't a new or isolated issue. Its habits are rooted in mortal and can appear in the classroom in a variety of ways. Favoritism is such a delicate subject that it can negatively impact scholars' performance and opinions of preceptors' conduct. Preceptors and scholars are viewed as change agents because of their connections, both purposeful and unintentional, and how they've shaped each other's personalities (Zaki et al., 2023). Favoritism contributes to some hurtful and careless conduct toward others. Favoritism may come wall to work efficiently together. These walls get up from undesirable stations associated with profitable and sociocultural background, primary language spoken, current life, gender, skin color, status, power, intervention exposure, and soon. In educational institutions, it's supposed that preceptors give preference to certain learners over others in all situations, particularly in universities. Another reason for bias is the semester system (Ehsaan & Naaz, 2019).

In 2013, Rana, A. M.K delved into the system semesters might affect bias and nepotism. According to their study, 90 of the pupils supported the semester system, which bettered educational norms by encouraging scholars' creativity

and boosting their energy. Also, their analysis emphasizes the benefits of the semester system. They conclude that 56 scholars agreed that the semester system is bad because it makes preceptors look good. They conclude that 56 scholars verified the dereliction of the semester system as it creates flatterers of their preceptors. This system lets scholars move toward preceptors for a favor (Rana, [2013](#)). The actuality of favoritism is nearly linked to cerebral torture (Zaki et al., [2023](#)). According to Hussein et al. ([2019](#)), bias may be displayed on the basis of private criteria or superficial bones similar to appearance or gender. The maturity of educational institutions is starting to incorporate favoritism these days. An essential element of the educational system is the teacher. Favoritism by them may be described as the act of giving preference to one group or existing over others anyhow of having the same preference. Preceptors may prefer one pupil to another due to particular connections and interests (Aydogan, [2008](#)).

Whether attending an abecedarian academy, high academy, or university, every pupil has likely encountered a teacher who exhibits partiality toward a small group of pupils. Favoritism is described as "the act of giving preferential treatment to someone or commodity similar as characteristics they retain, their particular connections, or simply out of particular preference," according to a University of California, Los Angeles exploration. When they perceive bias in their educational setting, pupils abstract and lower the quality of their education as a kind of retribution against the professors who are favoring them. It's concerning that there are prejudiced preceptors at educational institutions. Preceptors who laboriously share in class, raise questions, or look for redundant help may find that they're more liked by their peers. Still, if these actions lead to uneven treatment, scholars could feel that they're unjust. It can be challenging for scholars to swiftness or observe bias in both an intellectual and emotional position. Scholars who feel they're being ignored by their teacher may become unmotivated, apathetic, or indeed hostile. As a result, their opinions about the overall well-being of preceptors could decline. The complex issue of educator bias in advanced education has an impact on learning from both the perspective of the schoolteacher and the pupil. Although exploration has shown that bias in educational settings may oppressively prompt scholars' desire for academic performance and feeling of tone, it isn't a recent miracle (Hussein et al., [2020](#)).

Review of Related Literature

Personal Relationship Base Favoritism

Personal relationship-based favoritism, also sometimes called nepotism, is when someone in a position of power gives unfair advantages to someone with whom they have a close personal relationship. This could be a friend, family member, romantic partner, or anyone else they feel a strong connection to. Here some of the common types of personal relationships are;

Nepotism: When someone is hired or promoted based only on family ties and lacks the qualities needed for the position, regardless of success, talent, aptitude, or education level, this is known as nepotism (Bayar & Koca, [2023](#)). When you are in a position of power, nepotism is the practice of unfairly offering members of your family the greatest employment.

Nepotism can have one or many detrimental effects on an organization. First, there's a chance that nepotism will lower judgments of fitness. Second, perceived cronyism and nepotism may produce difficulties when dealing with underqualified employees who are employed due to nepotism, which might result in higher job stress among organizational personnel. Finally, nepotism has been linked to decreased commitment and organizational satisfaction.

Cronyism: One specific type of organizational politics, which is a far more expansive term that includes a range of political actions, is cronyism. Favoritism toward associates without consideration for their credentials is sometimes referred to as cronyism. Decisions are frequently made based on popularity rather than ability. Therefore, under cronyism, preference dictates who succeeds, and talent is subordinated.

Nepotism and cronyism are comparable concepts. The sole distinction between the two is that nepotism favors members of the same family, and the person receiving the favor is elevated to a position above his merits due to his family connections rather than his skills.



Sect-Based Favoritism: Ethical classroom management principles state that children should be provided with a fair and equal environment free from any difficulties related to gender, socioeconomic class, cast/sect, or ethnicity. In our culture, favoritism still exists despite all these moral guidelines. Preferring someone above another for illogical reasons, such as a person's language, geography, nationality, or sect, is known as favoritism (Dagli et al., 2019).

As a result, it is probably going to erode equality and cause harm to a great deal of people because of their location, religion, or any other factor. Fairness is important because, in Aristotle's words, "equals must be treated equally and unequally." pupils from different ethnic, religious, socioeconomic, or linguistic groups cannot be regarded as outstanding pupils even when they share the same instructor (Ullah & Ali, 2019).

Gender-Based Favoritism: Gender discrimination occurs when one gender is given preference over the other while the other is ignored. Both men and women are impacted by this unfavorable element. The long history of gender inequality has given rise to problems like favoritism and gender discrimination. As of right moment, it is being handled very cautiously (Hussain et al., 2019).

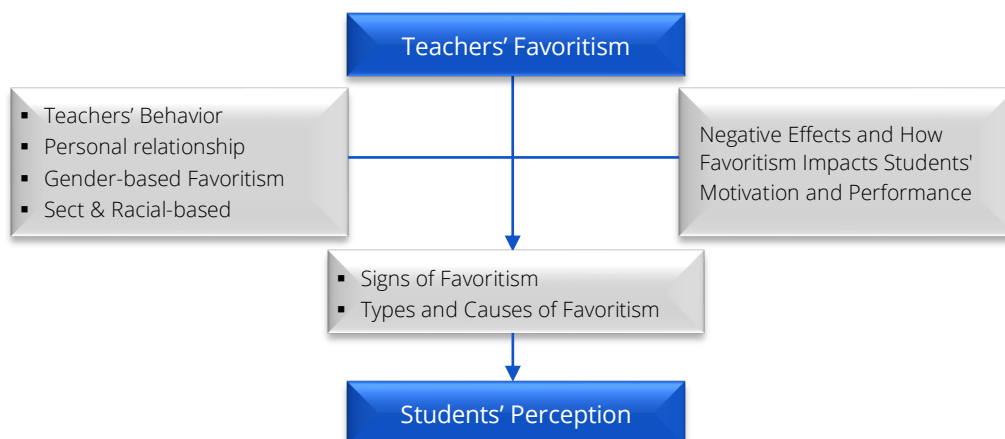
There are circumstances in which instructors are impacted by gender as well. Whereas female professors often favor male students, male teachers typically favor female pupils. It is possible to see the contrary tendency there. Under diverse situations, three-year-olds prefer to spend their time with their classmates of the same gender. In these relationships, they play with their gender rather than with children or individuals of a different gender. Regarding this, previous research found that all of the instructors and children were appropriately tagged and investigated the fact that boys predominated despite the presence of more female staff members (Terrier, 2020).

Racial Favoritism: Racial bias in education may exist since Hispanics typically drop out at a greater rate than other groups. According to Ulugh et al. (2011), prejudice can thus occasionally be a psychological process since those who practice it are unaware that they are discriminating or showing partiality. This bias is greatly influenced by the student's class and social background. Higher-level students are prioritized above lower-level students. The research was conducted in elementary schools, where educators have a better understanding of the backgrounds of their pupils (Franck & Rainer, 2012).

Conceptual Framework of the Study

The independent variable of the study is teacher's favoritism. This encompasses a range of teacher's behavior, such as personal relationship base favoritism, gender base favoritism, sect, and racial base favoritism, signs of favoritism, types and causes of favoritism, and negative effects of favoritism employed by university instructors. The dependent variable is the student's perceptions. Student's perceptions are the primary outcome of interest, encompassing overall contentment with educational experiences. It will be measured using a scale that quantifies students' perceptions regarding teacher's favoritism.

Figure 1
Conceptual of the Research Study



Objective of Study

The objective of the study was to:

1. Explore the perceptions of students regarding teachers' favoritism at the university level.

Research Method and Procedure Design

The study was quantitative in nature, and a survey method was used to collect the data. In order to comprehend facts, test theories, and make predictions, quantitative research methodology entails gathering and evaluating numerical data. All 1500 undergraduate and graduate students of Lahore Leads University made up the study's population. Since it is frequently impractical to investigate the complete population, sampling entails choosing a subset of the population for data collection. A carefully thought-out sampling plan is necessary for this study in order to guarantee the sample's representativeness. The 350 undergraduate and graduate students of Lahore Leads University were randomly selected as the sample of the study. According to Krejci & Morgan (1970), if the total population is 1500, then the 306-sample size is representative of the population.

Instrumentation

By studying the literature, a self-developed instrument was used to collect the data. The questionnaire consisted of two parts. The first part was consisted on students' demographic variables and second part was consisted on teachers' favoritism.

Data Analysis

The data was analyzed through SPSS (Statistical Packages for Social Sciences). Descriptive and inferential statistics were used to calculate the data. Descriptive statistics was used to calculate the Mean, Standard Deviation, and frequency. In inferential statistics, an independent samples t-test was used to find out the significant difference among demographic variables (gender). One-way ANOVA was applied to check the difference among demographic variables (qualification).

Table 1

Mean and Standard Deviation Perception of Students Regarding Teacher Favoritism

Sr. No	Statements	SDA	DA	UN	A	SA	M	SD
1	My teachers support their favorite students rather than the whole class	82	119	48	43	58	2.65	1.394
2	Teachers give favors to students who flatter them.	46	116	72	75	41	2.85	1.234
3	Active students take more attention from teachers	24	15	32	188	91	3.88	1.062
4	At the time of result, teachers give more marks to their favorite students	54	115	48	91	42	2.86	1.293
5	Teachers ignore the mistakes of their favorite students	45	112	49	114	30	2.92	1.225

Table 1 shows the Mean and Standard Deviation Statements. This means that my teachers support their favorite students rather than the whole class (M=2.65, SD=1.394); teachers give favors to students who flatter them (M=2.85, SD=1.234). Active students take more attention from teachers (M=3.88, SD=1.062); at the time of result, teachers give more marks to their favorite students (M=2.86, SD=1.293), Teachers ignore the mistakes of their favorite students (M=2.92, SD=1.225). It was concluded that most students agreed that Teachers favor their favorite students rather than the whole class and favor them academically.



Table 2*Mean and Standard Deviation Perception of Students Regarding Teacher Favoritism*

Sr. No	Statements	SDA	DA	UN	A	SA	M	SD
6	Teachers appreciate only their favorite students	69	139	58	66	18	2.50	1.155
7	Teachers listen very willingly to their favorite students	43	106	57	125	19	2.92	1.169
8	Teachers favor students based on their academic performance	26	43	79	128	74	3.52	1.170
9	Teachers' favoritism affects your motivation and academics	27	40	37	179	67	3.63	1.146

Table 2 shows the Mean and Standard deviation of the statement showing that Teachers appreciate only their favorite students (M=2.50, SD=1.155), Teachers listen very willingly to their favorite students (M=2.92, SD=1.169), Teachers favor students based on their academic performance (M=3.52, SD=1.170), Teacher's favoritism affects your motivation and academics (M=3.63, SD=1.146, It was concluded that mostly students were agreed regarding Perception of teacher's favoritism.

Table 3*Mean and Standard Deviation Perception of Students Regarding Teacher Favoritism*

Sr. No	Statements	SDA	DA	UN	A	SA	M	SD
10	Students should report about the teacher's favoritism to management.	26	76	55	135	58	3.07	1.175
11	Cultural background, gender, and socioeconomic status play important roles in gaining favoritism.	30	99	80	100	41	2.86	1.246
12	Favorite students receive assistance from teachers when they are preparing assignments.	53	107	59	98	33	2.76	1.225
13	Teachers go out of their way to help their favorite in thesis work.	62	105	61	99	23	3.34	1.066
14	Teachers' favoritism towards students negatively impacts student's engagement or enthusiasm toward academic activities.	26	49	87	156	32	3.53	1.074

The above table shows the Mean and Standard Deviation Statement shows the means Students should report about teacher's favoritism to management (M=3.07, SD=1.175); cultural background, gender, and socioeconomic status play important roles in gaining favoritism (M=2.86, SD= 1.246), Favorite students receive assistance from teachers when they are preparing assignments (M=2.76, SD=1.225), Teachers go out of the way to help their favorite in thesis work (M=3.34, SD=1.066), Teachers favoritism towards students negatively impacts students engagement enthusiasm toward academic activities (M=3.53, SD=1.074). It was concluded that students agreed that teacher favoritism affects students' academic activities and motivation.

Table 4*Mean and Standard Deviation Perception of Students Regarding Teacher Favoritism*

Sr. No	Statements	SDA	DA	UN	A	SA	M	SD
15	Teachers showing favoritism toward students can negatively affect student's participation in the classroom.	20	49	52	178	47	3.33	1.124
16	Teachers typically favor the opposite gender.	31	135	62	86	36	3.23	1.166



Sr. No	Statements	SDA	DA	UN	A	SA	M	SD
17	Favoritism causes insecurity, dissatisfaction, conflicts, and revengeful emotions among students.	33	50	69	165	33	3.21	1.007
18	Only teachers are responsible for class favoritism	19	100	61	121	49	4.02	1.062
19	The teacher is more lenient with certain students.	17	90	106	108	35	3.28	1.191

The above table shows the Mean and Standard Deviation Statements shows the mean Teachers showing favoritism toward students can negatively affect students' participation inside the classroom (M=3.33, SD=1.124), Teachers typically favor the opposite gender (M=3.23, SD=1.166), Favoritism causes insecurity, dissatisfaction, conflicts, and Revengeful emotions among students (M=3.21, SD =1.007), only teachers are responsible for class favoritism (M=4.02, SD=1.062), the teacher is more lenient with certain students (M=3.28, SD= 1.191). It was concluded that students agreed that Teachers are more lenient with certain students and cause conflict among students.

Discussion

To tell the truth, no one can deny the existence of bias. Everybody may easily observe it in day-to-day living, especially in educational settings. Preceptors are still human; therefore, they cannot have an adverse opinion of everyone, given that personalities often change. The results show a significant level of partiality in the classroom, which exacerbates stress, rude behavior, violence, absenteeism, and other problems that negatively impact student achievement and heighten classroom violence. Challenges with favoritism can lead to academic failures, poor marks, and adulterous conditioning for students who are similar to one another. According to past research, the environment of the classroom occasionally might lead to partiality (Dagli & Akyol, 2019). It's common for preceptors and parents to mention their favorite students. It 'is the knowledge that not every family in the class gets along and that every family has a golden kid (Erdem et al., 2020). Favoritism does exist in this regard, but it is not based on an individual's age.

In actuality, individuals from varied eras may understand this notion differently based on their level of maturity. Some scholars see it with appreciation, while others do not. According to there has always been a bias in the classroom that affects the scholars' grades. It may demoralize students and dissuade them from pursuing further education. Favoritism has always been an issue with grades and the assessment procedure. Teachers' favoritism hurts students who are unable to complete the labor-intensive assignments assigned by the preceptor. Their poor grades can only be attributed to this. According to Aydogan & Ismail (2008), a teacher may select a group that is socially or financially advantageous for them, given the current tendency in the classroom where students desire to be chosen as favorites. A teacher may select a group of students based on a variety of factors, including physical appearance, gender, social or economic standing, and other characteristics.

Favoritism is the behavior that occurs when someone is given preference based on irrelevant criteria such as connections, likes, and dislikes. Favoritism undermines social equality and benefits those who succeed in life without having to work hard or fail. The grades of academics in seminaries have always suffered from bias. It has the power to demoralize academics in several ways. It could lessen the motivation of students to learn. Favoritism has presented difficulties for the grading and assessment processes (Okçu & Uçar, 2016). Students who are unable to finish the difficult homework assigned by preceptors are severely harmed by instructor bias. Promoting a more equal and inclusive learning environment where all students experience support and value. There isn't any other reason for their terrible performance.

Conclusion

In summary, this dissertation study has provided insight into the types, manifestations, and effects of teacher-pupil partiality on students' knowledge problems in Pakistani institutions. The results show that teacher-pupil favoritism is a problem that still exists in Pakistani institutions and that many students are affected by it. Studies emphasize how important it is to deal with the root reasons for partiality, which are similar to certain relationships and cultural norms.



Universities in Pakistan should implement initiatives and training programs to support equitable and impartial treatment of all scholars to address this problem. All students should have equal opportunities to excel in these programs, regardless of their background or unique qualities. To improve their teaching methods, educators should also be made aware of the detrimental effects of partiality and encouraged to participate in tone reflection and ongoing professional development. The result shows that, despite instructors' institutional relationships, there is bias in the classroom, but it has no effect on students' grades or performance, and it is harmonious among institutions (Afzal & Rafiq, [2022](#)). It also concluded that, although not always, age might be a sign of bias.

Semesters, degree programs, and colorful transitions don't alter it. The study identifies several explanations of preference, including racial affinity, proximity between the teacher and student, a similar political legacy, kinship ties, and physical attraction. These factors greatly influence the teacher's gesture and have a substantial association with the response variable "teacher's favoritism."

Recommendations

1. In light of the results of the investigation, the experimenter recommended that complete styles and programs be created to reduce the position of favoritism. Preceptors are advised to have had extensive training to retain control over the youngsters and act in a demanding script.
2. Being a researcher recommended that for policy makers to develop a transparent system for avoidance of favoritism in order to make educational institution more effective and productive and to control the favoritism teachers training programs and seminars should be introduce.
3. A general body or preceptors associations should be formed to keep a close watch on student affairs in classrooms, universities, and other educational settings where the scholars remain engaged and learn social actions of carrying with others, while conflicts that do arise due to favoritism among scholars and peers could also be controlled.

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