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Investigating Teachers' and Pupils' Attitudes towards Favoritism as an Influencing Factor on Pupils' Academic Achievement

Case Study: Secondary School Pupils at Mohamed Benyoub High School
Guelma

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DEDICATION

This work is dedicated to these people :

To my dearest parents ' Moussa and Warda '.

To my husband 'oussama'.

To my lovely sisters ' Miral and Sonia '.

To my beloved partner 'Anissa'

DJEFAFLIA Lamis

I dedicate this work to my family

To my father “lyamine” and my mother “Nassira”

To my sisters “Hanane, Rima, Sara, Amina & Mimi”

To my teacher Ms, Henainia Hasna”

To my friend Guebailia Marwa

To my beloved partner “lamis”

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Abstract

The present study aims at investigating the attitudes of teachers and pupils toward Favoritism as an influencing factor on pupils' academic achievement. To achieve this aim, the present research adopts the quantitative descriptive method. The study carried out a survey of two questionnaires and an observation inside and outside the classrooms at Mohamed Benyoub secondary school- Guelma to test the hypothesis, which stated that if teachers and pupils have negative attitudes toward teachers' favoritism, pupils' academic achievement would be affected. The sample was composed of two teachers working in that secondary school, and one hundred eight (108) pupils from different levels who were not selected randomly because the study must be done with pupils who are teaching by the same teachers. Moreover, the results show that there is a negative relationship between the two variables, which confirm the hypothesis set at the beginning of the research. In the light of this, teachers' favoritism at schools needs to be eliminated in order to improve pupils' academic achievement.

Key words: *Pupils' Academic Achievement, Teachers' Favoritism, Attitudes, Secondary school.*

List of Abbreviations

TOGA : Tests of General Ability

IQ : Intelligence Quotient

List of Tables

Table 1: Gender Distribution.....	79
Table 2 : English Teaching Experience.....	80
Table 3 : Levels of Teaching.....	80
Table 4 : Teachers' Qualifications.....	81
Table 5 : Teachers' Own Definition of Academic Achievement.....	81
Table 6 : The Relationship between Teachers' Years of Experience and Pupils' Academic Achievement.....	82
Table 7 : The Extent to which Teachers' Experiences Affects Pupils' Outcomes.....	83
Table 8 : The more Interactive Pupils in the Classroom.....	83
Table 9 : Factors Leading to High Academic Achievement.....	84
Table 10 : Factors Leading to Negative Performance.....	86
Table 11 : Teachers' Strategies for Helping Low Achievers.....	86
Table 12 : Expressing Relationships.....	87
Table 13 : Expressing Friendship.....	88
Table 14 : Communication and Pupils Categories.....	88
Table 15 : Source of Expectations.....	89
Table 16 : The Credibility of Expectations.....	90
Table 17 : Classroom Sitting.....	91
Table18 : Expectations and Academic Achievement.....	92
Table 19 : Behaviors and Performance.....	93
Table 20 : Favoritism and Academic Achievement.....	95
Table 21 : The Effects of Teachers' Favoritism.....	21

List of Figures

Figure 01 : A Process Model of Learning.....	20
Figure 02 : Four Classroom Behavior Categories Found Associated with Teacher Performance Expectations.....	30
Figure 03 : Self- Fulfilling Prophecies.....	32
Figure 04 : Sex Distribution.....	54
Figure 05 : Period of English Instruction.....	55
Figure 06: Description of Pupils' Level.....	56
figure 07 : Description of Pupils' Averages in Both Trimesters.....	57
figure 08: The Extent of Developing Pupils' Outcomes.....	58
figure 09 : Description of the Most Influential Factors in Raising Pupils' Academic Achievement.....	59
figure 10 : Pupils' Opinions about the Influence of the More Experienced Teacher and the Less Experienced One in Developing their Levels.....	60
figure 11: Several Factors Leading to Low Academic Achievement.....	63
figure 12: The Kind of Atmosphere of the Session of English.....	65
figure 13 : The reason behind Choosing Boring Session.....	66
figure 14 : Pupils' Categories Favored by the Teacher.....	67
figure 15 : Frequency of Praise.....	68
figure 16 : The Instructions of the Teacher.....	69
figure 17 : The Behaviors of the Teacher.....	70
figure 18: Expectations and Academic Achievement.....	72
figure 19 : Behaviors and Academic Achievement.....	74
figure 20 : Favoritism and Scores.....	75

Table of Content

Dedication

.....VIII

Acknowledgement

.....VIII

Abstract.....VI
II

List of Abbreviations.....
VIII

List of

Tables.....VIII

List of Figures
VIII

Contents.....VIII

GENERAL INTRODUCTION.....1

Statement of the Problem.....1

Aims of the Study.....2

Research Hypothesis.....3

Research Methodology and Design.....3

Structure of the Dissertation..... 4

CHAPTER ONE : ACADEMIC ACHIEVEMENT

Introduction.....7

1.1. Definitions of Academic achievement7

1.2. High Academic Achievers vs. Low Academic Achievers.....8

1 2.1. High Academic Achievers.....8

1.2.2. Low Academic Achievers.....9

1.3. Aspects of Academic Achievement.....	10
1.3.1. Teachers' Academic Achievement.....	11
1.3.1.1. Teachers' Professionalism and Qualifications.....	11
1.3.2. Pupils' Academic Achievement.....	12
1.3.2.1. Cognitive Abilities.....	12
1.3.2.1.1. Intelligence.....	13
1.3.2.1.2. Critical Thinking.....	13
1.3.2.2. Psychological Factors.....	14
1.3.2.2.1. Personality.....	14
1.3.2.2.2. Self- Esteem.....	15
1.3.2.2.3. Motivation.....	16
1.3.2.2.4. Learning Styles.....	17
1.3.2.3. Personal Efforts.....	18
1.3.2.3.1. Time Management	18
1.3.2.3.2. Autonomous Learning	19
1.4. Pupils' Study Habits and Academic Achievement.....	20
1.5. Factors Leading to Low Academic Achievement.....	22
1.5.1. Internal Factors (Personal).....	22
1.5.1.1. Fear / Phobia of Examinations.....	22
1.5.1.2. Depression.....	22
1.5.1.3. Forgetting.....	23
1.5.1.4. Negative Attitudes towards Learning.....	23
1.5.1.5. Lack of Appropriate Planning.....	23

1.5.2. External Factors.....	24
1.5.2.1. Home Environment.....	24
1.5.2.2. Parents Level of Education.....	24
1.5.2.3. Classroom Atmosphere.....	25
1.5.2.4. School Noisy Location.....	25
Conclusion.....	26

CHAPTER TWO: FAVORITISM

Introduction

2.1. Origins of Favoritism.....	29
2.2. Definition of Favoritism.....	31
2.3. Factors leading to teachers' Favoritism.....	33
2.3.1. The gender of pupils.....	33
2.3.2. The physical appearance of pupils.....	34
2.3.3. Family socio-economic position.....	34
2.4. Aspects of teachers' Favoritism.....	35
2.4.1. The Pygmalian Effects.....	35
2.4.1.1. An Overview about the Pygmalian Effects.....	35
2.4.2. Teachers' Expectation.....	36
2.4.2.1. Definition of Teachers' Expectation.....	36
2.4.2.2. Teachers' Bad Expectation towards Low Level Pupils.....	37

2.4.2.3. Teachers' Good Expectation towards High Level Pupils	39
2.4.2.4. The Relationship between Teachers' Expectation and the Self-fulfilling Prophecy	40
2.5. Strategies for Managing Behaviors in the Classroom.....	44
2.5.1. Building Positive Relationships.....	44
2.5.2. Encouraging High Expectations.....	45
2.5.3. Praising Your Pupils from Time to Time.....	46
2.5.4. Implementing Fairness and Equity.....	47
2.6. The Relationship between Teachers' Favoritism and Pupils' Academic Achievement.....	47
2.6.1. The Effect of Teachers' Behavior on Pupils' Academic Achievement.....	48
2.6.2. The Effect of Teachers' Expectation on Pupils' Academic Achievement....	49
Conclusion.....	50

CHAPTER THREE : FIELD INVESTIGATION

PUPILS' QUESTIONNAIRE

Introduction

3.1. Pupils' Questionnaire.....	52
3.1.1. The Population of the Study.....	52
3.1.2. Description of the Questionnaire.....	52
3.1.3. Administration of the Questionnaire.....	53
3.1.4. Data Analysis and Interpretation.....	53

3.1.4.1. Analysis of the Results and Findings.....	53
3.1.4.2. Summary of the Results and Findings from Pupils’ Questionnaire	76

CHAPTER FOUR: FIELD INVESTIGATION

Teachers’ Questionnaire and Classroom Observation

Introduction.....	78
3.2. Teachers’ Questionnaire.....	78
3.2.1. Aim of Teachers’ Questionnaire.....	78
3.2.2. Description of Teachers’ Questionnaire	78
3.2.3. Administration of Teachers’ Questionnaire.....	79
3.2.4. Data Analysis and Interpretation.....	79
3.2.5. Summary of Results and Findings from Teachers’ Questionnaire.....	91
3.3. Classroom Observation.....	91
3.3.1. Sample Choice.....	91
3.3.2. Description of Observation.....	92
3.3.3. Discussion of Findings and Results from Teachers’ Observation.....	92
3.3.4. Comparison between Teachers’ Questionnaire and Classroom Observation.....	93
3.4. Pedagogical Implications.....	104

3.5. Limitations of the Study.....107

3.6. Suggestions for Further Researchers.....107

GENERAL CONCLUSION.....108

REFERENCES

APPENDIXES

Appendix 1: Pupils' Questionnaire

Appendix 2: Teachers' Questionnaire

Appendix 3 : Classroom Observation

Frensh Abstract

Arabic Abstract

General Introduction

As a community, the school includes different people with various social and linguistic backgrounds. Individual behaviors interfere directly or indirectly to make different relationships among the classroom context where the teacher and the pupils are involved. Thus, classrooms need to be well managed and well structured through using effective teaching strategies and instructions, which ensure better learning conditions and consequently high academic achievement. Generally, the task of teaching is difficult and needs patient to deal with all categories of pupils. It seems that teachers do communicate different behaviors with their pupils such as favoritism. This issue has significant effects on their academic achievement. The basic element for successful school year is the management of the psychological and emotional side of the classroom, which connect teachers with their pupils. So, they could interact with each other as well as accomplish the objectives of the pedagogical and educational system. Besides, teachers should take into consideration the psyche of pupils because they are so sensitive and more influenced by teachers' behaviors. Most of the time, pupils concentrate on the behaviors and interactions of their teacher as a result they can guess very well teachers' intention among them. Also, good teachers imply flexibility in their teaching strategies, methods, and techniques to provide a comfortable and positive classroom environment to their pupils. Effective schooling implies a system of equal opportunities, which reflects the academic success of pupils during the academic process.

1. Statement of the problem

Effective learning implies good relationships between teachers and their pupils, which make them more motivated, and support them to succeed during their educational process. This correlation develops through sharing the attitudes, behaviors, and beliefs of both. However, most of the teachers tend to behave whether intentionally or unintentionally in a specific way towards certain pupils over others, which can be considered as a complex issue that affects their academic performance. Teachers' favoritism is due to various factors. The main recognized ones are pupils' physical appearance, parents' friendships with the teacher, and their social status. Besides, these kinds of teachers do not take into consideration pupils' psychology towards such attitudes, which can influence them either positively or negatively. Consequently, those pupils who maintain strong and supportive relationships with their teacher may ensure higher academic achievements; while those marginalized pupils may lose their educational equilibrium. It is important for the teachers to treat all the pupils the same way since it can lead to the improvement of school efforts. Hence, our research addresses the following question:

What are the attitudes of both teachers and pupils towards favoritism and its impact on pupils' academic performance?

2. Aims of the study

The concepts of learning and teaching are interconnected in the educational process. Accordingly, it is applied in the classroom where the interaction between teachers and their pupils is available, which designs the academic path of each learner. Consequently, teachers' attitudes of favoritism may have a significant influence on

learners' academic achievement on the basis of success and failure. For that reason, this study mainly aims to:

-Investigate the attitudes of both teachers and pupils towards favoritism, which may influence their academic achievement.

-Raising high school teachers' awareness toward the effects of favoritism.

3. Research hypothesis

It is really interesting to tackle the issue of how much classroom interactions between teachers and their pupils are. This sensitive connection creates new personality for pupils, which influences their academic performance. So, teachers at the first place when they show favoritism among their pupils, this would have a great role in pushing other learners to be either more or less motivated to learn. Therefore, the hypotheses are:

The null hypothesis implies that no relationship exists between teachers and pupils' attitudes of favoritism and pupils' academic achievement.

H₀: If teachers and pupils have negative attitudes toward teachers' favoritism, pupils' academic achievement would not be affected.

H₁: If teachers and pupils have negative attitude towards teachers' favoritism, pupils' academic achievement would be affected.

4. Research Design and Methodology

4.1. Research Method

To display teachers and pupils' attitudes toward favoritism and its effect on pupils' academic achievement, the quantitative descriptive method has been used. This enquiry

aims at checking the previously stated hypotheses through conducting both, two questionnaires; one for pupils and the other for high school teachers, and a classroom observation for two teachers. The use of these tools would provide us with several perspectives about the research.

4.2. Population of the study

The population of this study is composed of pupils and teachers at Mohamed Benyoub high school-Guelma. The sample includes one hundred eight (108) of pupils from different levels (second and third year), and two teachers (male and female). The sample was not selected randomly because we are concerned with pupils who are teaching by the two teachers to ensure reliable results.

4.3. Structure of the study

Our dissertation composed of three main chapters in addition to a general introduction and a general conclusion. The first chapter is entitled Pupils' Academic Achievement. It contains definition of academic achievement and explores the efficient role of the teacher inside the classroom. Also, it investigates the importance of teachers-pupils' communication and its influence on pupils' outcomes. The second chapter entitled Favoritism. It includes the origins, definition, factors and aspects of favoritism. Furthermore, it emphasizes teachers' expectation and their role in the classroom as it deals with the strategies for managing behavior and the influence of teachers' Favoritism on pupils' Academic Achievement. The third chapter is the Field Investigation, which highlights the description of teachers and pupils' questionnaires and its main aims, in addition to teachers' observation. Moreover, it covers the analysis of the information gathered from both questionnaires and the observation.

CHAPTER ONE
ACADEMIC ACHIEVEMENT

Outline

Introduction.....	7
1. Definitions of Academic achievement.....	7
1.2. High Academic Achievers vs. Low Academic Achievers.....	8
1.2.1. High Academic Achievers.....	8
1.2.2. Low Academic Achievers.....	9
1.3. Aspects of Academic Achievement.....	10
1.3.1. Teachers’ Academic Achievement.....	11
1.3.1. Teachers’ Professionalism and Qualifications.....	11
1.3.2. Pupils’ Academic Achievement.....	12
1.3.2.1. Cognitive Abilities.....	12
1.3.2.1.1. Intelligence.....	13
1.3.2.1.2. Critical Thinking.....	13
1.3.2.2. Psychological Factors.....	14
1.3.2.2.1. Personality.....	14
1.3.2.2.2. Self- Esteem.....	15

1.3.2.2.3. Motivation.....	16
1.3.2.2.4. Learning Styles.....	17
1.3.2.3. Personal Efforts.....	18
1.3.2.3.1. Time Management	18
1.3.2.3.2. Autonomous Learning.....	19
1.4. Pupils’ Study Habits and Academic Achievement.....	20
1.5. Factors Leading to Low Academic Achievement.....	22
1.5.1. Internal Factors (Personal).....	22
1.5.1.1. Fear / Phobia of Examinations.....	22
1.5.1.2. .Depression.....	22
1.5.1.3. Forgetting.....	23
1.5.1.4. Negative Attitudes towards Learning.....	23
1.5.1.5. Lack of Appropriate Planning.....	23
1.5.2. External Factors.....	24
1.5.2.1. Home Environment.....	24
1.5.2.2. Parents Level of Education.....	24
1.5.2.3. Classroom Atmosphere.....	25
1.5.2.4. School Noisy Location.....	25
Conclusion.....	26

Introduction

This chapter aims to discuss various elements related to academic achievement. The chapter starts with different definitions of academic achievement. It highlights the difference between high and low achievers. In addition, it investigates the main aspects of academic achievement. Finally, it provides a list of factors that affect pupils' performance and outcomes.

1.1. Definitions of Academic Achievement

Academic achievement is a famous term in educational discipline. Many researchers and scholars have defined it several times. The following are the most common and important definitions.

Kohli (1975) defined academic achievement as a degree of skillfulness gained in the intellectual occupations; in other words, it is professionally received information in the educational setting that would be discovered through learners' results of tests and quizzes (As cited in Mehdipour & Balaramulu, 2013, pp.218-219).

Mathew (2017) shared the same thought with Kohli (1975), which indicates that academic accomplishment is about learners' averages obtained in the last examinations. Mathew clarified that academic achievement is "a specific level of attainment or proficiency in academic work as evaluated by the learners by standardized test or by a combination of both" (p.2).

Wahsheh (2017) described the academic achievement as a significant scheme of assessing learners' lowness and hardness. On one hand, it enables the pedagogical staff to list useful procedures and materials that enhance the scholarly program, the community, and its members. On the other hand, it indicates learners' perceptions of the acquired knowledge and it is the best way for them to measure their abilities in

different domains (Pp.76-77). In general, academic outcomes signify pupils' capabilities in the instructional field only; it does not mean that they will be successful in other disciplines.

According to Your Dictionary online dictionary (2020), academic achievement

“Refers to the level of schooling you have successfully completed and the ability to attain success in your studies. When you receive great grades, this is an example of academic achievement. When you attend college and graduate school, this is an example of academic achievement”

The above definitions summarize all forms of academic achievement. They imply that academic outcomes cannot be limited just on marks that learners will gain, but understanding a new information and improving themselves is also seen as a prosperity, even if they do not reach higher ranks.

1.2. High Academic Achievers vs. Low Academic Achievers

The academic setting is the place in which formal discussion and significant transfer of knowledge would take place between teachers and learners. In such an environment, learners are divided into two main groups known as high achievers and low achievers; in this regard, researchers have conducted considerable studies in order to investigate the main differences and characteristics of each group.

1.2.1. High Academic Achievers

Sarwar et al., (2009) pointed out that successful learners focus on discovering scientific realities that would enable them to arrange appropriate ideas and aptitudes. What makes them differ from other achievers is their specific manner of studying; they are self-directors, care more about learning, and achieving high scores and they value their time management (p.204).

Nihalani et al., (2010) determined that high achievers are characterized as an “active makers of meaning”, which means that they are the ones who take part and engage in a given topic with their classmates (p.76). They perform in respectful proprieties to benefit as much as possible from fruitful knowledge reached from various provenances, such as teaching tools provided during the session. This kind of learners have the professional and technical way of gathering beneficial thoughts, that is to say, they tend to expose their interests to the represented data, highlight the important points, and express themselves freely in classroom conversations (Reid, Lieneman, & Hagaman, 2013, p. 246).

Arbabisarjou et al., (2016) assumed that learners with high outcomes aim to develop their levels and to be creative, they are very careful about doing things correctly; they care about practicing difficult activities in order to show their credibility. High achievers accomplish well during their examinations in comparison to the other achievers (p.12273). Based on what is being said about good achievers, the main point about them is that because of their effective ways of learning, they stimulate the attention of their teachers, receive more evaluation and supportive expressions. Consequently, they will be motivated to study and enrich the course with additional ideas, they will be confident more than before and feel comfortable so that their averages would be higher.

1.2.2. Low Academic Achievers

According to Merriam Webster’s online dictionary (2020), a low achiever is “an unsuccessful person who does not work hard”. This definition entails that low achievers are not interested in enhancing their learning skills, they do not participate or show any involvement inside the classroom and in most of the time they tend to be absent; even

so, this does not mean that they are not competent, maybe there are some internal or external factors that make them inactive.

Proctor and Bartle (2002) claimed that most of the low or ineffective achievers have passive reactions (p.8). Weltman (2013) highlighted that the case of low academic achievers cannot be considered as they are not competent to analyze or even to be innovative, but rather they face challenges to comprehend the educational content (p.94). Sometimes the curriculum itself contains elements that are hard to understand and some teachers may use inappropriate materials; this makes the learning process somehow complicated. According to DeCoker and Bjork (2013), learners with low levels do not work hard since the educational schedule does not require more effort (p.149). Moreover, For Bista and Foster (2016), low academic achievers are those who gain bad or weak ranks and they receive lower evaluation (p.12).

Genç (2016) provided a similar explanation of Proctor and Bartle (2002) which shows that negative performance would influence learners' achievement and makes them treated as ineffective. He observed that low achievers are characterized by pessimistic emotions; as a result, they would lack the chance to improve their carriers (p.33). Certainly, negative feelings of those pupils have bad impacts on their outcomes; though these feelings can be a result of previous problems or some psychological desires, which means that low achievers are not pessimistic by nature.

1.3. Aspects of Academic Achievement

High academic achievement, on one hand, is based on the performance of the instructors, their abilities to manage the classroom environment, and their capability to guide their learners. On the other hand, it is based on pupils' effectiveness and responsibility to develop their scores.

1.3.1. Teachers' Academic Achievement

Several studies had been produced in order to maintain specific clarifications about teachers' effectiveness, they found that educators' academic achievement could be seen through different aspects; however, the emphasis was on 'the quantity and quality' of teachers.

1.3.1.1. Teachers Professionalism and Qualifications

Teachers' professionalism and qualifications are described as the quantity and quality of teaching, which have crucial role in improving the pedagogical place. 'Teachers success in classroom management, defined in terms of high levels of student work involvement and low levels of disruption, depended on his or her ability to monitor and guide a complex classroom system' (Kounin1970, as cited in Doyle 1985, p. 31). In this statement, it is clear that professionalism and the quality of teaching can be measured through the way of their learners' engagement, how they behave, or take over any kind of disturbance that may occur while teaching, and control all sophisticated programs. Brown and Atkins (1988) argued that by being competent and efficient educators means to be aware of the lesson's content, to think critically, be able to decide about suitable teaching methods and techniques, and to arrange the specific knowledge that is delivered to learners. In addition, it necessitates an understanding of learners' backgrounds, making meaningful debate with them, and attracting their attention for better performance (p. 1). Tuntufye, Mwamwenda, and Bernadette (1989) cited that more experienced teachers have better influence on learners' outcomes in comparison to unprofessional ones, and they added that educators' professionalism, or years of experience, is the best indicator of learners levels of achievement (p.33). No doubt, the accomplishment of the instructional domain as a whole depends on teachers' level. It is necessary for the development of learners' scales because teachers are considered as primary source of knowledge from which pupils gain their ideas. They

are guiders, monitors, evaluators, and controllers, that is, their roles are the key for maintaining success in the pedagogical environment, but their levels are not the only predictor of pupils' achievement.

Hattie (2003) mentioned that successful teachers retain sufficient skills that enable them to reorder the established courses, make a connection between the represented thoughts, and the following courses set in the instructional program; they do modify them based on the objectives and learners' wants (p.5). According to Hattie, competent teachers induce the most desirable literacy environment in which learners' mistakes are acceptable [...] (p.7). Stronge et al., (2007) confirmed that educators' levels are the major important aspect behind learners' good achievement, so that, successful learners are taught by qualified instructors while the unsuccessful learners are taught by unqualified ones (p.167). Nevertheless, the majority of pupils are taught by professional educators but they have weak levels, so that learners' success or failure is not linking to teachers. Moreover, Oral (2012) considered teachers' professionalism as the capacity to create favorable modifications in the pedagogical place which is directly linked to such kinds of teachers' practices (p.2093). In addition to that, Maphoso and Mahlo (2015) observed that any competent educators, who master the content of the teaching domain, can determine all pupils' disabilities and capabilities and can facilitate the educational process (p, 52), which means that the efficient instruction requires exhaustive and qualified educators.

1.3.2. Pupils' Academic Achievement

As it is mentioned above, the second facet of high academic achievement is linked to pupils' mental processes, psychology, and personal efforts. The following are the reviews of literature that contain full explanation about each aspect.

1.3.2.1. Cognitive Abilities

One of the significant elements, which goes with academic accomplishment (or achievement), is the perceptual procedures that pupils employ while learning including apprehension, concentration, bottom-up and top-down processes (Dzulkifli and Alias 2012, p 221). Apprehension and concentration mean the understanding of the received thoughts and focusing on how to analyze them; the bottom-up process deals with storing the received knowledge, while the top-down process deals with using the stored information. Additionally, intelligence and critical thinking have a positive relationship with academic success.

1.3.2.1.1. Intelligence

Rosén, Hansen, and Wolff (2017, p.1) argued that mental capacities and pupils' outcomes are interrelated. These capacities have many distinctions especially at the level of intelligence. One of the main theories of intelligence is the investment theory; it highlights two main types of intelligence, which are "fluid intelligence" and "crystallized intelligence". Furthermore, it assumes that fluid intelligence is a substantial reason behind the existence of dissimilarities at the instructional results. It depicts the abilities to find out solutions for particular troubles, analyze and reach a conclusion, determine any kind of correlations and convert knowledge; this means that learners with good fluid intelligence would be able to study easily and effectively.

Another level of intelligence known as crystallized intelligence, it is 'the depth and breadth of knowledge and skills that are valued by one's culture' (Roséne et al, 2007. p, 1). This definition indicates that pupils may elaborate their outcomes through educative and social circumstances, since they impress the learning process. In addition to, pupils' own features for instance, instigating themselves to do more efforts.

1.3.2.1.2. Critical Thinking

Davidson (1998) expressed critical thinking as “a judgment that causes a person to interpret, analyzes, evaluate, infer, and explain the evidence, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based” (as cited in Afshar, Rahimi and Rahimi 2014, p. 283). In simple words, critical thinking is the procedure when pupils start to ask questions about the received thoughts. Identify issues related to the topics and list their causes, and make analysis in order to find appropriate answers and arguments. This process is very important in developing pupils’ academic level since the success of the educational content is linked to pupils’ consciousness about the manner of studying, the way of reasoning, and judging elements. Pupils who have high skills of critical thinking can find the suitable and rational responses, and they tend to apply the finding results on their scholarly and daily actions. Consequently, they become high achievers (Guyen and Kurum 2007, as cited in Afshar, Rahimi and Rahimi 2014, p. 283). In other words, critical thinking enhances pupils’ apprehension capabilities and it is a starting point for high academic achievement.

1.3.2.2. Psychological Factors

1.3.2.2.1. Personality

Dzulkifli and Alias (2012, p. 221) highlighted that pupils’ personality and perceptual processes would make the difference in learners’ outcomes. For them, the pedagogical field requires ‘intelligence’. They assumed that ‘personality is a set of psychological traits and mechanisms within an individual that are organized and relatively enduring and that influence his/her interactions with, and adaptations to, the environment’ (Larson and Buss 2008, as cited in Dzulkifi and Alias). As it is indicating in this quote, personality is a human character; it contains a collection of features that

differs from one person to another. Such features have an influence on people's daily life especially at the level of social relationships.

Based on the theory of personality entitled 'The Big Five' or 'The Five Factor Model of Personality', peoples' character has five features named 'openness, conscientiousness, extraversion, agreeableness, and neuroticism'. Learners with the greatest degree of agreeableness and conscientiousness negotiate well in the classroom, by contrast to pupils with a lesser degree of such characteristics. Furthermore, good achievers believe that daily and personal experiences can supersize the level of intelligence, whereas underachievers consider it as something unchangeable (Larson and Buss 2008, as cited in Dzulkihi and Alias, p. 221).

Viari, Rad and Torabi (2012) claimed that conscientiousness and openness are involving and have an impact on pupils' academic achievement. Conscientiousness is about self-regulation, being active and guilty, while openness to experiences describes a person who tends to be ingenious, analytical, aesthetic and intelligent (p. 368). This makes it clear that the main characteristics of high achievers that they are accessible to discover unfamiliar things, react seriously, more ordered and diligent.

Hakimi, Hejazi and Lavasani (2011) determined neuroticism as someone who has negative feelings and reactions. They argued that it has bad effects on academic achievement. However, some researchers indicated that neuroticism has a good impact; in this regard, passions such as fairness of examinations may inspire pupils to learn and reach their goals. In addition, Hakimi et al., expressed extroversion (extraversion) as being talkative, assertive and enjoy being friendly with other people. Nevertheless, it harmfully impresses the academic outcomes, because learners who are extremely "extroverted" focus on companionable practices rather than educational ones, by contrast to lower "extroverted" pupils (pp.837-838), that is to say, since low extroverted

learners are not interested in constructing social interactions and activities, they will find extra time for dealing with scholarly tasks.

1.3.2.2.2. Self- Esteem

Self-esteem is “*an affective act and encapsulates the value or worth we attach to our self-assessment*” (Woolfolk 2005, as cited in Vialle and Ciarrochi, 2005, p.40). In other words, self-esteem is the image that any person can build about him or herself. In addition, it is self-respect or the satisfaction about the self. Pupils who accept themselves and trust their abilities are successful and hopeful. However, those who cannot define their strengths, they confront struggles; suffer from exasperation and fear of deficiency. Self-esteem is very important and beneficial in both, social and academic environments for the reason that it allows pupils to overcome obstacles that they face (Doodman, Zadeh and Changizi 2017, pp.221-223).

Arshad, Zaidi and Mahmood (2015) disagreed about the idea that great self-esteem can be a reason behind learners’ high academic achievement. Rather, self-esteem will be higher due to adequate academic outcomes (p. 156), which means that when pupils get good marks and perform well in the classroom environment, their self-esteem will arise because they succeeded and oriented their goals.

1.3.2.2.3. Motivation

According to the Cambridge dictionary online dictionary (2020), motivation is defined as “the enthusiasm for doing something”. Motivation is a central factor in learning; it pushes pupils to do more effort in a way that the extremely motivated learners make the classroom energetic and enjoyable for both pupils and teachers, unlike the less motivated pupils.

One of the significant theories that investigate the relationship between motivation, with its types, and academic achievement is ‘The Self-Determination Theory’. It is

introduced by Deci and Ryan (1985), and according to them “this theory focuses on types, rather than just amount, of motivation, paying particular attention to autonomous motivation, controlled motivation as predictors of performance, relational, and well-being outcomes” (as cited in Viari, Rad and Tobari, 2012, p. 368). In this theory, Deci and Ryan classified levels of motivation as ‘intrinsic, extrinsic, and a-motivation’. Pupils with intrinsic motivation involve doing things, tasks that make them feel comfortable, and they do things for their own sake, which means that the motivation of those pupils is internal, so that this kind of pupils are the most successful ones. While pupils with extrinsic motivation, they perform on doing activities based on the outside aspects, that is to say, those pupils may react in given actions in order to gain a reward or prevent from being blamed. The last level is ‘a-motivation’, which is the ‘discernable disconnection between actions and outcomes’. Pupils with a-motivation ‘attribute achievement to luck or natural abilities and conclude that achievement is not earned through effort’. This statement indicates that those pupils considered success as something that does not require hard work, or making a challenge for good academic achievement, but rather, it links to chance and happens without any plan.

1.3.2.2.4. Learning Styles

Differences in learning styles considered as one the main factors that affect pupils’ scholarly results.

“....Learning styles which are specific and relatively stable ways to process information. Learning styles are predispositions, relatively general and constant, responding to a subject’s trend. They derive from the willingness of an individual to adopt the same strategy in different situations, regardless of the specific demands of the task [...]”. (Gargallo, Garfela & Pérez 2006, as cited in Lamas, 2015, p. 356)

This statement explains that learning styles vary from one pupil to another, in a way that each learner has his or her favored way of dealing with the received knowledge and absorbing it. Since the term style means the behavior or the performance of a person, many researchers considered learning styles as a psychological element. Learning styles have three main types known as auditory, visual and kinesthetic, each kind has a particular influence on academic achievement. DePorter (1999) explained that auditory learners prefer to learn through listening, hearing and speaking. Visual learners prefer to see things clearly and they are good observers. Finally, the kinesthetic learners prefer to experience things and information through physical practices (As cited in Syofyan and Siwi, 2018, p. 643). In other words, auditory learners gain better results when information is expressed through voices such as the use of videos, or dealing with a discussion, which makes them remember the represented data. By contrast, the visual learners favor seeing different visual representations and aids such as diagrams, maps pictures, or written passages in the board. These make them analyze and perform better. However, kinesthetic learners differ from the other two kinds; they are more active and energetic since they focus on body movements.

1.3.2.3. Personal Efforts

1.3.2.3.1. Time Management

According to Bharathi et al (2004), time management is “the ability to schedule time to complete the task” and “it is actually self management. The skills that people need to manage others are the same skills that are required to manage themselves, namely, the ability to plan, organize, direct and control” (as cited in Cyril, 2014, p. 38). Based on these definitions, time management is the process in which people, especially learners, organize and monitor their daily activities in order to work easily and achieve a managed plan in few times. Cyril (2014) highlighted the necessity of time management

in developing academic outcomes. Pupils have several practices that must be applied, and time management will help them to create equilibrium, particularly for lazy pupils who tend to do things slowly (p. 39). That is to say, they will be able to memorize a given course in a short time and to be well prepared for any tasks or examinations. Besides, it allows them to benefit more from extra activities in their free time. So, time management minimizes pupils' stress as a result they will succeed and accomplish good outcomes.

1.3.2.3.2. Autonomous Learning

Autonomy is defined as 'a process of self-determination or self-regulation. [It] is linked to relatedness needs, which are the needs for contact, support and community with others which results in autonomous interdependence'. Alternatively, it is 'the extent to which learners demonstrates the ability to take control of their learning [...]' (Ryan 1991 & Sanprasert, 2010, as cited in Karatas et al, 2015, p. 161). These two definitions clarify that autonomous learning means that learners are responsible for directing their learning practices, to decide about appropriate strategies based on the existing types of such activities, to decide about the content that should be learned and how to learn it based on their needs, wants and their capacities.

Studies have shown that autonomy, or autonomous learning, and academic achievement are interrelated, in a way that extremely autonomous pupils take care of acquiring knowledge through various ways and processes, which enable them to become competent while practicing their academic tasks, as a result they will succeed. Bocanegra and Haidl (1999) share the same understanding of Sanprasert (2010), which explains that autonomy means being responsible as much as possible. They announced that such feature is a consequence of dealing with different exercises and comprehend

their products (as cited in Afshar, Rahimi and Rahimi, 2014, p. 285). This means that pupils' responsibility acquires through time.

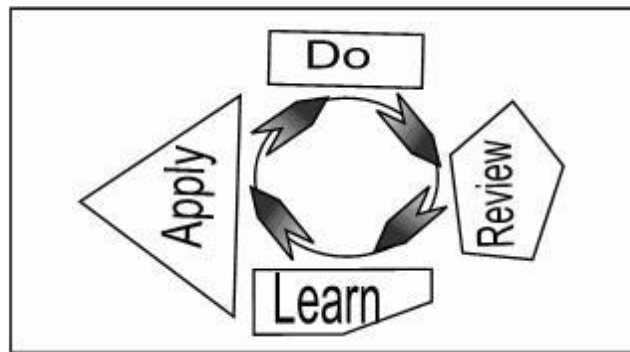


Figure 1: A process model of learning (Hajjawi, 2008, p.106-107)

The above figure is Kolb's model, which summarizes the main steps to learn effectively and autonomously. It has four elements known as 'DO', which is the performance and practicing tasks. 'REVIEW' is the requirement for assessing the finding information. Then, 'LEARN', is to understand the real context of that information. Finally, 'APPLY' which is the use of the retrieved and perceived thoughts in several activities and fields.

1.4. Pupils' Study Habits and Academic Achievement

Ebele and Olofu (2017, p. 583) defined study habits as follows: "study habits are how one studies. That is the habits which students form during their school years. Without good study habits, students cannot succeed". Based on this statement, study habits can be explained in a particular manner that pupils used for obtaining knowledge, which differ from one pupil to another. These habits would lead to good achievement if they are applied correctly; otherwise, they may have a bad influence.

Crow and Crow (2007) when talking about the importance of study habits and high academic achievement express similar understanding of Ebele and Olofu (2017).

"the chief purposes of study are: to acquire knowledge and habits which will be useful in meeting new situations, interpreting ideas, making judgments creating new ideas and to perfect skills [...] successful achievement in any form of

academic activity is based upon study, interpretation and application” (Crow and Crow, 2007, as cited in Siah and Maiyo, 2015, p. 136)

This statement explains that good academic achievement requires specific habits that would help to discover new events, understand, make correlation between them and the most important thing is to deal with several practices. This means that pupils’ results are based on the listed habits that they choose to follow. So, pupils must be careful about their daily behaviors to neglect to achieve bad results. The following are the most essential study habits:

- Attending classes regularly
- Taking down notes during teaching
- Concentrating on study
- Studying with the aim of getting meaning not cramming
- Preparing a time table
- Following a time table
- Having a proper rest period
- Facing the problems regarding the home environment and planning
- Keeping a daily survey of work done (Crow and Crow, 2007, as cited in Siah and Maiyo, 2015, p. 136)

The already mentioned study habits are considered as key for achieving success. Precisely, for all pupils who want to be high achievers, they have first to be well-regulated in their learning process, focus on each detail and highlight the important information. Also, they have to overcome some external problems or obstacles that can disrupt them and the most important step is to set a goal and persist to achieve it.

1.5. Factors Leading to Low Academic Achievement

The issue of pupils' low academic achievement, especially at the secondary school level, is considered a central challenge that the pedagogical institutions are suffering from. Many scholars discussed it several times in order to find the main reasons and factors behind its existence. Some researchers argued that pupils' lower levels are due to their internal and personal factors. Whereas, other researchers claimed that some external factors may affect pupil's outcomes on a negative side. Details are provided in the next elements that would make things understandable.

1.5.1. Internal Factors (Personal)

1.5.1.1. Fear/ Phobia of Examination

Fear of examination is a psychological illness in which pupils feel stressed while passing their assignments, this situation happens because of the fright of failure or gaining disagreeable grades. Nevertheless, it influences their cognitive abilities in a negative way hence they will not accomplish adequate ranks (Al- Zoubi and Bani Younes, 2015, p. 2264). Fear of examination affects mental processes in a way that pupils will not be able to focus while revising such courses; they will not be able to remember the memorized information, that is, they will have weak preparation for that assignment, which makes them expect failure.

1.5.1.2. Depression

Researchers investigated that depression is a dangerous 'mental health' issue that negatively influences pupils' outcomes. (Zivin 2009 & Achar 2000, as cited in Khalid et al 2016, p. 3). Depression is considered as a dangerous disease because it affects pupils' thinking, their feeling and their behavior. It is a major cause behind the rising of sadness and losing the attention in practicing favorable activities. Furthermore, it takes place when pupils work hard in order to achieve higher levels but they gain bad marks.

As a result, the level of depression would increase among pupils, which leads to an inability to act in a good way and fail.

1.5.1.3. Forgetting

Forgetting “is sometimes seen as the enemy of learning, but, in fact, forgetting is a highly desirable part of the learning process...” (Benjamin 2014, p.14). This definition sheds light on the issue of forgetting in relation to learning. Forgetting in learning is pupils’ incapacity to remember the studied knowledge in order to use in the appropriate situation such as exams. Hence, they face difficulties to answer the provided questions; it makes them feel in a negative way while passing such examination so that they will get unacceptable grades.

1.5.1.4. Negative Attitudes towards Learning

Pupils’ attitudes towards learning are sensitive elements, which are attached with their results especially when they have negative beliefs and points of view about it. These beliefs influence pupils’ reactions or performance; as a result, they become low achievers (Awang, Jindal-Snape & Barber, 2013, as cited as Awang, 2013, p. 22). Negative Attitudes towards learning and the curriculum content itself affect pupils’ behavior especially inside the classroom. They become disruptive, disrespectful and careless about improving their levels. Therefore, academic outcomes cannot develop.

1.5.1.5. Lack of Appropriate Planning

Achieving good grades requires good planning. However, the majority of learners make a small and simple plan that does not demand more efforts and take just a few time. This plan quite often is not appropriate for orienting the set goals, which leads directly to low academic outcomes (Al- Zoubi and Bani Younes, 2015, p. 2263-2264). Certainly, following an inappropriate learning plan leads to lower academic attainment because the good plan takes long time and contains different practices such as

discovering new educational knowledge by using technological devices, reading books and doing more activities. Nevertheless, pupils who ignore such kind of activities and emphasis on the idea that using one simple plan is a good way for enhancing their levels; they will be unsuccessful.

1.5.2. External Factors

1.5.2.1. Home Environment

Family is the first source from which pupils learn several things. Its circumstances affect pupils' daily life from different patterns including their 'psychology, emotions', personal relationships and mostly their learning process (MeenuDev, 2016, as cited in Wahsheh, 2017, pp. 70-71). Divorce is one of the family issues that destroy pupils' psychology, more specifically it destroys their abilities to study (Aliyu, 2016, as cited in Wahsheh, 2017, p. 77). It is obvious that the home environment has an important influence on pupils' academic growth on both positive and negative sides. However, when pupils live in an uncomfortable and stressed environment, which includes several problems such as the broken family or divorce, poverty and large family size; they cannot focus on enhancing their outcomes, but rather on such troubles. Consequently, they will have poor academic performance.

1.5.2.2. Parents Level of Education

Studies pointed out that the academic results of pupils and parental levels are interrelated, and the mother's level is more significant and has a great impact than the father's level. Pupils who belong to a knowledgeable environment, achieve good grades in comparison to those whose parents have lower levels, they may not achieve the required grades (Jacquelyn 2005 and Karshan 2003, as cited in Khan, Iqbal and Tasneem 2015, p. 77). This means that the non- educated parents are not able to guide their children in their scholarly tasks or even to produce helpful and relaxed

circumstances that enable them to study. Therefore, pupils' academic achievement may not show any growth. Nevertheless, Hawkes (1995) disagreed about the previous idea and he argued that learners' performance and results are not related to their parents' educational level (as cited in Khan, Iqbal and Tasneem, 2015, p. 77). In other words, parental professional competency has an influence on academic achievement, but it is not a real obstacle behind improving pupils' level and achieving success.

1.5.2.3. Classroom Atmosphere

The classroom environment is considered as the main factor that contributes to the development or failure of learners. This environment should be well ordered, otherwise the learning process could be harder. Additionally, a classroom that contains a large number of pupils, lack of useful learning and teaching materials and the absence of oxygenation affects not only the behavior of pupils but also the performance of the teacher, so that learners' results may not improve (Kilie 2012 & Umar 2015, as cited in Umar 2017, pp. 1-2). To be more precise, a small size classroom loaded with a large number of pupils increases disturbance and decreases learners' effective learning on one hand. On the other hand, it influences teachers' role in managing the classroom and attracting pupils' attention in order to simplify the delivering content. Accordingly, the carelessness of both teachers and learners would take place; as a result, pupils' academic attainment will be lesser than the normal rank.

1.5.2.4. School Noisy Location

The outside noise is a serious factor that affects the learning process. Giavand (2016) emphasised that the noisy environment negatively influences pupils' academic accomplishment and causes some 'health' problems. It makes the implication of the four skills somehow impossible (p. 362). He added that any institution located in a noisy place impedes the classroom practices of teachers and learners, which reduces

their abilities to perform well (p. 367). School noisy location is an obstructive aspect that decreases learners' concentration while dealing with educational activities, it is one of the reasons behind earshot illness 'or hearing issues' and headache. This upsetting atmosphere leads to disagreeable results for both teachers in general and pupils in particular. That is to say, teachers' lesson plans cannot be applying and it would be difficult to express adequate knowledge to learners, and pupils may face a challenge to comprehend it, they may lose their interest to learn more and to improve their levels. Consequently, they will get unsatisfactory outcomes.

Conclusion

This chapter discussed the issue of academic achievement. It starts with different definitions of academic achievement. Then, it explores the difference between high academic achievers and low academic achievers. Moreover, it highlights the main aspects of academic achievement. Additionally, it contains various factors that would lead to high academic achievement. In the end, the chapter concludes with a list of factors that would lead to low academic achievement.

CHAPTER TWO: FAVORITISM

Introduction	
2.1. Origins of Favoritism.....	29
2.2. Definition of Favoritism.....	31
2.3. Factors leading to teachers' Favoritism.....	33
2.3.1. The gender of pupils.....	33
2.3.2. The physical appearance of pupils.....	34
2.3.3. Family socio-economic position.....	34
2.4. Aspects of teachers' Favoritism.....	35
2.4.1. The Pygmalian Effects.....	35
2.4.1.1. An Overview about the Pygmalian Effects.....	35
2.4.2. Teachers' Expectation.....	36
2.4.2.1. Definition of Teachers' Expectation.....	36
2.4.2.2. Teachers' Bad Expectation towards Low Level Pupils.....	37
2.4.2.3. Teachers' Good Expectation towards High Level Pupils	39
2.4.2.4. The Relationship between Teachers' Expectation and the Self-fulfilling Prophecy	40
2.5. Strategies for Managing Behaviors in the Classroom.....	44
2.5.1. Building Positive Relationships.....	44
2.5.2. Encouraging High Expectations.....	45
2.5.3. Praising Your Pupils from Time to Time.....	46
2.5.4. Implementing Fairness and Equity.....	47

2.6. The Relationship between Teachers' Favoritism and Pupils' Academic Achievement.....	47
2.6.1. The Effect of Teachers' Behavior on Pupils' Academic Achievement.....	48
2.6.2. The Effect of Teachers' Expectation on Pupils' Academic Achievement....	49
Conclusion.....	50

Introduction

Favoritism becomes a real issue that gets the attention of many scholars and researchers to investigate their studies in different domains. The educational area was their most emphasis since it creates humans who practice various jobs in society. It stands as an obstacle to both learning and teaching because the fact of maintaining equal opportunities in schools is still only theoretical. However, in real-life situations, teachers do practice Favoritism among their pupils as they do interact differently with them.

This chapter will mainly discuss the origins and definition of Favoritism as well as the factors. In addition, it will present the aspects of Favoritism which include the Pygmalian effects and teachers' expectations. Then, there will be some strategies for managing classroom behaviors. At the end of the chapter, there will be a discussion of the relationship between teachers' Favoritism and pupils' academic achievement.

2.1. Origins of Favoritism

The phenomenon of Favoritism has been found in different aspects of life. Raphail and Rainer (2012) claimed that the issue of ethnic Favoritism is political, in which Arasli and Tumer (2008) stated that a specific ethnic group would choose a member from their relatives to be the leader without considering his personal abilities to rule the throne.(As cited in I-Pang Fou, 2015, p. 2). Furthermore, that winner who gains power would just take care of their own ethnic groups (Fearon et, 1999 as cited in Rapail & Rainer, 2012, p. 2). Their research emphasizes the idea that ethnic Favoritism dominates the continent as a result it is the cause of being classified among the third world (pp. 4-5). Also, they structured three models for confirming their study. The first one is called "the ethnic altruism" model; the boss would consider the circumstances of a certain ethnic group that he belongs to only. The second model is called the "psychic

benefits” in which the boss would think of himself to stay always in the office and favoring neither his own ethnic group nor the other groups and he treats them the same. The third one “quid pro quo” model entails that a certain ethnic group would favor one member from them as being the boss to later benefit from him (pp. 6-7).

The issue of Favoritism takes many forms as nepotism and cronyism which have a significant occupation even in economics, the market labor and the companies. Arasli and Tumer (2008, p. 1240) argued that these practices lead the workers to face such psychological troubles, consequently abnegate their position of work. Discrimination against people, or more precisely favoring one over another, occurs mostly in America where whites are highly privileged than blacks to gain jobs under the “old boy” law (Edwards & Zaretsky, 1975, pp.1-5). Mong and Roscigno (2010, p. 3) noted that it is difficult for blacks to find a job because of their biological nature. Also, previous researches emphasize the idea that bias comes from the social closure theory which deals with making close relationships with others (Parkin et al, 1974, Roscigno. 2007 as cited in Mongo & Roscigno, 2010, p. 3). Besides, Cotton (1988) mentioned two different theories that explain Favoritism among employees of various races. The first theory, the human capital investment, holds that the different qualifications which characterize each race are the result of getting unequal incomes. The second one is the theory of economic discrimination which asserts that employees do have the same qualifications, but their personal income would differ from one to another according to the supervisors’ Favoritism. (p. 15)

Favoritism occurs even within the family context where parents do have some different emotions among their children. Cronk (1993, p. 272) claimed that there are some societies which believe in depicting daughters as a shame; while showing a high darlingness to sons. He made a research in Mukogodo-Kenya to study this phenomenon

of parental favoritism, and he confirmed that parents there favor girls more than boys (p. 276). Also, Volling and Elins (1998, p. 1641) stressed the idea that it is quite different having parents love the same child from other parents who prefer various children.

Moving to the academic field, the theme of this study, in which Favoritism exists either among the school staff including the administration members and their relationships with teachers or among the classroom where the teacher and his/ her pupils meet together. On the first hand, Blase (1988, p. 154) pointed out that “practices associated with Favoritism in the school setting could have profound consequences for relationships between teachers and administrators as well as for the level and character of overall teacher work involvement”. Also, he emphasized that these practices would lead to teachers’ stress as he mentioned that only cronies would have the opportunity to work, take high positions in school, and do whatever they want. (pp. 157-158). On the other hand, bias may occur among pupils too. It has been argued that teachers practice Favoritism among their pupils in the sense that they treat them differently (Davidson et al. 1972 as cited in Dusek, 1975, p. 662) as a result the learner will consider this teachers’ pre-concept about them. (p. 662)

2.2. Definition of Favoritism

Human relationships showed practicing Favoritism everywhere in different contexts. Many researchers conducted their studies analyzing this widespread phenomenon in which they defined it using various words but having the same meaning.

According to Meriem-Webster Online Dictionary (2020), Favoritism is defined as “the showing of special favor as well as the state or fact of being a favorite.” Ilkan, Abubakar, and Shneikat (2016, p. 40) define Favoritism as the tendency of giving more preference to one than another. These two definitions require treating one person in a

very well manner; while ignoring the other. Favoritism is devoted mainly to two forms, nepotism and cronyism. Firstly, Arasli and Tumer (2008, p. 1238) define nepotism as “the term is derived from the Latin word for grandson or nephew” which means “the activity of unfairly giving good jobs or advantages to members of your family” Cambridge Dictionary (2020). Secondly, they define cronyism as “giving preference to politicians’ particularly to cronies (close friends of long standing), especially as evidenced in the appointment of hangers-on to office without regard to their qualifications” (p. 1239).

Another definition revealed by Kwon (2005) in which Favoritism “means to behave better towards one person or group of people than the others and shows to personal preferences of those who are decision-makers” (as cited in Aydogan. 2012, p. 4577). Besides, Hussain, Abid, and Rafique (2019, p. 3128) depict the issue of Favoritism in schools as:

“It occurs when an educator gives favor to a particular individual unjustly and illegally, or gives anyone or any cluster of individuals’ high grades in assignments and test. In addition, it is Favoritism when worthless individuals are reinvigorated and they acquire greater marks than those who do solid efforts in their educations”.

Also, Favoritism is “the inclination to favor some person or group not for their abilities but for some irrelevant factor such as a characteristic they possess, or their personal contacts, or merely out of personal preferences” (Employee Favoritism, 2006 as cited in Barney et al, 2018, p. 2). Simply put, it is the act of having great interest for those preferred members as well as maintaining good and special relationships with them. This correlation is more practical in the academic field where pupils suffer from the treatment of their teacher due to many reasons.

2.3. Factors Leading to Teachers' Favoritism

2.3.1. The Gender of Pupils

Gender varieties which characterize each social group lead to the emergence of bias treatments among that group (Ridgeway & Smith-Lovin, 1999 as cited in Ridgeway & Smith-Lovin, 1999, p. 192). Kendall et al. (1972) investigated that males hate school more than females because they feel uncomfortable there (as cited in Stake & Katez, 1982, p. 465), where teachers prefer to interact with girls more than boys because they are abusive as well as aggressive in the classroom (Stake & Katez, 1982, pp. 465-470). Despite the fact that the previous study tackled one truth, other investigations showed that boys are the most attractive to their teachers in the classroom than do girls (French et al. 1984 as cited in Einarsson & Granstrom, 2002, p. 118).

Also, Einarsson and Granstrom (2002, p. 125), in their research, concluded that masculine teachers show great preference to girls, however, feminine teachers maintain a good relationship with boys. Furthermore, (1981) claimed THAT "teachers hold different expectations for their students based on gender; they subsequently treat their students differently based on these expectations, and students respond differentially in class in accordance with the sex-role expectations of their teachers and society" (as cited in Jones & Wheatley, 1990, p. 872). This indicates that teachers interact variously with pupils based on their gender in which female teachers have some tendency towards boys, whereas male teachers prefer to interact most with girls.

2.3.2. The physical Appearance of Pupils

Patzer (1985, p. 47) argued that the academic path holds pupils' most interesting field in which they acquire the needed knowledge as they receive different views about them. Pupils there, at school, are subjected to discrimination against them because of

their physical appearance. The fact is that those who look most beautiful are more favored than those who look less beautiful. Moreover, he stated that those with wonderful appearance seem to be more successful in their studies than the others (pp. 48-49). Furthermore, Jackson et al. (1995, p. 109) studied the relationship between physical attractiveness and intellectual competence in which they depend on the status generalization theory to illustrate their work. The latter requires that one's competence is associated with his/ her outward appearance, thus those who appear more special have great chances than the other, get good judgments, and have an impact on others' perception (Berger et al, 1985 as cited in Jackson et al, 1995, p. 110). In addition to that, Ripple (1935, p. 65) commented that pupils' hygiene is of great importance for their physical attractiveness in which teachers show interest in fleckless pupils more than anyone else.

2.3.3. Family Socio-economic Position

It is argued that poor individuals are characterized by unqualified competencies in school compared to their classmates (Lee & Burkan, 2002 as cited in Penny et al, 2003, p. 813). In addition, teachers associate failure in education with learners coming from low income families who must improve their living conditions to be classified among good learners (Delpit, 1995 as cited in Michele, 2013). Moreover, teachers' expectations targeted mostly those fag students (Jussim et al, 1996 as cited in Penny et al, 2003, p. 813). Besides, Barbarin and Aikens (2015, p. 102) emphasized that the bad circumstances of pupils deprive them of high teaching conditions as a result they grow up with limited social skills as they would have low self-confidence about their efforts. In addition to that, Andres et al (2007, p. 137) declared that highly privileged pupils who live a sophisticated life have a positive impression towards their school more than

others, and they gain also higher averages (Anisef et al, 1980 as cited in Andres et al, 2007, p. 137).

2.4. Aspects of Teachers' Favoritism

2.4.1. The Pygmalian Effects

2.4.1.1. An Overview about the Pygmalian Effects

In the late 1960s, Rosenthal and Jacobson made a study called "The Pygmalian in the Classroom" which confirms the existence of teachers' expectation among pupils' performance. It certainly implies that expectations held by teachers influence in a way or another pupils' learning process (Cooper & Tom, 1984, p. 76). The experiment was conducted in Oak primary school at San Francisco (Rosenthal & Jacobson. 1968b as cited in Spitz, 1999, p. 201) in which the headmaster of the school, Jacobson, saw Rosenthal's publication about how old teachers tell the new ones that certain pupils are classified among low levels consequently their judgments become true, and he invites him to do the research there (Davies, 2015, p. 4). Davies (2015) argued that:

Rosenthal and Jacobson (1968) began by outlining how the expectations of teachers could lead to potentially differential teaching quality for African American and white students, and for students from poor socioeconomic backgrounds, as opposed to those from middle-class families, even when the students had similar initial achievement. They proposed that teacher expectations could be one explanation for the widening achievement gap between African American and white students (p. 5).

Kohn (1971, p. 498) stated that in their experiment, Rosenthal and Jacobson made a test of intelligence to pupils studying in that school, but they did not give the correct test name to teachers as they claim to be "The Harvard Test of Inflected Acquisition" to realize learners' progress in the upcoming years. Spitz (1999, p. 204) mentioned that

the pupils passed four tests of the TOGA. The first one was in May 1964 when teachers choose twenty (20) percent of pupils haphazardly to be the highs and the rest are lows. The second test was in January 1965 and in the second semester of the same year, the third test was done. The fourth and the last one was administered in May 1966 by other teachers, unlike the first three tests. In addition, all the tests were corrected by teachers who have no idea about the rating of pupils (Rosenthal & Jacobson, 1968a as cited in Spitz, 1999, p. 204). Furthermore, the TOGA test took the form of multiple choices as it includes two parts:

Part one has items requiring information, vocabulary, and conceptual and yields a Verbal score that Rosenthal and Jacobson referred to as Verbal IQ (...). Part two has items requiring the ability to understand the figural relationship and was designed to yield a non-cultural abstract Reasoning Score that Rosenthal and Jacobson referred to as Reasoning IQ (Spitz. 1999, p. 202).

Their study showed that teachers' various ways of communication with pupils gave those who were classified as highs to succeed because of the great relationship which associate them (Davies, 2015, p. 7).

2.4.2. Teachers' Expectation

2.4.2.1. Definition of Teachers' Expectation

Rosenthal's and Jacobson's Pygmalian experiment gives the Expectancy theory to gain the interests of the other scholars in the academic context (Davies, 2007, p. 289). on the first hand, according to Devries and Edwards (1974, p. 1) Expectancy theory refers to "a general family of cognitive theories which, despite important differences, share a common perspective on the important concepts required for the analysis of human behavior". The later predicts the role of a person's behaviors in affecting the interaction with the others.

In the second hand, teachers' expectation was defined by (Davies et al, 2014, p. 181) as the extent to which teachers can provide the right evaluation about learners' abilities and the influence of contact varieties between the two on teachers' judgments. Also, the term conveys that "expectations are primarily cognitive phenomena, inferential judgments that teachers makes about probable future achievement and behavior based upon the student's past record and his present achievement and behavior" (Brophy & Good, 1974 as cited in Timmermans et al, 2015, p. 219). Moreover, Cooper and Tom (1984, p. 78) summarized the definition of teachers' expectations in three kinds. The first kind of expectation deals with teachers' depiction of learners' abilities to succeed in a given course at that given time. The second kind of expectation presents teachers' ability to determine the extent in which learners could realize high grades in one semester or one year. The third kind involves the process by which the educator evaluates his/her learners either in a good or bad way by referring to their past competencies and their present grades. It is obvious that expectancies held by teachers differ from one pupil to another and they are based on certain background information, which they depend on to judge or evaluate the level of pupils.

2.4.2.2. Teachers' Bad Expectation towards Low Level Pupils

Brophy (1982) stated that previous studies confirm the idea of unrelated data is the source of teachers' expectations and that teachers' various communication with their pupils is a concrete truth of Favoritism (p. 14). Further, he added that those constructed expectations are based on "information about the test performance, performance on assignments, track or group placement, classroom conduct, physical appearance, race, social class, ethnicity, sex, speech characteristics, and various diagnostic labels" as a result they provide exact information about pupils" (pp. 15-16). As those expectations are correct to some extent, they are distinguished between highs and lows (p. 18).

Teachers have less interaction with low level pupils, they do not prefer to stimulate them for better learning, and they receive bad judgments from their teachers (p. 20). In addition, there were some other teachers' behaviors which diminish the performance of low level pupils (Brophy & Good, 1974 as cited in Brophy, 1982, p. 27):

- 1) Teachers do not offer low level pupils the chance to think of the question or re-state it for them, but they just appoint the highs to answer (Brophy et al, 1970b as cited in Brophy, 1982, p. 27).
- 2) Teachers say positive comments only to good pupils instead of the others (Babad et al as cited in Brophy, 1982, p. 28).
- 3) Teachers provide bad pupils with places at the end of the classroom (Rist, 1970 as cited in Brophy, 1982, p. 28).
- 4) Teachers prefer to make amity with good pupils rather than the others (Chakin et al, 1974 as cited in Brophy, 1982, p. 29).

Primary school pupils can see the expectations held by their teachers concerning the way of treating low level pupils, in which they are more restricted to the regulations set by teachers as they control them too much (Weinstein et, 1993 as cited in Kukliniski & Weinstein, 2000, p. 4). Generally, those low level pupils are targets of teachers' bad expectations because of their family socio-economic position. For instance, it is concluded that poor pupils are not capable to realize too much in their learning process because teachers limit their abilities to learn (Farkas et al, 1996 as cited in Diamond et al, 2004, p. 75). In addition, in America, ethnic groups are treated differently in schools where Blacks and Latinos receive bad expectations more than Whites (McKown & Weinstein, 2008, p. 238). The existence of expectations is not affected only by pupils' characteristics, but also by the role of the nature of teachers' personalities (Wang et al, 2019, p. 3).

2.4.2.3. Teachers' Good Expectation towards High Level Pupils

One classroom involves various interactions between the teacher and his/her pupils which lead leads to the emergence of high and low expectations (Kukliniski & Weinstein, 2000, p. 2). There were several researches confirming that high achievers are treated well by their teachers and experience high learning conditions. Brophy (1983, p. 637) claimed that good pupils maintain friendly relationships with their teachers as a result receiving more positive comments and expected to be at high levels. It is claimed that:

Teachers form impressions on physical appearance and conduct (...) or general characteristics of older siblings or parents. These impressions based on a day's or a week's experience may produce expectations about pupil behavior and future achievement. When teachers characterize pupils they are likely to label them as "good" or "bad". Clean children may be "good", dirty ones "bad". (Elashoff et al, 1971 as cited in Braun, 1976, p. 192).

Moreover, Brophy and Good (1969) insisted that those good pupils are the preferred ones by their teachers as they communicate different behaviors with high and low level pupils (pp. 16-17). These numerous behaviors, which characterize the personality of the teacher, were tackled as well in many studies. It is argued that teachers show better behaviors with those good pupils more than the other such as "wait time, praising high expectation students more, and smiling more at these students" (Haris & Rosenthal 1985 as cited in Davies, 2007, p. 290). All the above biased teachers' treatments can be demonstrated through the following figure:

Socio-emotional Climate

High expectation students receive more: -smiles -head nods -forward body lean -eye contact -support and friendliness than low expectation students.

Verbal Inputs

High expectation students receive more -opportunities to learn -new material -more difficult material than low expectation students

Verbal Outputs

High expectation students receive more -clue giving -repetition – rephrasing than low expectation students.

Affective Feedback

High expectation students receive -more praise – following an appropriate response -less criticism -less criticism following an inappropriate response High expectation students than low expectation students.

High expectation students create more academic interactions are sometimes called on more frequently. than low expectation students.

Figure 2: Four classroom behavior categories found associated with teacher performance expectations (Cooper & Tom, 1984, p. 81)

2.4.2.4. The Relationship between Teachers' Expectation and the Self-fulfilling Prophecy

Cooper and Harris (1983) identified two types of expectation effects that the teacher displays in the classroom. The first one is sustaining expectation effects. This kind of expectation is fixed in which teachers limit the competence of pupils to either high or low without expecting a future change for them (p. 3). The second kind is the self-

fulfilling prophecy. “It occurs when a false definition of the situation evokes a new behavior which makes the original false conception come true” (Merton, 1957 as cited in Cooper & Haris, 1983, p. 2). Further definition is given by Jussim (2012, p. 26) who explained it as “the main idea is that people’s beliefs can have a profound influence not only on what they perceive but also on the actual behavior of the people they are perceiving. The self-fulfilling prophecy refers to a false belief that leads to its own fulfillment”. That is the teacher forms the wrong picture about a given pupil that affects his/her personality and leads him/her to act according to those misconceptions, thus the teacher’s expectation becomes correct. In addition, Blease (1983) classified five mechanisms in order for the expectation of the teacher to be accomplished:

- **The external conditions of the school:** There should be some conditions within the school which fit teachers’ expectation to be well constructed. Also, the more interaction occurs between the teacher and the pupils in the classroom, effective expectations would become attained (Gregg et al, 1978 as cited Blease, 1983, p. 126).
- **Teachers’ values and expectations:** Teachers must hold exact expectation to really have a strong influence on their pupils’ performance. Moreover, those expectations must suit the school context (Finn et al, 1975 as cited in Blease, 1983, p. 126).
- **Pupils’ values and expectations:** it is necessary to make the pupils think of the great power which the teachers have to judge them enough. However, if the pupil underestimates his/her teacher, bad expectations too would deny this thinking (p. 126).

- **Teacher behavior:** the teacher has to diversify the type of tasks for the pupils in the classroom as well as treating them according to his/her formed expectations (Nash, 1973 as cited in Blease, 1983, p. 127).
- **Pupil behavior:** pupils' behavior is needed in order for the expectations to be fulfilled. Only when the previous mechanisms are attained, teachers' expectation would indeed influence pupils' perception of their abilities. The teacher must be sure about his/her judgments for better delivering them to the pupils. Further, those transmitted messages can be either good or bad (pp. 127-128).

Teachers' expectation is relevant only if it depends on real and concrete remarks of the competence of the pupil. Otherwise, it stands as irrelevant such as judging the pupil on the basis of his/her physical appearance, family position, or pre-existing impressions of the other teachers (Brophy et al, 1983 as cited in Jussim, 1986, p. 431).

Jussim (1986, p. 430) made a model showing how self-fulfilling prophecies articulate:

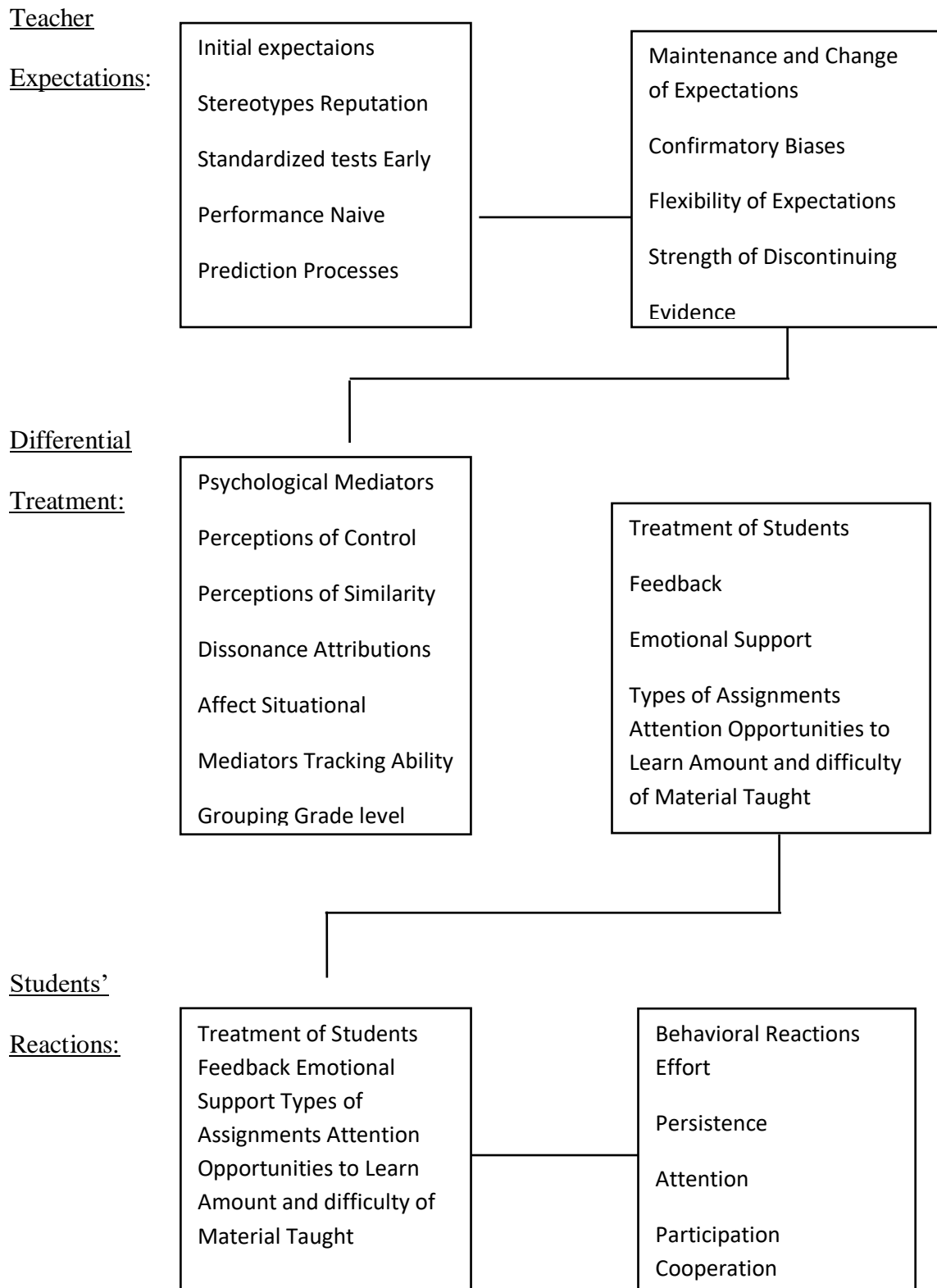


Figure 3: Self-fulfilling prophecies.

The model above illustrates three steps. The first one expresses the formation of teachers' expectations concerning the upcoming abilities of pupils. It simply explains

that teachers may sustain or modify their expectations from the beginning of the year until the end. The second step shows how teachers' expectations affect the way of interacting with pupils which differs from one to another. "The model further proposes that factors of control and similarity then lead to various forms of treatments". Also, dissonance clarifies teachers' dissatisfaction with their expectations. The third step presents "the reaction of the pupils to those differential treatments". The psychological mediators stated above are in fact pupils' reactions in which they would behave accordingly to those expectations (Jussim, 1986, p. 430).

2.5. Strategies for Managing Behaviors in the Classroom

2.5.1. Building Positive Relationships

On the first hand, Howes and Ritchie (2002, p. 5) argued that the correlation between the teacher and the pupils has a significant role in securing better learning conditions from them. Previous researchers depend on the child-mother attachment theory to do their works. Their studies promote that child-mother attachment relationships and child-alternative caregiver attachment theory share the same principles and that the later theory maintains short and long social correlations. Also, children who have good and positive relationships with their teachers seem to be more competent in classrooms as well as build strong relationships with their classmates. Moreover, this relationship between the teacher and his/her children considers the upcoming connection of children with the society and construct their new behaviors (Howes et al, 1999 as cited in Howes & Ritchie, 2002, p. 6).

On the second hand, classroom relationships occur through exchanging communication between the teacher and his/her pupils. Ming-tak and Wai-shing (2008, p. 111) pointed out that the best teachers are those who know how to make contacts within the classroom which provide the pupils a comfortable environment.

Furthermore, they discussed the role of the teacher to offer chances for his/her pupils to get involved in the classroom as they mentioned two behaviors, which destroy communication:

- 1) Language of disrespect: simply it is about using good language while communicating with others and being humble with them as well.
- 2) “You-language”: it is not appropriate for the teacher when preventing a pupil from doing something to say “you always...” or “you should never try this”.

This kind of expressions underestimates the pupil (p. 112).

2.5.2. Encouraging High Expectations

As it is mentioned above that low expectation teachers have negative behaviors towards lows, it is of great impact that high expectations will ensure better learning. First, Davies (2015, p. 88) argued that behavior management in classrooms with high expectation teacher seems to be great because they use appropriate and more polite language when interacting with misbehaved pupils. Then, she tackled the issue of “collaboration and cooperation” in which high expectation teachers do not categorize highs and lows separately instead, they can learn together and help each other. She stated that pupils would like their schools as well as their teachers since they find the needed atmosphere which is full of energy (p.90). In addition, this kind of teacher cultivates in their pupils a positive impression about the school climate through praising them even when they try with wrong answers (p.91).

Encouraging autonomous learning through “goal setting” is one strategy which characterizes high expectation teacher as a result enhancing pupils’ competence to learn (Rubie-Davies et al, 2007 as cited in McDonald et al, 2015, p. 3). It has been argued that high expectations should be involved in the strategies of every teacher

and this targets all the pupils either highs or lows to recover their needed abilities (Timperley et al, 2003 as cited in McDonald et al, 2015, p. 3).

2.5.3. Praising Your Pupils from Time to Time

Gable et al (2009, p. 198) stated that praise can be either orally or recorded down for a well done task by a certain pupil. It is one way to build a concrete correlation between the teacher and the pupil and leads to a more sympathetic atmosphere (Shores et al, 1993 as cited in Gable et al, 2009, p. 199).

Bluestein (2014, p. 20) stressed that teachers have to provide their pupils with positive feedback and praise but in appropriate situations. He insisted on the idea of labeling pupils which may not be relevant and results in harming the pupil psychology even outside the classroom (p. 22). After, he listed some points for better using convenient feedback:

- 1) Become aware of how you use labels: it is better to be conscious about your behavior especially when you want to give feedback to a pupil. Either this feedback is good or bad, you should talk about a pupil's competence or level rather than anything else.
- 2) Know your intentions and use appropriate strategies: here, you should set clearly your objective behind offering feedback to a certain pupil. If you want to see a new behavior of a pupil, you just stimulate him/her for more future improvement rather than praising him/her. This occurs through implicitly motivating him/her to carry on a task such as "as long as your report is finished by the final bell on Thursday, you can work in the media center on Friday"(p.23).
- 3) Feel free to show your appreciation: appreciation is a dynamic strategy which ensures a positive environment for pupils as they would like your

session and seem very active to study. In addition, teachers need to maintain their emotions on the basis of students' actual performance (pp. 23-24).

2.5.4. Implementing Fairness and Equity

Pupils are aware enough about the behavior of their teacher, which in turn could affect the classroom environment. Equity in school takes two forms. The first type is "fairness" which assures all pupils equal opportunity to learn without caring about "gender, socio-economic status, and ethnic origins". The second type is "inclusion which implies ensuring a basic minimum standard of education for all, for example that everyone should be able to read, write and do simple arithmetic" (Field, Kuczera, & Pont, 2007, p. 11). Justice and fairness in the classroom construct a supportive relationship between the teacher and the pupils. This can be maintained especially when the teacher shows his/her method in calculating grades in the paper of the course outline and make many projects to put the score (Tata, 1999; Tyler & Caine, 1981 as cited in Chory, 2007, pp. 93-94). Moving to the nature of teaching which has a significant impact on pupils' achievement in all learning aspects (Rowe, 2003, p. 15). In fact, it is more about teachers' ethics in the classroom where they must maintain equity among their pupils and give the opportunity to all of them to be active participants in classroom tasks (Boon, 2011, pp. 83-84). Ethics in schools is not limited to teachers only, but also to all the school staff to practice equality and avoid Favoritism.

2.6. The Relationship between Teachers' Favoritism and Pupils' Academic Achievement

Favoritism is one type of teachers' behavior, which influence directly or indirectly the learning process of pupils. Mostly, it is delivered through expectations that are formed based on some criteria.

2.6.1. The Effect of Teachers' Behavior on Pupils' Academic Achievement

Studies have shown that there is an expressive connection between teacher's behavior in the classroom and pupils' academic outcomes. The teacher who is characterized by good behaviors is the most attractive and likable by his/her learners. However, negative behaviors of educators affect the learning environment in the opposite side (Mehdipour & Blaramulu, 2013, p. 220- 223). This indicates that the terminology used by the teacher while giving remarks about pupils' participation has a significant influence on their performance, which means good comments motivate pupils to take part in the session and improve their level; nevertheless, harsh words prevent them from being active and affect their self- image. Therefore, teacher's good behaviors leads to high pupils' results, by contrast, negative behaviors leads to low academic achievement.

Teacher's behaviors, regardless if he is aware or unaware of them, would influence the academic setting, his interaction with learners and particularly it influences pupils' engagement and reply on the representing data. "When teachers do not want to learn, it is obvious that the students are not going to learn either" (Vijayan, Chakravarthi & Philips, 2016, pp. 208-209). Teacher's behaviors can be measured through the manner that he follows while reacting to his pupils which has great effect on their performance, that is, teacher-pupils' good relationship makes the learning process more hopeful and easy, and it encourages learners to strive in order to gain satisfactory results. Whereas bad interaction between them affects pupils' psychology, behaviors and it makes them suffering, which leads to the increasing of negative feelings towards their educational carrier, as a result they achieve lower outcomes. Furthermore, a teacher who shows interest to the teaching materials, controls and arranges the classroom conditions

enhances the development of his pupils' attainments. This means that the more the classroom is controlled and organized, the more pupils will learn and succeed.

2.6.2. The Effect of Teachers' Expectation on Pupils' Academic Achievement

From the beginning of the school year until the end, teachers form different expectations about their pupils' failure or success depending on certain factors. There have been several studies tackling the influence of these expectations on pupils' achievement.

First, it was a full clarification to "how do teacher expectations affect student outcome"? This can be presented in the following steps:

- 1) Teachers structure their prediction for pupils' performance at the beginning of the school career.
- 2) Teachers act variously with their pupils based on those predictions.
- 3) Based on this interaction pupils will know about their abilities in the classroom.
- 4) If teachers' expectations continue in the same way and pupils are unable to modify them, it will influence their autonomy, level, and outcomes.
- 5) These results would strengthen more those expectations consequently pupils keep on that level.
- 6) Unlike pupils from high expectations would realize good achievement, low expectation pupils would get bad achievement (Good. 1987 as cited in Cotton. 1989, p. 5).

This issue occurs specifically at the level of the emotional classroom climate where different treatments are communicated. Cherry (1978, p. 376) asserted that the various aspects in the relationship between the teacher and the pupil offer more chances for some of them to get engaged in the classroom as a result having a high

“communicative competence”. Moreover, he added that this multi treatments influence the cognitive abilities of pupils such as “motivation and self-concept” (p. 377). Also, it has been argued that teachers have enough great abilities to direct their pupils either to be lows or highs through the power of their expectations. For example; when teachers have low expectations towards a certain pupil, they indeed limit his/her achievement with negative evaluations (Weinstein et al, 1982 as cited in Jacobs & Harvey, 2010, p. 197). In addition to that, Sorhagen (2013) in his study confirmed that “students’ academic achievements in high school are affected by early teacher expectations”. Thus, if the teacher maximizes the learning process of a given pupil, he/she will do well in exams and vice versa. Results from his research investigate that teacher low expectation carry on influencing pupils’ learning even after “10 years” (p. 472).

Conclusion

As a conclusion to this chapter, the issue of Favoritism takes place in different areas of human concerns. The focus was on Favoritism in schools where the teacher practices it either consciously or unconsciously among his/her pupils. The later can be in form of expectations or behaviors in which classroom interaction facilitate teachers’ Favoritism to be achieved. Finally, this chapter investigates mainly the influence of teachers’ Favoritism on pupils’ Academic Achievement.

CHAPTER THREE : FIELD INVESTIGATION

PUPILS' QUESTIONNAIRE

Outline

Introduction

3.1. Pupils' Questionnaire.....	52
3.1.1. The Population of the Study.....	52
3.1.2. Description of the Questionnaire.....	52
3.1.3. Administration of the Questionnaire.....	53
3.1.4. Data Analysis and Interpretation.....	53
3.1.4.1. Analysis of the Results and Findings.....	53
3.1.4.2. Summary of the Results and Findings from Pupils'	
Questionnaire	76

Introduction

The present chapter is devoted to the analysis and interpretation of the collected data. It is concerned with the analysis of pupils' questionnaire. Accordingly, the results will be presented in graphs in order to be more understandable.

3.1. Pupils' Questionnaire

3.1.1. The population of the study

In this questionnaire, our sample was not chosen randomly because we are obliged to deal only with pupils taught by those two teachers. There were 84 out of 108 from different levels because both teachers teach second and third year levels at Mohamed Ben Youb high school- Guelma.

3.1.2. Description of the Questionnaire

This questionnaire is composed of three (03) sections; each section contains sub-sections:

- **Section 1 :** This section includes (03) questions about background information of the pupil such as their gender, their level in English ... etc.
- **Section 2 :** This section is about Academic achievement (from question 4 to 8). It highlights pupils' scores in two trimesters and the extent to which they want to improve their results. Also, it sheds lights on different factors that enable pupils to achieve higher scores and other factors that make them achieve lower grades.

- **Section 3 :** This section is about Favoritism (from question 9 to 14). it investigates pupils' attitudes towards the atmosphere of the session of English, teacher's relationship with the pupils as well as how he/she treats their pupils, and the behaviors of the teacher inside the classroom.
- **Section 4 :** This section investigates the relationship between the variables (from question 15 to 18). It simply clarifies the influence of teacher's expectations and behaviors on pupils' academic achievement, as well as to what extent does teacher's favoritism affect pupils academic achievement.

3.1.3. Administration of the Questionnaire

This questionnaire was designed for pupils at Mohammed Ben Youb secondary school, Guelma. It was an online questionnaire on Facebook which was posted on July 11th ; 2020. This questionnaire was administered randomly to one hundred eight (108) of pupils but only 84 answered it.

3.1.4. Data Analysis and Interpretation

3.1.4.1. Analysis of the Results and Findings

Section one : Background information

Question 01 : Sex distribution

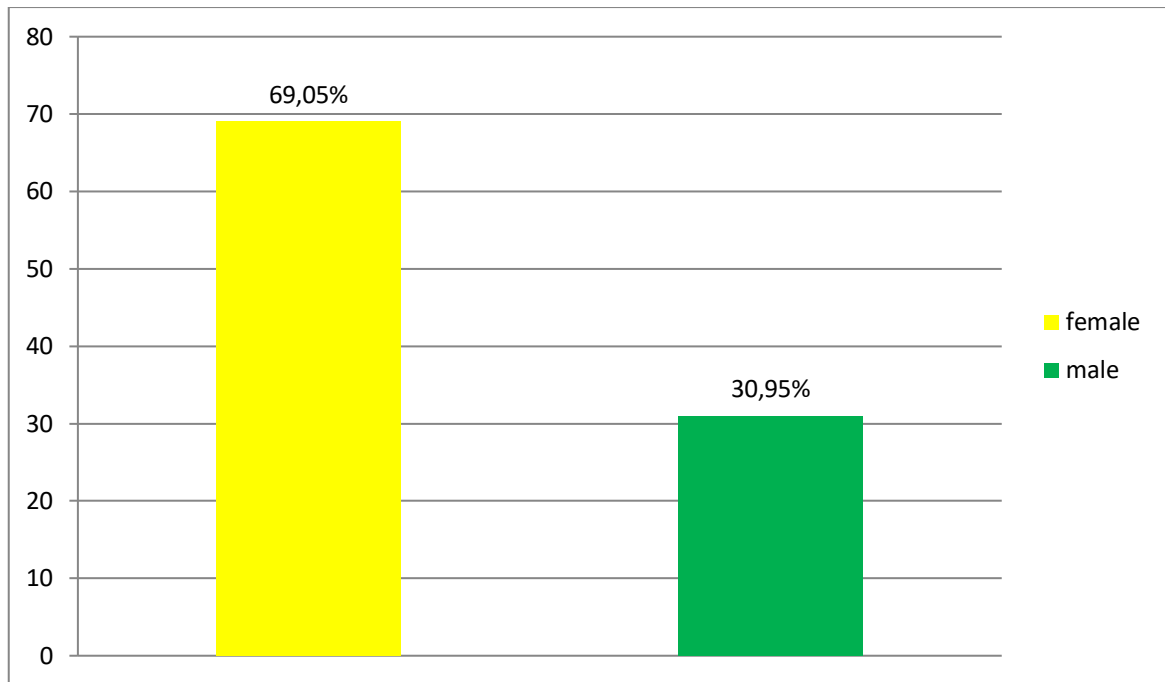


Figure 04 : Sex distribution

The results show that out of 84 pupils, 69.05% are females and 30.95% are males.

This implies that both genders are targets of teachers' favoritism.

Question 02 : How long have you been studying English ?

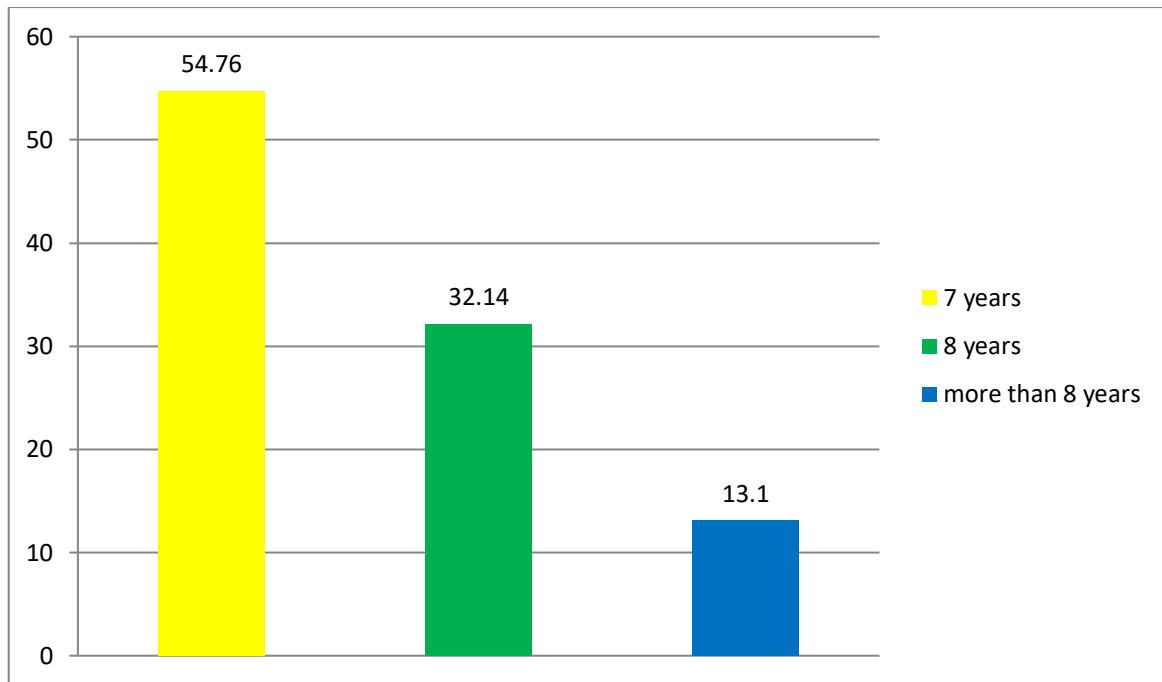


Figure 05 : Period of English instruction

The results on the table above show that the majority of the pupils (54.76%) stated that they have been studying English for seven (07) years. they were second year pupils who succeeded during their whole career. Twenty seven (27) pupils (32.14%) claimed that they were studying English for eight (08) years, in which there are few of them who repeated one year before and still studying with second year pupils. The others were third year pupils who will pass the Baccalaurate exam this year. Eleven (11) pupils (13.10%) argued that they were studying English for more than eight (08) years which indicates that they have dropped a year or more.

Question 03 : How could you describe you level in English ?

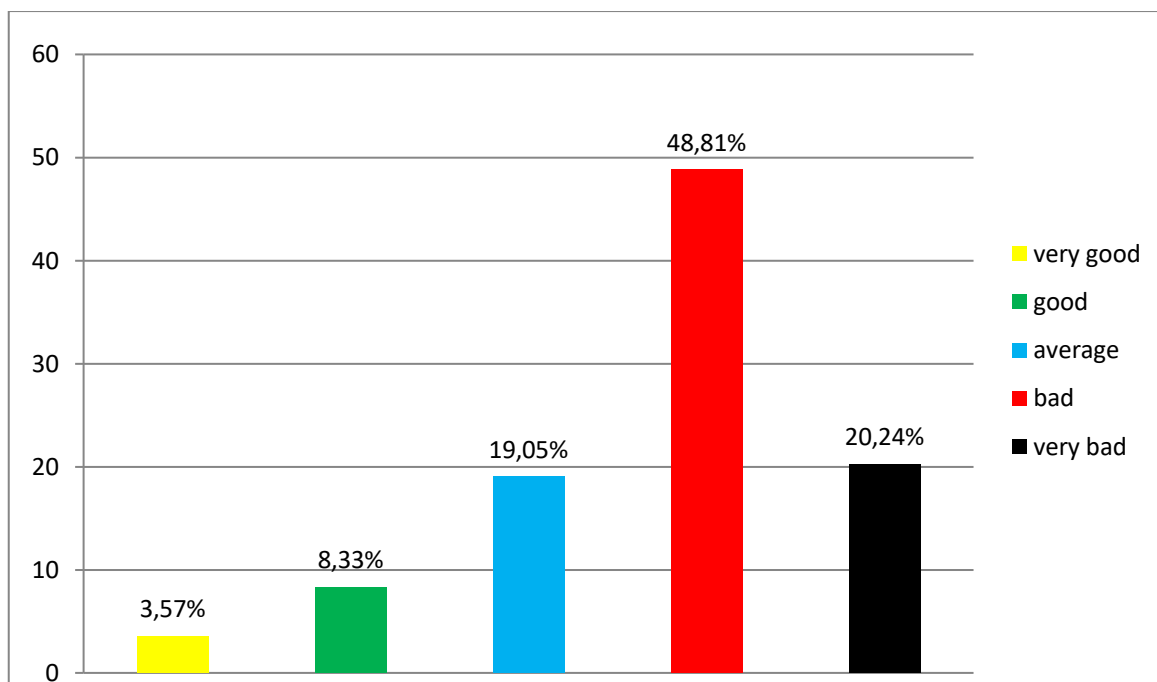
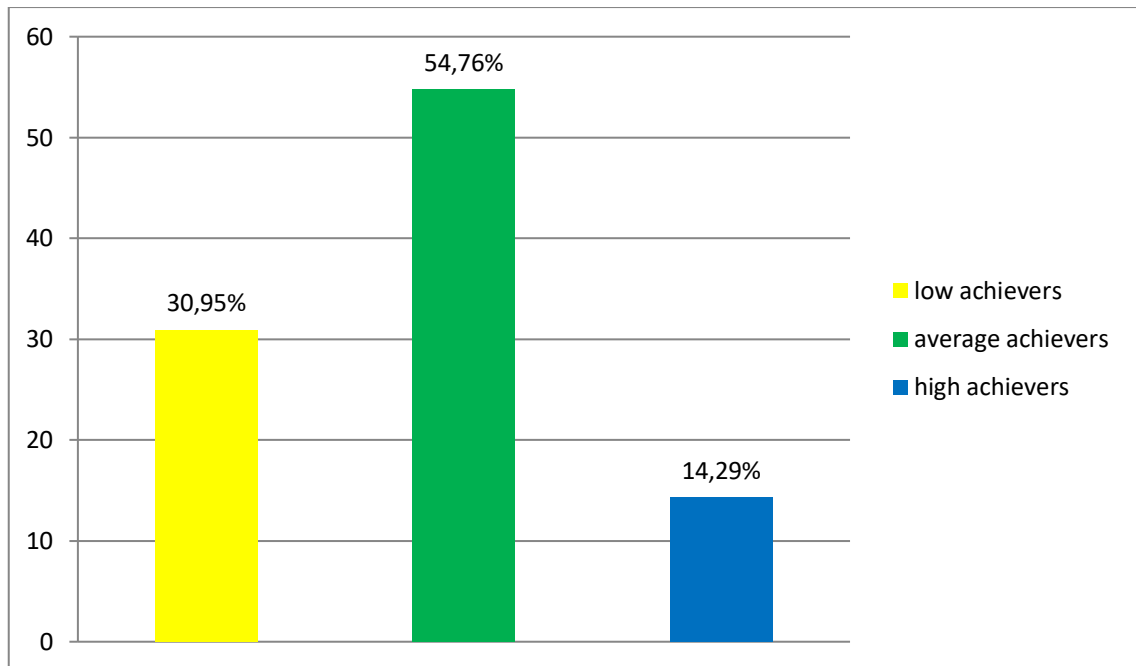


Figure 06 : Description of pupils' level

The results show that the majority of pupils (48.81%) have bad level in English, (20.24%) of pupils have a very bad level, and (19.05%) of them have stable level. However, only few of pupils seem to have good level (8.33%) and very good level (3.57%). This implies that most pupils have low level in English due to many factors that may affect their performance.

Section one: Academic Achievement

Question 04: How much was your averages in both trimesters?



Graph 04: Description of Pupils' Averages in Both Trimesters

As it is indicated in the previous table and graph, the majority of pupils' results (54, 76%) in both trimesters were acceptable. However, some pupils (30, 95%) had bad averages, which make them classified as low achievers. While few pupils (14, 29%) had good scores and this category is considered as high achievers. These differences in pupils' results are due to the variation of the study habits that each pupil used to follow while learning or preparing for the examinations. This implies that some pupils, especially the low achievers, maybe they rely on inappropriate habits that would destroy their academic development. Whereas, good achievers are somehow aware about suitable habits that would make the learning process easier.

Question 05: How important do you consider the development of your outcomes?

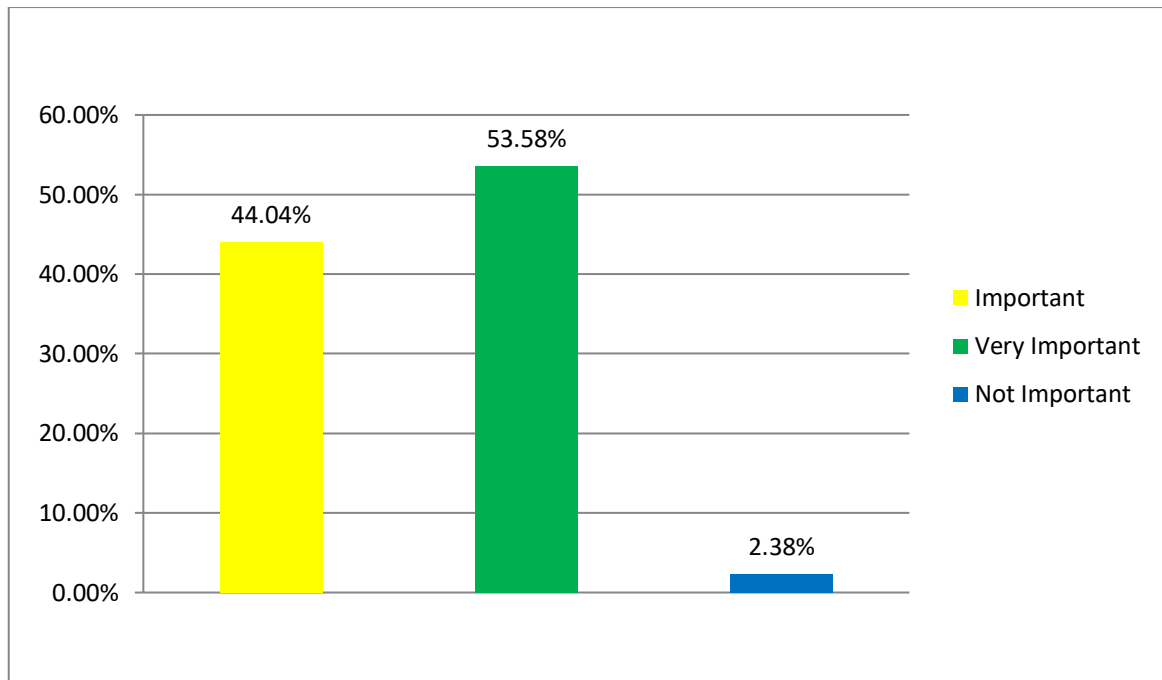


Figure 07: The Extent of Developing Pupils' Outcomes

The results above indicated the extent to which pupils want to develop their academic outcomes. More than half of the pupils (53, 58%) considered it as a very important thing and they have a desire to reach higher ranks. While most of the other pupils (44, 04%) assumed that the development of their scholarly level is just important. However, for a very few pupils (2, 38%) it is not important whether they got good or bad results. This implies that the majority of pupils have the ambition to realize good grades.

Question 06: Do you agree/ disagree that the following factors would make your academic achievement higher? (You can choose more than one option)

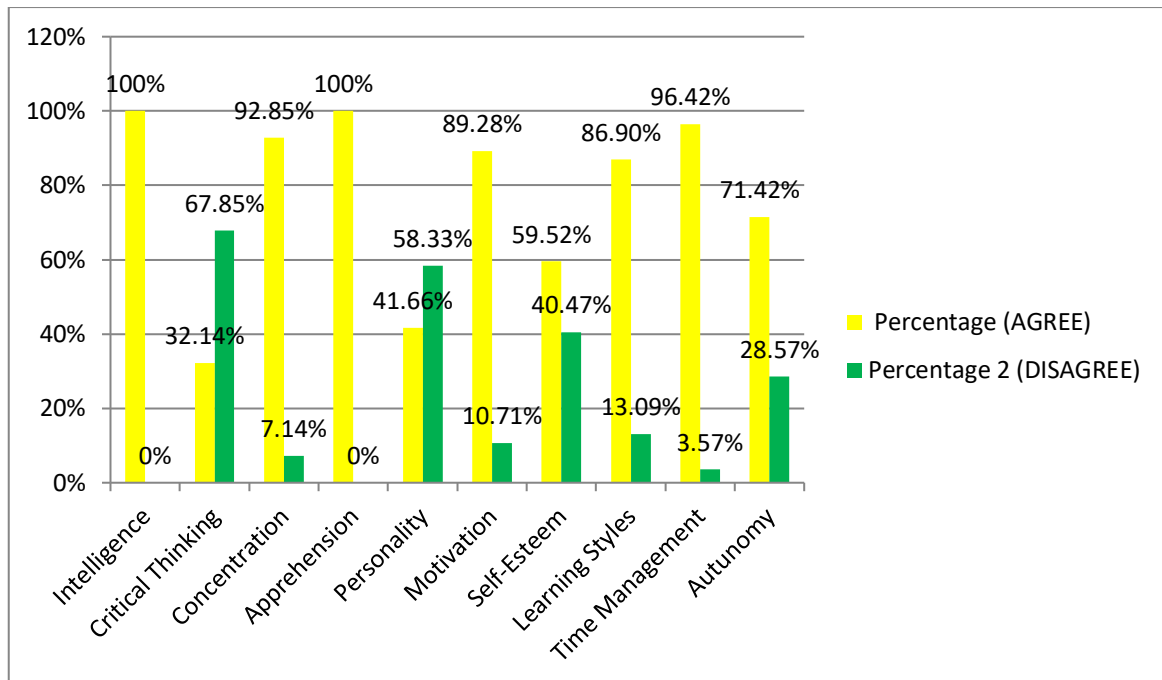


Figure 08 : Description of The Most Influential Factors in Raising Pupils' Academic Achievement.

The previous table and graph represent pupils' views about certain factors and their role in enhancing their academic achievement. For cognitive abilities, the total number of the pupils (100%) agreed that intelligence would make their outcomes higher, and none of them (0%) disagreed about such idea. This means that they consider intelligence as essential aspect because it enable them to solve any kind of issues that they may face while learning and learn from their mistakes. As a result, they achieve success. Few pupils (32, 14%) agreed about critical thinking, whereas the majority (67, 85%) disagreed about it; so that, for them critical thinking is not very important for getting good grades. This is because most of the pupils did not understand the meaning of "critical thinking" and its importance on enhancing their levels. They guess that the term is about judgment and criticism, they interpret its meaning literally. In addition, the majority of pupils (92, 85%) agreed that concentration is necessary in learning. While, very few pupils (7, 14%) disagreed about it. This indicates that concentration is

the aspect that would help pupils to comprehend the provided thoughts rapidly and improve their mental processes such as memory. Furthermore, all pupils (100%) agreed about apprehension and no one disagreed about it. All pupils considered apprehension as essential factor for being high achievers; since it facilitates learning in all parts. Without comprehension, the improvement of pupils' grades seems impossible. This implies that cognitive abilities have crucial part for developing pupils' academic achievement especially intelligence, concentration and apprehension since the majority of pupils agree on them. This does not mean that critical thinking is less important. Which mean that all of the already mentioned abilities complete each other and they are necessary for better performance.

For the psychological factors, few pupils (41, 66 %) agreed that personality would influence their results in a positive way. While more than half of them (58, 33%) disagreed, which means the improvement of the scholarly results and pupils' personality are not totally related to each other. In fact, personality and pupils results are interrelated. That is to say, each type of pupils' personality (personality traits) would recognize, cooperate and interact in the classroom in a different manner. Consequently, the results will differ from one type to another. The majority of pupils (89, 28%) agreed that motivation is one of the main factors that would increase their results, whereas few pupils (10, 71%) disagreed about it. These statistics implies that pupils are aware very well about the importance of motivation and the extent to which it determines a particular goals that they want to achieve. The majority (59, 52%) agreed that their self- esteem and achieving good results are interrelated. However, few pupils (40, 47%) disagreed about such idea. This indicates that most of them know that pupils with high self- esteem can accept failure, learn from such bad experience and do more efforts to overcome it. As a result, they would develop and gain success.

Additionally, the majority of pupils (86, 90%) agreed that learning styles have good influence on increasing their academic results, while few pupils (13, 09%) disagreed about that. This means that each pupil learn in a different way, that is, learning styles are specific manners for processing thoughts and they vary from pupil to another. Each type of learning styles has its main characteristics that influence academic achievement. This indicates that the psychological factors are substantial part that would make pupils' academic achievement higher because each aspect of pupils' psyche has its touch on enhancing their levels. That is, strong personality, more motivation, good self-esteem and differences in learning styles make pupils able to struggle, do their best and focus on their learning goals.

Concerning the personal efforts, the majority of pupils (96, 42%) agreed that time management is necessary for enhancing their outcomes; however, few pupils (3, 57%) disagreed about that. In addition, the majority of pupils (71, 42%) agreed that autonomy makes the academic results in a higher levels, while few of them (28, 57%) disagreed about that. This means that pupils are aware of the importance of both being organized and self-controller in learning which would lead to the realization of high academic achievement. Precisely, time management and autonomous learning enables pupils to learn effectively, efficiently and smoothly.

Based on all the results above, the three factors that are pupils' cognitive abilities, psychological factors and personal efforts would make the academic achievement higher.

Question 07: Do you think that the more experienced teacher has great influence on improving your level more than the less experienced one?

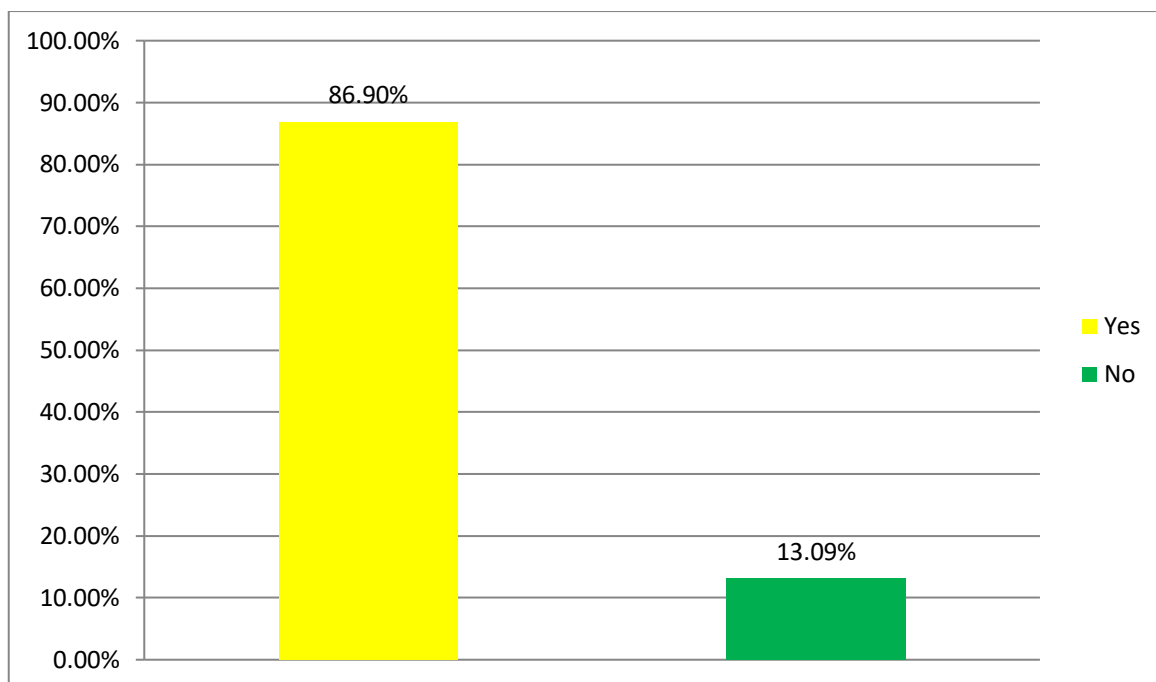


Figure 09: Pupils' Opinions about the Influence of More Experienced Teacher and Less Experienced One in Developing their Levels.

The results above show that most of the pupils (86, 90%) agreed that the more experienced teacher has great influence on improving pupils' level more than the less experienced one. They justified their answers by saying that the more experienced teacher is able to explain any kind of courses in a simple way; he can stimulate his pupils to participate and do their best as a result they will develop their levels. However, few pupils (13, 09%) disagreed about that. They emphasised that even the teacher who is described as less experienced can help his pupils, he can provide them with needful information and advice that would allow them to learn more and achieve success. This implies that the majority of the pupils benefit more from teachers' expertise, because the experienced teacher knows well how to control his classroom, helps his pupils to get over any obstacles and enriches his sessions with fruitful information. So that, the experienced teacher can be a reason behind developing pupils' outcomes.

Question 08: Which of these factors affect your performance negatively?

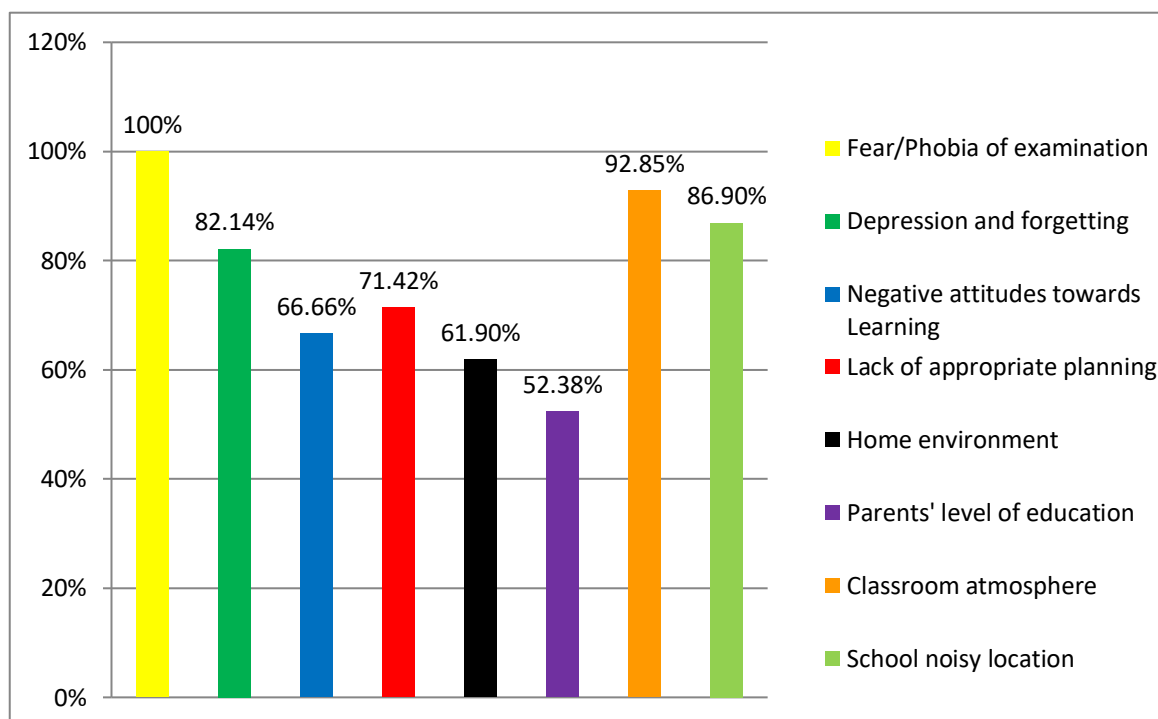


Figure 10: Several Factors Leading to Low Academic Achievement.

In this question pupils have to choose more than one option. The above table and graph contain a list of factors that are divided into two categories; the first category is pupils' internal factors (fear/ phobia of examination, depression and forgetting, negative attitudes towards learning and lack of appropriate planning). While the second category is the external factors (home environment, parents' level of education, classroom atmosphere and school noisy location). These categories are described as factors that lead to low academic achievement. As it is indicated above, the full number of pupils (100%) agreed that fear or phobia of examination affects their performance in a negative manner, since this kind of disorder makes them stressed more and more before and during the exam. Most of the pupils (82, 14%) considered depression and forgetting as a reason behind getting low scores because these factors are enemies of success. Another factor, which is known as pupils' negative attitudes towards learning,

many pupils (66, 66%) agreed that this factor has bad impact on their performance based on the idea that whenever the pupils have good attitudes toward the content, they will learn easily. Additionally, the majority of the pupils (71, 42%) classified the lack of appropriate planning, as one of the essential factors for being low achievers because achieving success necessitates an organized and clear plan; however, the random planning would lead directly to failure.

Concerning the external factors, the results show that most of the pupils (61, 90%) agreed that home environment is one of the main causes that would make the pupils unable to prepare their lessons and revise for any quizzes and exams, especially if such environment contains several problem; consequently, pupils will lose their concentration and perform negatively. More than half of the pupils (52, 38%) agreed that either parents' level of education has its impact in developing pupils' levels or in destroying their results, which means the well-educated parents are able to help their children in the educational domain; as a result, pupils will achieve good grades. While none educated parents are not able to guide their children or even encourage them to learn. So that, pupils will get low grades. However, this idea cannot be generalized because many pupils whose parents are none educated but they have great grades and other pupils whose parents are well- educated but they have low scores. For the classroom atmosphere, the majority of the pupils (92, 85%) considered it as the most influential factor for being low achievers, that is to say, the uncomfortable classroom atmosphere leads to the increasing of noisy behaviors and decreasing the need for both teaching and learning. As a result, pupils' academic achievement cannot develop. Finally, the school noisy location, most of the pupils (86, 90%) agreed that this factor make them unqualified to study and make the teacher unable to practice his role effectively. No doubt, this phenomenon leads to the negative performance and lower

levels. These results imply that low achievers are influenced by both internal and external factors. Therefore, to help them improve their levels, it is important to identify the reason behind getting low academic achievement.

Section two : Favoritism

Question 09 : How do you find the English session ?

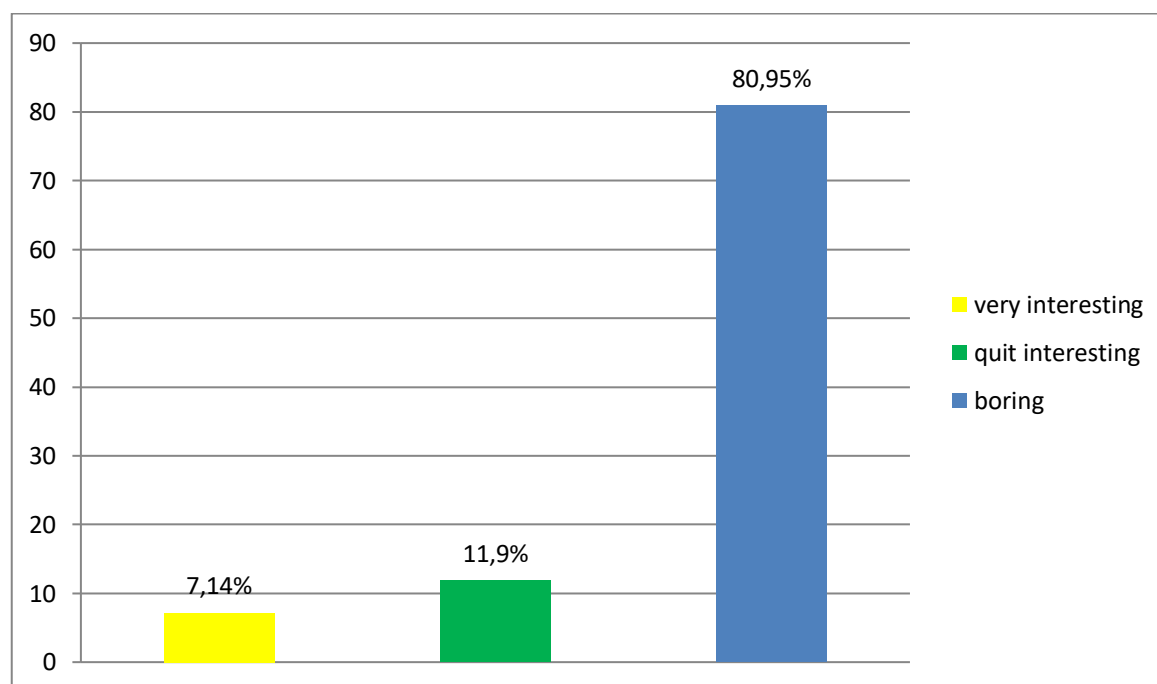


Figure 11 : The kind of atmosphere of the session of English

The table above explicates that a huge number of pupils (80.95%) find the session of English boring and this is due to many reasons that will be mentioned in the up coming results. Also, there were only (11.90%) of them who find it quite interesting as well as a very few of them find it very interesting because they are more competent in learning English and the role of the teacher motivate them through positive feedback and behaviors.

Question 10 : If it is boring, why ?

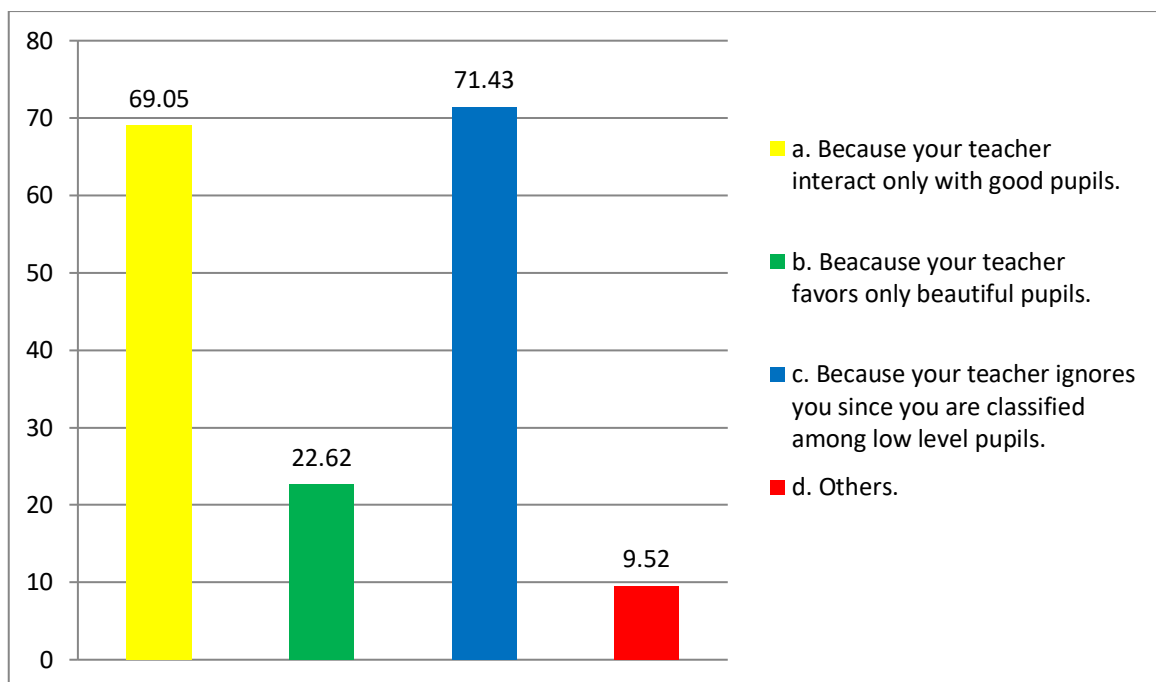


Figure 12 : The reason behind choosing « boring session ».

Concerning the reason behind feeling bored during the session of English which the table (11) illustrates, the pupils had to choose one or more options if necessary. Moreover, they could choose 'others' if there are other reasons not mentioned in the list. Out of sixty eight (68) pupils who previously had chosen 'boring', there have (71.43%) of pupils who justified their answers with the fact that their teacher ignores them because they are classified among low level pupils. (69.05%) of pupils said that their teacher interacts only with good pupils, thus they felt to stay away from the classroom interaction. (22.62%) of pupils argued that their teacher favors beautiful pupils more than the others and this can be related to the physical attractiveness of every pupil that lead the teacher to like the way his/her pupils appear. Only few of pupils (9.52%) choose 'others' because they think that there are other reasons more important than those stated before. This implies that those pupils are aware about the practise of teachers' favoritism among them which makes them feel weak. Also, this

lead them to lose their self-confidence as a result facing some difficulties during their academic process.

Question 11 : Which of the following pupils' categories do your teacher favor the most ?

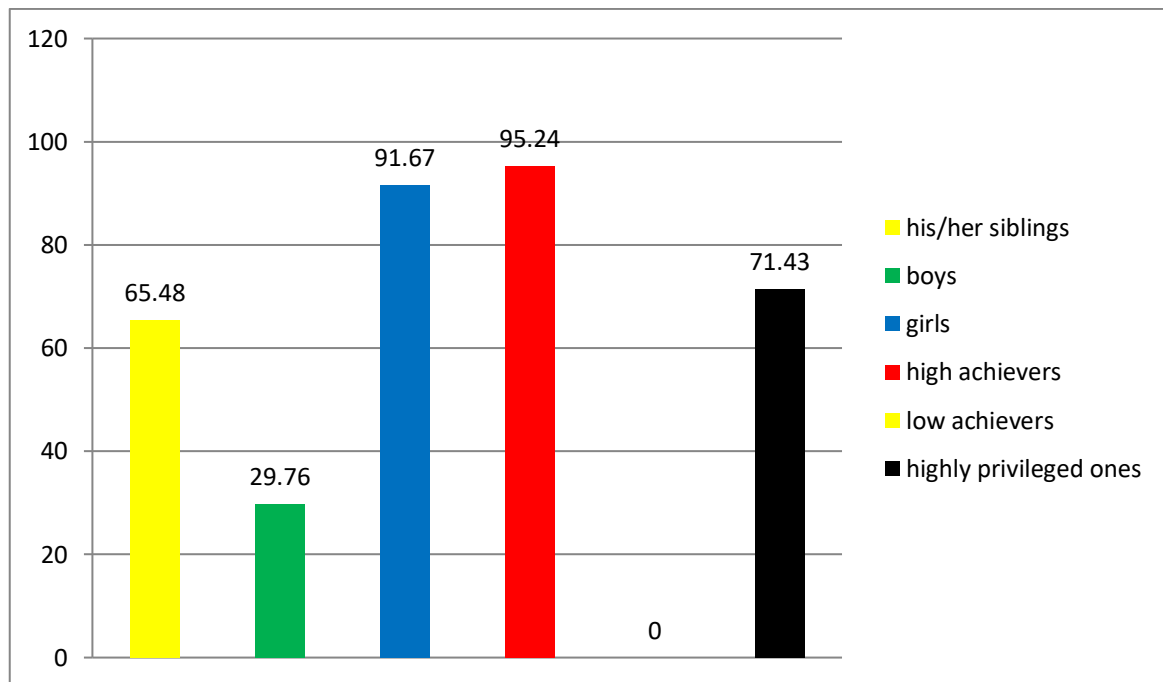


Figure 13 : pupils' categories favored by the teacher.

As it is mentioned on the table above, here pupils have the right to choose more than one answer. There is a significant percentage of pupils (95.24%) who claimed that their teacher favors mostly high achievers as well as girls (91.67%). Further, the result in black colour shows that (71.43%) of pupils choose their highly privileged classmates as another category which their teacher favors too. This can be beneficial for the teacher to make friendship relation with rich families to later on get some jobs for his/her family members or get some gifts from them. There is a percentage of (65.48%) of pupils who said their teacher favors his/her siblings and relative family members as his/her sister, brother, cousin and so on. This implies that siblings have special relationship with the

teacher and they are more motivated to learn. Few of pupils (29.76%) argued that their teacher favors boys and this can be interpreted in some cases that female teachers like to open conversations with boys and motivate them to improve their level. However, no one (0%) choose that low achievers are one of their teacher's favorites may be because of their less presence and interaction. In addition, this category are not interesting to learn and they do not participate which make the teacher careless about them.

Question 12 : How often does he/she praise them ?

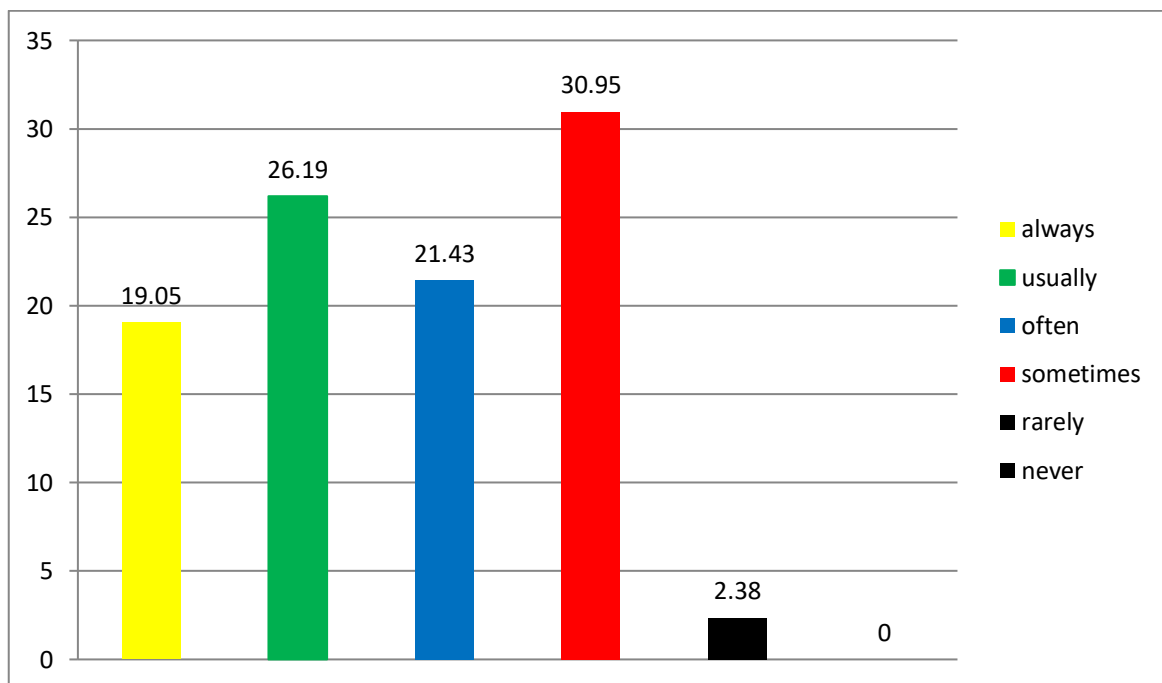


Figure 14 : Frequency of praise.

According to the results displayed in the table above, (30.95%) of pupils argued that their teacher sometimes praises his/her favorite category of pupils that we already have listed in the previous table. This implies that the teacher really have a tendency towards them as a result ignores other pupils. (26.19%) of them pointed out that their teacher usually praise his/her favorites. (21.43%) of pupils stated that their teacher often praise his/her favorites as well as (19.05%) of pupils argued that their teacher always praise

his/her favorites. This implies a great presence of bias among pupils since the teacher likes only to interact and to praise high level pupils and siblings. However, a few proportion of pupils (2.38%) said that the teacher rarely praise those pupils. This can be interpreted in terms of chances and opportunities in which high achievers may be praised more than the teacher's siblings and the highly privileged ones. Also, none of pupils (0%) choose never because the teacher must praise his/her pupils to encourage them for better improvement. Pupils' results implies that praise is offered for teachers' favorites only such as high level pupils, girls, siblings, and rich pupils. The teacher provides highs with positive feedback because they deserve this. He/she praises girls, siblings and rich pupils to motivate them and improve their level.

Question 13 : When you answer a question wrongly, does your teacher ?

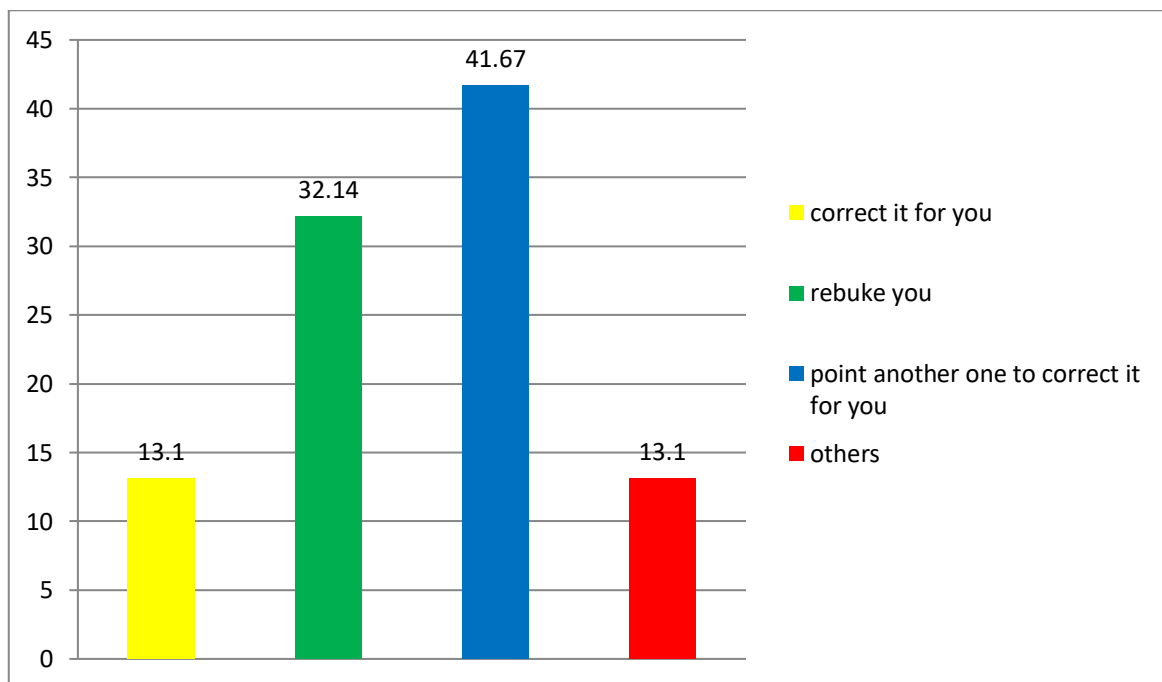


Figure 16 : The instructions of the teacher.

The results displayed on the table above show that the majority (41.67%) of pupils claimed that when they give a wrong answer to their teacher, he/she points another

pupil to correct it. The teacher might use this kind of instructions with those who often participate in the classroom and he/she knows their personal efforts. (32.14%) of pupils stated that their teacher rebukes them in case they provide wrong answers. This can be related to teacher's dissatisfaction of their answers as they were mostly from lows. This indicates that the teacher is uncharitable with this kind of pupils since they have limited level. A proportion of (13.10%) picked that their teacher just correct the answer for them and they were from high level pupils who always prove their presence in the classroom as they are competent communicators with the teacher. The same proportion of pupils (13.10%) chose others as their response because they think that there are some other instructions that their teacher uses with them and no one provides me with their additions.

Question 14 : Which of the following behaviors do the teacher use with you ?

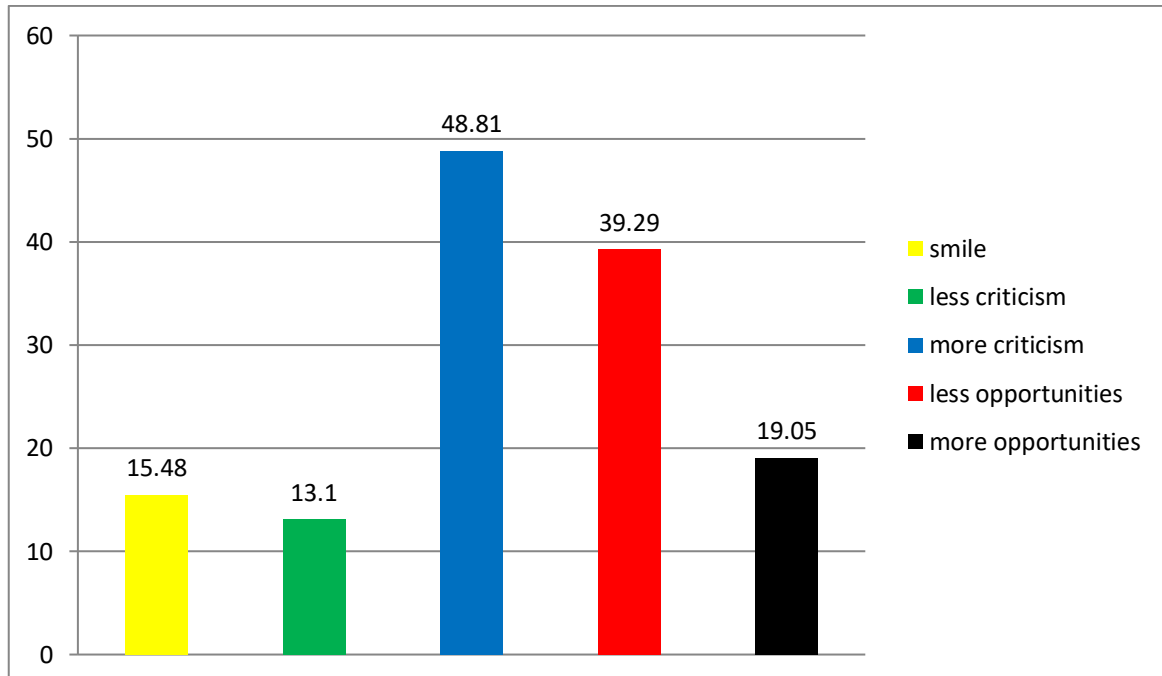


Figure 17 : The behaviors of the teacher.

In this question, the pupils have to choose one or more than one choice. (48.81%) of pupils argued that they receive more criticism from their teacher. (39.29%) of pupils picked that they have less opportunities to learn. Those pupils, as it is mentioned in their answers, have bad and very bad level and some others have average level in English. These behaviors may keep them feel as weak and not able to improve even slightly their level. (19.05%) of pupils claimed that they have more opportunities to learn since they were from very good, good, and average levels. This indicates that their teacher gives more chance to these categories than others. (15.48%) of pupils pointed out that their teacher smile with them as well as (13.10%) of them said that they receive less criticism from the teacher. All this implies that those negative behaviors, which are directed to low level pupils mostly, influence in a way or another pupils psychology and make them think of themselves as unable to learn or participate in the classroom. Also, it diminishes their abilities and lead them to get bad scores. These behaviors make them feel bored of the session and hate the teacher too. Further, the mentioned positive behaviors motivate any pupil towards better learning, but teachers use them to praise only good pupils.

Section four : The influence of Teachers' Favoritism on Pupils' Academic Achievement

Question 15 : To what extent do your teacher's positive or negative expectations about your level influence your academic achievement ?

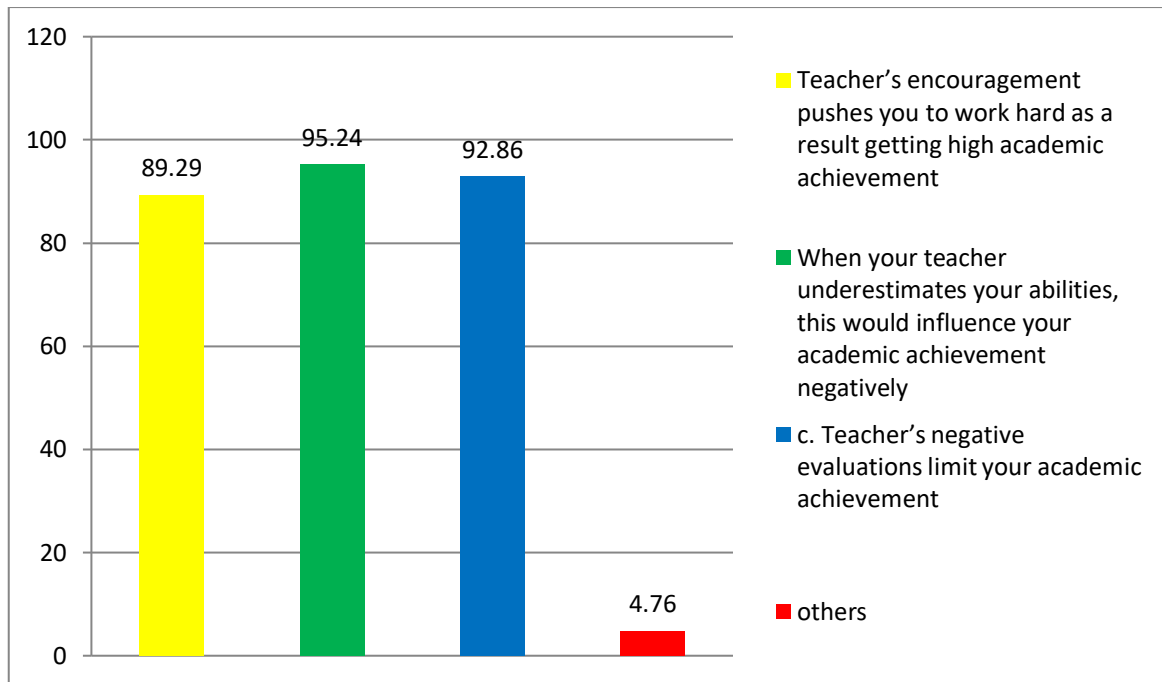


Figure 18 : Expectations and academic achievement.

In this question, the pupils had to choose more than one option as they choose others if there is other thoughts in their minds. As it is depicted on the table above, the percentages are too closer to each other only for the choice others which few pupils had chosen it. The majority of pupils (95.24%) indicated that when the teacher underestimates pupils' abilities, this would influence their academic achievement negatively. This can be interpreted for instance when the teacher asks a question and then says that only brilliant pupils can get it right. This means that he only expects highs to achieve great averages. Thus, it could really have a negative impact on the psychology of the other pupils and that they are powerless. (92.86%) of pupils expressed that teacher's negative evaluations limit their academic achievements. This statement and the previous one are interrelated in which the repeated negative feedback of the teacher to a certain pupil would make him/her hates the teacher as a result hates the session too. (89.29%) of pupils pointed out that teacher's encouragement pushes them to work hard as a result they get high academic achievement. This is the opposite

of the two previous statements. When the teacher expects the best from a low level pupil then he/she provides him/her with enough positive feedback, this would for sure push them to change even a bit of themselves and improve their level. Only few pupils (4.76%) chose others because they think that there are other circumstances.

Question 16 : In your opinion, how could teacher's behaviors influence your academic achievement ?

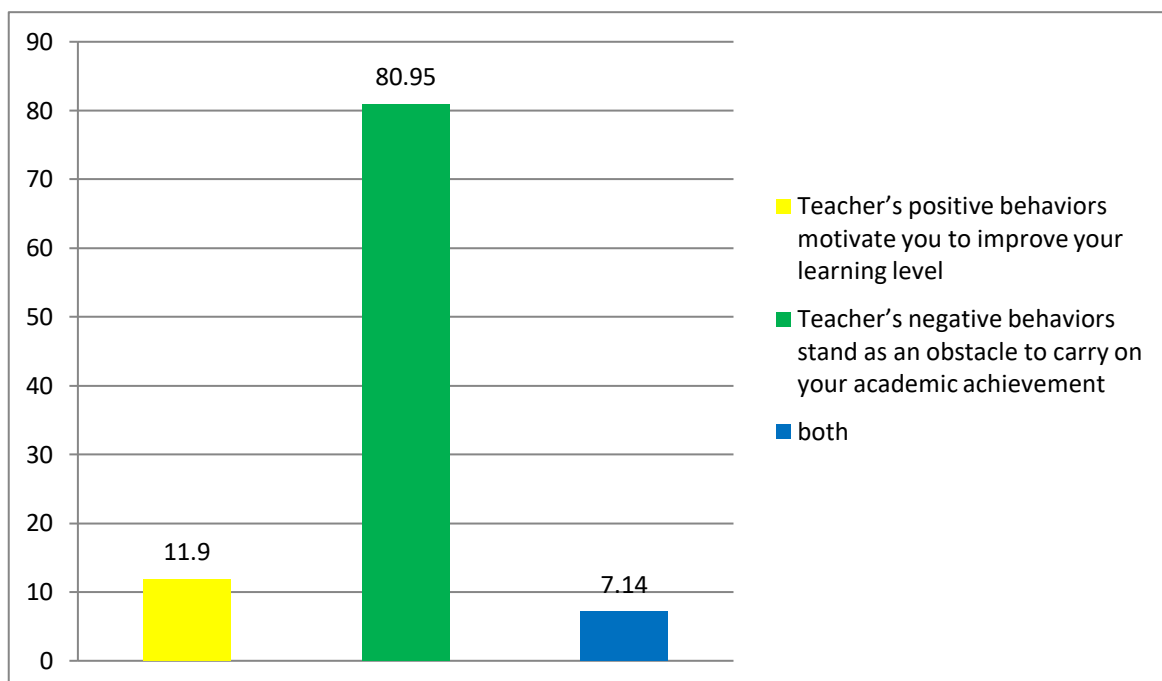


Figure 19 : Behaviors and academic achievement.

The results displayed on the table above show that the majority of pupils (80.95%) stated that teacher's negative behaviors stand as an obstacle to carry on their academic achievement. This can be related to such bias in which the teacher interacts only with his/her favorites and ignores the others, which make the others feel that their existence in the classroom is senseless and only good. This kind of behaviors lead to unconscious jealousy between the pupils as it creates some conflicts between them. Also, some pupils may be highly influenced by this kind of behaviors and consequently suffer from

some psychological illnesses. (11.9%) of pupils declared that teacher's positive behaviors motivate them to improve their learning level. This option was selected mostly by those who have very good, good and average level in English because it helps them to get high averages. (7.14%) of pupils chose both thinking that teacher's either negative or positive behaviors really have an impact on their academic achievement.

Question 17 : Favored pupils score higher but disfavored pupils score lower, what do you think ?

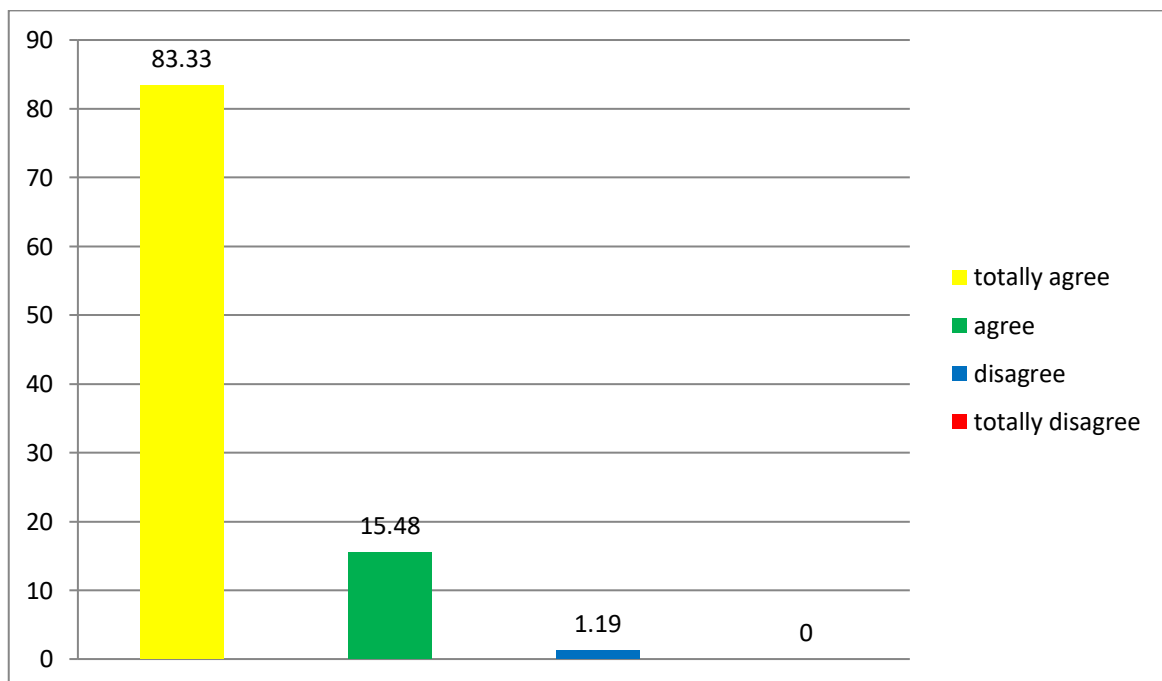


Figure 20 : Favoritism and scores.

The pupils were asked if it is really true that favored pupils score high, but disfavored pupils score low. The results of the table above show that a vast majority of pupils (83.33%) totally agree. This implies that teacher's Favoritism really exists and it has an obvious influence on pupils' academic achievement. Thus, those pupils whom the teacher prefers would likely to have high averages. However, those pupils whom

the teacher ignores would have low averages. (15.48%) of pupils agree behind that statement too. Only very few of them chose disagree thinking that there are other reasons behind low and high academic achievement. None of them (0%) chose totally disagree.

The second part of the question pupils are asked to justify their choices. Only six (06) pupils out of the whole population have answered this question. Their answers was as :

- The teacher gives plus (+) to her siblings secretly, but we know this from that boy.
- The teacher asks us questions and only good pupils whome she loves answer correctly, then she gives them plus (+).
- When he explain the lesson, he only works with those good pupils and maintain eye contact with them.
- He always praise them and motivate them to do their best.
- She is always proud of those pupils and she talks to her friends about them in front of us. Also, she sometimes buy for them some sweets and chocolate.
- He opens many conversations with that rich boy and asks him about his parents. Also, he encourage him for better learning.

This implies that teachers do really practise favoritism in classrooms and they show this in front of all pupils. However, pupils think negatively of this issue and they see it harmless to their abilities and performance. Pupils can not improve their level and their teacher ignores their existence in the classroom. They are in need of their teachers' collaboration and motivation even if they have a low level.

3.1.4.2. Summary of the results and findings from pupils' questionnaire

The analysis of the gathered data explicates that the averages of pupils, in both trimesters are classified into three categories in which 54.76% are average achievers, 30.95% are low achievers, and 14.29% are high achievers. The majority of pupils 53.58% consider the development of their outcomes very important because the more they improve their grades, the more they will be able to follow and understand any kind of information that they may find. Moreover, all pupils 100% agree that intelligence and apprehension are the most considerable cognitive abilities which lead to higher academic achievement. Concerning the psychological factors, the majority of pupils 89.28% agree that motivation push them toward having high performance. Moving to personal efforts, the majority of pupils 96.42% agree that time management is one way to improve academic performance. Also, classroom atmosphere is one reason behind getting low academic achievement as it is stated by 92.85% of pupils. Further, most pupils 80.95% describe the session of English as boring, because they find their teacher interacts mostly with good pupils while ignores low level pupils. Teachers favor high achievers more than the other pupils 95.24%. Siblings and rich pupils are one of the favorites by the teacher according to the results mentioned on figure (13). Furthermore, average and low achievers receive more criticism and less opportunities to learn than high achievers (see figure 17). 95.24% of pupils claim that when their teacher underestimates their abilities, this would influence negatively their academic achievement. This indicates that teacher's expectations affect, in one way or another, the performance of pupils. 80.95% of pupils state that the negative behaviors of the teacher stand as an obstacle to continue their learning. Thus, teacher's behaviors function either in the positive side or the negative one as a result influencing the

academic achievement of pupils (see figure 19). The results show that pupils, whom the teacher favors, score higher than the others. This indicates that the participants are aware of the negative influence of teachers' favoritism on pupils' academic achievement.

CHAPTER FOUR: FIELD INVESTIGATION

Teachers' Questionnaire

Classroom Observation

Outline

Introduction.....	78
3.2. Teachers' Questionnaire.....	78
3.2.1. Aim of Teachers' Questionnaire.....	78
3.2.2. Description of Teachers' Questionnaire	78
3.2.3. Administration of Teachers' Questionnaire.....	79
3.2.4. Data Analysis and Interpretation.....	79
3.2.5. Summary of Results and Findings from Teachers' Questionnaire.....	91
3.3. Classroom Observation.....	91
3.3.1. Sample Choice.....	91
3.3.2. Description of Observation.....	92
3.3.3. Discussion of Findings and Results from Teachers' Observation.....	92
3.3.4. Comparison between Teachers' Questionnaire and Classroom Observation.....	93
3.4. Pedagogical Implications.....	104
3.5. Limitations of the Study.....	107
3.6. Suggestions for Further Researchers.....	107
General Conclusion.....	108

Introduction

The present chapter is devoted to the analysis and interpretation of the collected data. The analysis is concerned with teachers' questionnaire and observation. Accordingly, the results will be presented in tables in order to be more understandable.

3.2. Teachers' Questionnaire

3.2.1. Aim of the Questionnaire

The main aim behind this research study is to investigate teachers' attitudes toward favoritism as an influencing factor on pupils' academic achievement. In addition, the questionnaire is used to either confirm or reject the previously stated research hypothesis.

3.2.2. Description of Teachers' Questionnaire

The questionnaire is divided into four sections and consisted of twenty questions.

- **Section One:** This section deals with general information about teachers' career. It contains four questions (from 1 to 4), which are teachers' gender, years of teaching English, teaching levels and their qualifications.
- **Section Two:** This section entitled as "Academic Achievement" contains six questions (from 5 to 10) and seeks to explore the correlation between teachers' years of experiences as a main aspect of academic achievement and the development of pupils' results. It aims also to list different factors that would lead to both high and low academic achievements.
- **Section Three:** This section deals with "favoritism" consists of six questions (from 11 to 16) and seeks information about how teachers treat their pupils

inside and outside the classroom, which pupils do teachers favor most, and how do they form expectations about them.

- **Section Four:** This section is about “the influence of teachers’ favoritism on pupils’ academic achievement”. It composes of four questions (from 17 to 20). It aims to investigate the extent to which teachers’ favoritism affects pupils’ performance and outcomes.

3.2.3. Administration of Teachers’ Questionnaire

The questionnaire is designed to be answered by two teachers of Mohamed Benyoub secondary school. It was delivered on the fifth (5th) of July 2020.

3.2.4. Data Analysis and Interpretation

3.2.4.1. Analysis of Results and Findings from Teachers’ Questionnaire

Section One: General Information

Question 01: Gender

Table 1: Gender Distribution

Teachers’ Gender	Number
Male	1
Female	1

The above table shows that the respondents of the questionnaire are only two (2) teachers; there is one male and one female.

Question 02: How long have you been teaching English?

Table2: English Teaching Experience

Teachers	Years of Experience
Male	29 years
Female	17 years

The previous table indicates that both teachers are qualified and experienced, since both of them have more than ten (10) years of experience. The male has twenty- nine (29) years in the educational domain. While the female, has only seventeen (17) years. This implies that both of them are aware of how to control their classes from several prospective. Precisely, guiding pupils' behaviors inside the classroom, dealing with different categories of learners and deciding about suitable content that goes with their needs and weaknesses.

Question 03: Which levels do you teach?

Table3: Levels of Teaching

First year	Second year	Third year	All levels
0	2	2	0

This question highlights the main levels that teacher prefer to teach. It would help to distinguish the main groups that are suffering more due to favoritism. The above table shows that both teachers are teaching the same levels, which are the second and the third year. However, none of them is teaching the first level. Which means, they disfavor the first year pupils and focus only on teaching the other levels.

Question 04: Qualifications

Table 4: Teachers' Qualifications

License	Magister	Master	PhD
1 (male)	1(female)	0	0

This table indicates that the respondents of the questionnaire have different qualifications. For the male, he holds the license degree while the female holds magister degree. Teacher's qualification would make the difference in the educational discipline because the more the teacher holds additional degrees, the more he will gain knowledge about both teaching and learning.

Section Two: Academic Achievement

Question 05: Could you provide us with your own definition of academic achievement, please?

Table 5: Teachers' Own Definition of Academic Achievement

Male's Definition	Female's Definition
<p>Academic achievement is the extent to which a student or teacher or institution has attained or reached their educational goals.</p> <p>Academic achievement is measured through examination or continuous assessment.</p>	<p>Academic achievement refers to the sum of progress and development learners make in terms of the materials and skills being taught.</p>

The previous table contains two definitions of academic achievement that are provided by two teachers. Therefore, as it is indicated above the first teacher (male) defined it in terms of success gained by different members of the educational staff, which are pupils, teachers or school management as a whole. For him academic achievement can be deliberated by dealing with impositions and evaluations. However, the second teacher (female) defined academic achievement as a degree to which pupils would comprehend the acquired materials and improve their scholarly levels. This means that for her academic achievement is all about learners' capacities and attainments unlike the first teacher who linked it to various parts of the pedagogical body. Based on the previously stated definitions, the term academic achievement can be seen through different realizations that take place in the academic setting, including any kind of failure, success or even the understanding of the received materials it is considered as academic achievement. So that, the definition of academic achievement cannot be limited.

Question 06: Do you think that teachers' years of experiences and pupils' academic achievement are interrelated? If yes, to what extent do teachers' experiences affect pupils' outcomes?

Table 6: *The Relationship between Teachers' Years of Experience and Pupils' Academic Achievement.*

Yes	No	Total
2	0	2

As it is indicated above, both teachers agreed that teachers' years of experience and pupils' academic achievement are interrelated. This implies that pupils' outcomes either high or low depend on the experiences of the teacher in the academic domain.

Table 7: *The Extent to which Teachers' Experiences Affect Pupils' Outcomes.*

Male's Answer	Female's Answer
Teacher 'years of experience is positively associated with student achievement gains throughout a teacher's career. As teachers gain experience, their students are more likely to do better on other measures of success, such as school attendance. More experienced teachers confer benefits to their students, and the school as a whole.	The more time a teacher spends in office the more experience he will have with pupils and teaching materials and context. He will be evolving each time, accordingly he should know how to deal with students and help them learn more effectively and efficiently.

From the previous table, it is clear that both teachers share the same thought, which indicates that the more a teacher has an experience, the more he could create a helping atmosphere for learning to take place smoothly, and for learners to work harder and achieve success. This implies that teacher's experience in the educational discipline is correlated with pupils' levels and developments.

Question 07: Who are the most interactive pupils in your class?

Table 8: *The Most Interactive Pupils in the Classroom*

	High	Low	Both of Them

	Achievers	Achievers	
Male	0	0	1
Female	1	0	0

The results in the table show that the most interactive pupils in the class of the first teacher (male) are high and low achievers. Whereas, in the other class of the second teacher (female) there are only good pupils who take place and participate in the session. This implies that the male teacher stimulates the attention of both categories of his pupils to take part in the course; this is the reason behind being active unlike the female teacher who focuses more with good pupils.

Question 08: In your opinion, pupils' high academic achievement is related to

Table 9: Factors Leading to High Academic Achievement

Response	Male	Female
Pupils' Efforts and Cognitive Abilities	1	1
Pupils' Psychological Factors	0	1
Parental Involvement	0	1
Teachers' Competency	1	1
All The Above	0	1

In this question, teachers have the right to choose more than one option if necessary. As it is indicated in the previous table, both teachers considered « pupils' efforts, cognitive abilities and teachers' competency » as important factors that would make pupils successful and enrich higher grades. However, for « pupils' psychological

factors and parental involvement » there is only one teacher (female) who highlighted them as additional factors that have crucial roles on enhancing pupils' academic results. Whereas, the other teacher ignored the psychological factors that are associated with cognitive abilities. Additionally, he neglected the necessity of the parental involvement. In fact, high academic achievement is based on pupils capacities and the extent to which they do more efforts to develop their levels, this include several parts of cognitive abilities (such as intelligence, comprehension, critical thinking). In addition, the psychological factors (motivation, pupils' personality, learning styles...) those are considered as the starting point for improving the self especially when talking about the pedagogical part. In addition, parental involvement and teachers' competency are essential factors behind attaining excellent scores. This implies that all mentioned factors complete each other and lead to good scoring that is why the female teacher highlighted all of them.

Question 09: Which of these factors affect pupils' performance negatively?

Table 10: *Factors Leading to Negative Performance*

Response	Male	Female
Internal Factors (fear of exams, depression, forgetting ...)	0	0
External Factors (home environment, classroom atmosphere)	0	0
Both of them	1	1

The above table shows that both of the respondents agreed that the internal factors (fear of exams, depression, forgetting...) in addition to the external factors (home

environment, classroom atmosphere...) affect pupils' performance in negative manner. This implies that both teachers know very well that lower grades of the majority of pupils are due to those factors. Precisely in the internal factors, fear of examination makes any pupil stressed during the test and even before the test, which makes him unable to prepare himself and revise. Depression also would make the pupils pessimistic and expect bad results; forgetting is the enemy of pupils that lead directly to low grades. In most of the time, pupils show negative attitudes towards learning that can happen due to teachers' behaviors with them or because of nature of the content itself. Moreover, one of causes behind getting bad scores is the lack of appropriate planning that most of the pupils used to follow. Concerning the external factors, starting with home environment that is considered as the first place from which pupils gain information, its uncomfortable circumstances influences pupils' life in general and the academic results in particular; parents level of education especially the none educated one effects the development of their pupils' grades negatively. Furthermore, classroom atmosphere and school noisy location are another reasons that destroy pupils' academic improvement. This means that any pupil who gets bad results in his educational career is suffering either because of some personal factors or external factors or both of them.

Question 10: How can you help low achievers to improve their levels?

Table 11: *Teachers' Strategies for Helping Low Achievers*

Response	Male	Female
Give them more chance to express themselves freely	0	1
Encourage and motivate them with advice	1	1
Make a comparison between low and high achievers	0	0

Others	0	1
--------	---	---

The results of the previous table indicate that both teachers encourage and motivate their learners with advice in order to help them improve their levels. However, there is only one teacher (female) used to give her learners more chance to express themselves freely. Additionally, she makes them believe in themselves and boost their self-confidence. Consequently, they would be able to overcome any obstacle that they might face while learning. This implies that she is competent and able to monitor her pupils for better performance.

Section three: Favoritism

Question 11: How can you describe your relationship with your pupils?

Table 12: *Expressing Relationships*

Response	Male	Female
Very good	0	0
Good	1	1
Average	0	0
Bad	0	0
Very bad	0	0

The results from the table above show that both teachers have good relationship with their pupils. This implies that both teachers know well how to manipulate the classroom atmosphere between their pupils for better learning conditions.

Question 12: Do you maintain friendly relationship with your pupils?

Table 13: *Expressing Friendship*

Response	Male	Female
Only inside the classroom	0	0
Even outside the classroom	1	1
Others	0	0

The results from the table above indicate that both teachers maintain friendly relationship with their pupils even outside the classroom. This implies that both of them make conversations with their pupils not only about the academic subjects, but they discuss other topics about their daily life too. In addition, this kind of actions explains well teachers' favoritism of their pupils and that they prefer to discuss and laugh with them about a certain issue.

Question 13: Which of the following pupils' categories you communicate with them most?

Table 14: *Communication and Pupils Categories*

Response	Male	Female
Your relatives and siblings	0	0
High achievers	1	1
Low achievers	1	0
Girls	0	0
Boys	0	0
The highly privileged ones	0	0

In this question, the teachers have to choose one or more than one option. The results from the table above indicate that the male teacher communicates mostly with both high and low achievers. This implies that he makes equal interaction between the pupils and he does not practice favoritism among pupils. This means that all pupils are treated the same way and there are no biases in terms of preferring highs more than lows or any other categories such as siblings or the highly privileged ones. The female teacher communicates mostly with high achievers as it is mentioned on the above table. This can be interpreted as she just interacts with this category of pupils because they are more active and they often participate in the classroom. This kind of behaviors from the teacher expresses how she practices favoritism among pupils and that she prefers highs more than lows.

Question 14: Your expectations about your pupils are based on?

Table 15: Source of Expectations

Response	Male	Female
Other teachers' judgments	0	1
Classroom participation	1	1
Physical appearance	0	0
Gender	0	0
Pupils' level (low/high)	1	0
Social class	0	0
Others	0	1

In this question, teachers have to choose one or more than one option. The above table explicates that the female teacher depends on other teachers' judgments and classroom participation to form her own expectations about a certain pupil. Also, she adds that the behavior of the pupils and non-verbal cues help her to construct such expectation. Moreover, the male teacher too depends on classroom participation and pupils' level (high/low) to form his own expectation about his pupils. This implies that both teachers are more concrete in determining their expectations and that they interact with their pupils based on these characteristics. So, they obviously communicate bad expectations with low achievers because they are not their favorites and they do not share their ideas during the participation. However, teachers' high expectations is related to high achievers because they are they show their own efforts to their teachers while participating or even when they get good marks.

Question 15: Do your expectations about certain pupils become true?

Table 16: *The Credibility of Expectations*

Response	Male	Female
Always	0	0
Usually	1	1
Sometimes	0	0
Rarely	0	0
Never	0	0

The table above shows that both teachers usually their expectations about certain pupils become true. This means that they communicate their expectations in forms of

behaviors with their pupils. Also, teachers transmit different expectations based on the level of their pupils and some other characteristics, which may not be credible. Thus, teachers can limit the performance of pupils based on these expectations.

Question 16: How could you describe the sitting organization of your pupils?

Table 17: Classroom Sitting

Response	Male	Female
Your pupils are free to sit wherever they want.	1	0
You choose to keep interactive pupils in the first place	0	0
You choose to mix high- level pupils to sit with low-level pupils.	0	1
Others	0	0

The results from the above table indicate that male teacher gives his pupils the freedom to sit whatever they want. This indicates that he takes into consideration their likes and dislikes and offers for them a suitable classroom atmosphere. The female teacher argued that she just mix high- level pupils to sit with low-level pupils for better learning conditions. This implies that each teacher have a specific strategy in organizing the classroom and that their favoritism of good pupils have no relation with bringing them to sit in front side.

The second part of the question, teachers were asked to justify their choices. Their answers were as follow:

- **Male:** usually pupils feel embraced to sit in a particular side of the classroom chosen by the teacher. Low-level pupils usually prefer being at the backside while high-level ones like to be in the front side.
- **Female:** to keep all the class attentive and lower the chances of pupils getting distracted because the participation would be distributed on all classroom so I would be constantly responding to participators and at the same time checking what other pupils are doing.

This implies that the male teacher does not depend on the sitting plan of the classroom because he is no longer interested to organize his pupils' sits. Or, even to separate highs from lows. The female teacher chooses to combine lows with highs everywhere in the classroom to ensure good classroom management. Thus, both teachers do not make their favorites (high achievers) to sit in front of them and near to the board.

Section four: The influence of Teachers' Favoritism on Pupils' Academic Achievement.

Question 17: In your opinion, to what extent do your expectations as a teacher influence your pupils' academic achievement?

Table 18: *Expectations and Academic Achievement*

Response	Male	Female
To a high extent	1	1
To a limited extent	0	0
To a very limited extent	0	0

As it is mentioned on the table above, both teachers stated that their expectations about their pupils are true to high extent. This indicates that their expectations affect highly the pupils. Thus, when the teacher communicates bad expectations with lows, they will certainly have low academic achievement. However, when teachers communicate high expectations with highs, they will for sure improve more their academic performance.

The second part of the question, both teachers have to justify their choices. Their answers were as:

- **Male:** when you tell your pupils that they are able to succeed, they often become positively stressed, thus pupils believe in success.
- **Female:** it depends on the type of expectations you have as a teacher. Sometimes you may expect some pupils to fail in performing tasks or on test, but and you unconsciously make them conscious about your expectations, and then some of them actually fail as expected because of lack of knowledge, carelessness... and vice versa.

This implies that the teachers are aware about the great influence of their expectations on pupils. Thus, they apply it in their classrooms without taking into consideration pupils' psychological issues because it harms their academic career. In this case, pupils are targets of either good or bad expectations ; either to succeed or fail.

Question 18: How could teachers' positive or negative behaviors affect pupils' performance?

Table 19: *Behaviors and Performance*

Response	Male	Female
Teachers' positive behaviors lead to high performance	1	1
Teachers' negative behaviors lead to low performance	1	1
There is no relationship between teachers' behaviors and pupils' performance	0	0

In this question teachers have to choose one or more than one option. The results on the above table explicates that both teacher confirm that teachers' positive and negative behaviors influence pupils' performance. Thus, negative behaviors such as criticism, give the opportunity to highs to learn more than lows, and providing bad comments and evaluations for pupils lead to low performance. However, positive behaviors such as smiling, positive comments and evaluations,...etc lead to high performance. The first category of behaviors is mainly directed to low-level pupils, but the highs are the favorites of teachers and they receive almost positive behaviors.

The second part of the question, both teachers were asked to justify their choices. Only the female teacher answered the question and her answer was as follow:

- **Female:** because, if teachers would treat pupils badly, they would destroy their self-confidence and self-esteem leading them to hate the teacher, the class, and eventually fail. But, if the teacher is supportive and caring, he/she would motivate students to work hard and seriously to improve.

This implies that teachers' behaviors can either motivate pupils towards getting high performance or it can lead them to get low academic performance. Generally, teachers communicate good behaviors with highs instead of lows. Thus, this would make differences among pupils' grades.

Question 19: Do you think that favoritism is one of the reasons behind getting low or high academic achievement?

Table 20: *Favoritism and Academic Achievement*

Response	Male	Female
Yes	1	1
No	0	0

From the above table, both teachers agree on the issue that teachers' Favoritism is one reason behind getting low or high achievement. This implies that teachers' favoritism can destroy the relationship between certain pupils and their teacher as it can strengthen this relationship. Teachers mainly favor high- level pupils more than low level pupils. This would push and motivate high towards better learning. In this case, low- level pupils are ignored and they do not receive either positive behaviors or expectations from their teachers and consequently get low performance.

Question 20: In your opinion, how could teachers' favoritism influence pupils' academic achievement?

Table 21: *The Effects of Teachers' Favoritism*

Response	Male	Female
Good relationship between pupils and their teacher lead to high academic achievement	0	0
Bad relationship between pupils and their teacher lead to low academic achievement	1	0

Teachers' favoritism of good pupils more than the others influence pupils' academic achievement negatively	0	0
Teachers' favoritism of beautiful pupils more than the others influences pupils' academic achievement negatively	1	1
Teachers' Favoritism of siblings influences pupils' academic achievement negatively	1	1
Gender biases influence pupils' academic achievement negatively	0	1

In this question both teachers have to choose one or more than one option. The results from the table above show that both teachers stated that teachers' favoritism of beautiful pupils and siblings influence pupils' academic achievement negatively. Also, the male teacher pointed out that bad relationship between the teacher and their pupils lead to low academic achievement. Moreover, the female teacher argued that gender biases in terms of preferring girls more than boys or vice versa influence pupils' academic achievement negatively. Further, she stated that teachers' favoritism of beautiful pupils more than the others influence pupils' academic achievement negatively. This implies that pupils may feel jealous from each other as they make conflicts between them. Most importantly, the ignored pupils feel powerless and not able to improve their level, which may lead to many psychological issues on the long term.

The second part of the question, teachers were asked to justify their answers. Only the female teacher answers it as follow:

- **Female:** generally good pupils are our favorites because of their active personality inside the classroom. Also, girls are more interesting to learn English than boys who make noise and some problems during the session.

This implies that she obviously prefers high level pupils which are mostly girls. This issue influences other pupils' academic achievement negatively because the teacher would work only with those good pupils. Also, she would give them the opportunity to learn more than their classmates and consequently lead to their low academic performance.

3.2.5. Summary of the Results and Findings from Teachers' Questionnaire

The results from the analysis of teachers' questionnaire illustrate that both teachers give great importance to the experienced teacher in improving pupils' academic achievement more than the new one (see table 6). They state that both high and low achievers are interactive in the classroom. Also, both of them agree that pupils' efforts, cognitive abilities, and teacher's competency lead to pupils' high academic achievement (see table 9). In addition to that, their answers confirm that both external and internal factors limit pupils' academic performance. Both teachers argued that low achievers can improve their academic level through teachers' encouragement and motivation. In fact, this is true because every person need someone to push him/her towards better learning conditions. The findings explicate that both teachers maintain good relationship with all of their pupils even outside the classroom (see tables 12, 13 & 14). Both teachers declared that they form their expectations, about certain pupils, based on classroom participation and other teachers' judgment. They confirm that their expectations are usually correct (see table 16). Concerning the sitting of the classroom,

pupils are pointed by the teacher to confuse low and high achievers to sit together as well as they feel free to sit wherever they want (see table 17). Also, both teachers assert that their expectations influence highly pupils' academic achievement because pupils are targets of positive and negative expectations held by the teacher (see table 18). According to them, teacher's favoritism is one reason behind getting low or high academic achievement. It mostly lead to low academic achievement in terms of gender biases, having bad relationship with low level pupils, preferring good pupils more than lows, and favoring beautiful pupils more than their classmates (see tables 20 & 21).

3.3. Classroom Observation

3.3.1. Sample Choice

The observation was dealt with two secondary school teachers (male and female) in the period of the training, each teacher was observed for eight sessions.

3.3.2. Description of the Observation

The observation was done at the institution of Mohamed Benyoub that located in Hammem Debagh, Wilaya of Guelma. The first session was on February 19th, 2020. This strategy was applied in the period of the training in which two secondary school teachers were observed secretly (they don't know that we are observing them) for sixteen sessions, that is to say, eight sessions for each one of them. The last session was on March 9th, 2020.

3.3.3. Discussion of Findings and Results from Teachers' Observation

- **The male teacher:** From the first session of the observation till the end, the teacher shows good relationship with his pupils, he makes jokes, smile and even

outside the classroom, he has freindly relationship with all of them. However, during the explanation of the course he focuses only on pupils with high scores, he gives them the authority to express themselves freely and discuss several elements related to the lesson. For the case of low achievers, he never encourages them to participate or take part in the session. Additionally, if they participate and answer in a wrong way, he starts to blame harshly, describe them as stupid category and use some expressions that would frustrate those pupils improve their levels and he always has negative expectations towards this category. Moreover, he concentrates more on beautiful girls and his siblings and attempts to help them as much as he can. Concerning the classroom setting, pupils' with good grades are free to choose any place that suits them, that is, some of them takes the front side of the classroom, and some at the back side. While the low achievers take any places that are not occupied by the high achievers.

- **The female teacher:** Starting with relationships since it is the basics of any classroom. The teacher maintains good relationships only with good pupils, unlike the others who have some conflicts with her. She just smiles with those who participate and usually praise them with positive feedback. Even outside the classroom, she often communicates with high – level pupils, girls, and her siblings. Concerning her expectations about pupils, she always expects the best from excellent pupils and they get the best marks in the exams. Also, she does not care about low level pupils and their participation in the classroom. During the explanation of the lesson she works only with good pupils and ignores others' participation. This implies that she really does not expect them to improve as a result those pupils stay at that level because they think that they

are unable to learn. However, she gives her siblings the chance to participate even with the wrong answers. Moreover, in that day, the 9th of March, it was the correction of the exam for second year pupils. She gave plus secretly to her relative to get the average, but it was the case of getting ten (10). She added to him six (6) points and he got fourteen (14). Moving to classroom sitting, she keeps interactive pupils in the front side of the classroom whereas low -level pupils at the back -side. Good pupils are treated very well by the teacher and they are free to do whatever they want as a result they get high marks in the exam. Those low- level pupils get between average and under the average because they are not treated well by the teacher and receive more criticism as a result they are not interested in learning English. Since the teacher gives only the opportunity to learn to high- level pupils, the other pupils have no chance to improve their performance consequently getting low marks.

3.3.4. Comparison between Teachers' Questionnaire and Teachers' Observation

From the results of Teachers' Questionnaire and Observation, Both teachers do maintain good relationships with high- level pupils and their siblings. They communicate with them most of the time even outside the classroom. However, they denied the case of siblings in their answers. Teachers' expectations have a great influence on pupils' performance. Thus, they communicate bad expectations with low- level pupils through criticism and some bad behaviors such as negative feedback, which make the pupil afraid of participating even when he/she has the right answer. Even though, teachers are aware about the influence of their expectations, they do practice some biases among pupils. This is through favoring

highs more than lows and giving the opportunity for highs to learn more than their classmates. Both teachers' stated that favoritism is one reason behind getting low or high averages although, they do practice it in their classrooms. This issue is mostly negative for the academic achievement of pupils. This implies that when teachers favor highs, the other pupils are aware about this practice so they decide to keep themselves away from the classroom interaction, and more precisely hate the session and feel bored.

Conclusion

In this chapter, three instruments have been discussed and analyzed that are teachers' observation, teachers' questionnaire and pupils' questionnaire. Therefore, the analysis of the gathered data from the observation shows that teachers favor only good pupils and marginalize pupils with low levels. This means that favoritism exists at the level of secondary school classes. Based on the results of teachers' questionnaire, teachers have negative attitudes towards teachers' favoritism because it is one of the obstacles that frustrates pupils' development. Concerning the analysis of pupils' questionnaire, it is argued that pupils are suffering due to teachers' favoritism and they show negative attitudes towards it because it influences their academic achievement negatively.

3.4. Pedagogical implications

According to the obtained results, it is confirmed that both teachers and pupils have negative attitudes towards favoritism and its effects on pupils' academic achievement. Therefore, this proves the hypothesis set at the beginning of the research. Consequently, and in the light of this present study, various pedagogical implications should be directed to teachers and pupils.

3.4.1. Teachers

3.4.1.1. Raising Classroom Interactions

Obviously interactions and discussions in the classroom help pupils to build their self-confidence so they can develop and improve their linguistic competence. Teachers need to motivate all pupils for sharing their ideas even when they participate with wrong answers. Also, the role of the teacher is very important to eliminate pupils' fear of public speech and participation. The opportunity of learning is not given only to good pupils, even average and low level pupils have their own opinions about the topics discussed in the classroom. It is a matter of personality differences in which some pupils are timid and some are scared of their teachers' reactions toward their answers. All pupils should be involved in classroom interaction in which the teacher appoints both high and low achievers to speak. This action shows to pupils that they are equal and all of them have the chance to learn as a result they feel motivated and like the session.

3.4.1.2. Eliminating Favoritism Practices

Mostly teachers practice favoritism among their pupils inside and outside the classroom. In the first hand, they show their tendency to certain pupils such as good pupils, siblings, rich pupils, beautiful pupils ... etc. In the second hand, they show their carelessness about the other pupils such as low level pupils, poor pupils, those who appear physically not attractive...etc. This issue has a great influence on those ignored pupils and leads them to fail (see table 38). So, teachers should deal with all pupils the same way to encourage pupils for better learning and results. They should offer equal chances for all pupils in everything such as the sitting in which the teacher combines low and high level pupils to sit together, participation, talking and smiling with all of them and so on so forth. Pupils' psychology is in need of such behaviors from the teacher

because it makes them feel comfortable and they develop their abilities towards learning.

3.4.1.3. Maintaining Positive Behaviors

Since pupils' psychology is so sensitive to such teachers' behaviors, teachers should be aware and careful of their actions toward pupils. Positive behaviors such as smile, motivation, less criticism, equality and fairness among pupils...etc, need to take part in the classroom and to all pupils. By doing this, all pupils would have the chance to improve their academic performance. Teachers should communicate these behaviors even with low-level pupils to make them feel happy consequently they like the session and work hard to prove their existence in the classroom. Teachers should not be good with high-level pupils and tough with the others because all pupils have the right of equality like any human being.

3.4.1.4. Hiding Low Expectations

Teachers, consciously or unconsciously, communicate their expectations among pupils through negative behaviors. This act obviously influences pupils' psychology and decreases their academic performance. Thus, teachers need to hide these negative expectations and should not tell their pupils that they have bad level and they cannot improve even if it is a truth. They should consider pupils' personality and psychology because it affects them in the future.

3.4.2. Pupils

3.4.2.1. Focus on all what is Positive

Pupils need not to focus on things that hurt them and influence their academic achievement. They should be attentive on their studies more than anything else. They should be flexible and motivated towards improvements.

3.4.2.2. Maintaining Supportive Relationship with the Teacher

Pupils are in need of positive relationship with their teachers because it helps them to express themselves freely and feel secure. Therefore, it has a great influence on the cognitive, behavioral, and emotional side of them. Positive classroom climate emerges from good relationships between the two, which facilitate learning for pupils.

3.4.2.3. Boost Self-Confidence

An essential component of effective learning is self-confidence. The pupils should be confident enough about their abilities. They should not give great importance to teachers' behaviors and think of their future more than the present. They have to understand that teachers come to school to do their job without thinking of the disadvantages of favoritism.

3.5. Limitations of the study

While dealing with this research study, we faced a lot of problems that impede our work. The following are the specific obstacles :

- **Covid Virus** : because of this issue we find ourselves obliged to change the planning of the practical part. Precisely, in order to gather information about pupils' attitudes, we deliver their questionnaire on facebook and a lot of them did not answer it. Also, the majority of them ask us about some translations in the Arabic language.
- **Lack of References** : especially books and other primary sources.

- Connection Problems
- Health Issues

3.6. Suggestions for Further Researches

This study has offered insights into adequate implementation of teachers' favoritism in the classroom and its effects on pupils' academic achievement. Whereas we inquired into teachers and pupils' views and attitudes concerning that issue, future research can further broaden and improve such insights. The following are some suggestion that may help future researchers :

- Further researches are important for this current issue.
- Further researches are needed in order to examine more the extent to which favoritism is applied in the primary and middle school also.
- Further researches are necessary to discover new elements that are related to favoritism in the educational domain as a whole.
- For students who want to deal with classroom observation, it is better to spend at list one month in order to enrich good results.
- Additional studies have to be done to explore the relationship between pupils' behavior and their academic achievement.

GENERAL CONCLUSION

The current research owned at investigating teachers and pupils attitudes towards favoritism as an influencing factor on pupils' academic achievement. The present study deals with secondary school teachers and pupils from different levels in Mohamed

Benyoub at Guelma. Precisely, the hypothesis stated that both teachers and pupils either negative or positive attitudes towards teachers' favoritism can affect pupils' academic achievement. In order to test our hypothesis, we adopt a descriptive- quantitative method where two questionnaires are used; one for teachers with an observation and one for pupils.

The present study contains three main chapters; the first two chapters are linked to the review of literature, whereas the third chapter is concerned with the practical part of investigation. The first chapter highlights various elements related to academic achievement including its definitions that is provided by different scholars; a distinction between high and low achievers and the characteristics of each one of them. Additionally, it provides full explanation about the main aspects of academic achievement that is divided into two parts « teachers' academic achievement and pupils' academic achievement ». Moreover, it contains a list of factors that affect pupils' academic achievement positively and negatively in addition to some study habits that pupils used while learning. Finally, it ends with a conclusion that summarizes the whole content.

The second chapter deals with Favoritism specifically in the academic context. It begins with its origins in which favoritism can found in different fields such as politics, economy, among family members and the academic area. Also, there are many definitions provided by different authors but they have the same meaning. Moreover, there are several factors leading to teacher's favoritism such as gender of pupils, physical appearance, and family socio-economic positions. Furthermore, the aspects of favoritism include teachers' high and low expectations towards peoples, and the most essential part which is the influence of teacher's favoritism on pupils' academic

achievement including the influence of teachers' behaviors and expectations on pupils' academic achievement.

The third chapter entails deep discussion and analysis of teachers' questionnaire, observation and pupils questionnaire. From teachers' observation, the gathered data indicates that a lot of teachers on one hand tend to favor a category of high achievers, provide them with advice, give them the chance to express their ideas freely without any obstacles and describe them with good expressions. On the other hand, teachers tend to ignore pupils with lower grades, that is to say, they have bad expectations towards this category and describe them by using expressions that would affect negatively their psychology and consequently their performance. Additionally, based on the results and findings obtained from teachers' questionnaire both teachers show negative attitudes towards favoritism. They argue that favoritism would influence pupils' results in a negative way. According to pupils' answers, it is clear that they have negative attitudes towards teachers' favoritism because they suffered a lot due to this behavior. Likewise, they agreed that teachers' favoritism could be a reason behind getting low grades, which means it influences their academic achievement negatively. Therefore, it can be concluded that hypothesis mentioned at the beginning of the research is confirmed.

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Apendices

Apendix 1 :

PUPILS' QUESTIONNAIRE

Dear Pupils,

This questionnaire is a part of the research work for master degree. It is designed in order to investigate your attitudes towards teachers' favoritism as an influencing factor on your academic achievement. You are kindly asked to answer the following questions and your answers will play a major part in the fulfillment of our dissertation.

Thank you for your cooperation.

Section One: General Information

1. Gender

a. Girl

b. Boy

2. How long have you been studying English?

Middle School	years
Secondary School	years

3. How could you describe your level in English?

Very good	
Good	
Average	
Bad	
Very bad	

Section Two: Academic Achievement

4. How much was your averages in both trimesters?

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5. How important do you consider the development of your outcomes?

Important	
Very important	
Not important	

6. Do you agree/ disagree that the following factors would make your academic achievement higher? (You can choose more than one option if necessary)

a. Cognitive Abilities

Intelligence	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>
Critical thinking	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>
Concentration	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>
Apprehension	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>

b. Psychological Factors

Personality	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>
Motivation	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>
Self-esteem	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>
Learning styles	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>

c. Personal Efforts

Time Management	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>
Autonomy	agree	<input type="checkbox"/>	disagree	<input type="checkbox"/>

7. Do you think that the more experienced teacher has great influence on improving your level more than the less experienced one?

Yes	
No	

- Whatever your answer, justify
please.....

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8. Which of these factors affect your performance negatively? (you can choose more than one option)

- Fear / Phobia of examination
- Depression and forgetting
- Negative attitudes towards learning
- Lack of appropriate planning
- Home environment
- Parents' level of education
- Classroom atmosphere
- School noisy location

Section Three : Favoritism

1. How do you find the English session ?
 - a. Very interesting
 - b. Quit interesting
 - c. Boring
2. If it is boring, why ? (you can choose more than one option)
 - a. Because your teacher interact only with good pupils
 - b. Beacause your teacher favors only beautiful pupils
 - c. Because your teacher ignores you since you are classified among low level pupils
 - d. Others
3. Which of the following pupils' categories do your teacher favor the most ? (you can choose more than one option)
 - a. His/her siblings
 -

- b. Boys
- c. Girls
- d. Highly privileged ones
- e. Others

4. How often does he/she praise them ?

Always	<input type="checkbox"/>
Usually	<input type="checkbox"/>
Often	<input type="checkbox"/>
Sometimes	<input type="checkbox"/>
Rarely	<input type="checkbox"/>
Never	<input type="checkbox"/>

5. When you answer a question wrongly, does your teacher :

- a. Correct it for you
- b. Rebuke you
- c. Point another one to correct it for you
- d. Others

6. Which of the following behaviors do the teacher use with you ? (you can choose more than one option)

- a. Smile
- b. Less criticism
- c. More criticism
- d. Less opportunities to learn
- e. More opportunities to learn

Section four : The influence of teachers' Favoritism on pupils' Academic Achievement

7. To what extent do your teacher's positive or negative expectations about your level influence your academic achievement ? (you can choose more than one option)

- a. Teacher's encouragement pushes you to work hard as a result getting high academic achievement.

- b. When your teacher underestimates your abilities, this would influence your academic achievement negatively.
- c. Teacher's negative evaluations limit your academic achievement.
- d. Others

8. In your opinion, how could teacher's behaviors influence your academic achievement ?

- a. Teacher's positive behaviors motivate you to improve your learning level.
- b. Teacher's negative behaviors stand as an obstacle to carry on your academic achievement.
- c. Both

9. Favored pupils score higher but disfavored pupils score lower, what do you think ?

- a. Totally agree
- b. Agree
- c. Disagree
- d. Totally disagree

- Justify.....

- If you have other suggestions or comments, you can add them in this space please

.....

Thank you for the coopertion

Appendix 2:

Teachers' Questionnaire

Dear teacher,

This questionnaire is a part of the research work for master degree. It aims at investigating teachers attitudes towards favoritism as an influencing factor on pupils' academic achievement. You are kindly requested to answer the given questions by making tick behind the appropriate answer as well as writing full statement where there is a gap. Your answers will play a crucial role in the fulfillment of our dissertation and they will help us to confirm the research hypothesis.

Thank you for your cooperation

Section one: General Information

1. Gender

- Male

-Female

2. How long have you been teaching English?

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3. Which level do you teach? (You can choose more than one option if necessary)

First year	
Second year	
Third year	
All Levels	

4. Qualifications

License	
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Magister	
Master	
PhD	

Section Two: Academic Achievement

5. Could you provide us with your own definition of academic achievement, please?

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6. Do you think that teacher’s years of experience and pupils’ academic achievement are interrelated?

Yes	
No	

- If yes, to what extent do teachers’ experiences affect pupils’ outcomes?

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7. Who are the most interactive pupils in your class?

- High achievers
- Low achievers
- Both of them

8. In your opinion, pupils' high academic achievement is related to (you Can choose more than One option if necessary)

- Pupils' efforts and cognitive abilities
- Pupils' psychological factors
- Parental involvement
- Teachers' competency
- All the above

9. Which of these Factors affect pupils' performance negatively?

- Internal factors (Fear of exams, depressions, forgetting)
- External Factors (home environment, classroom atmosphere ...)
- Both of them

10. How can you help low achievers to improve their levels? (You Can choose more than One option)

- Give them more chance to express themselves freely
- Encourage and motivate them with advice
- Make a comparison between low and high achievers
- Others

- If there are other ways, please mention them

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Section Three: Favoritism

11. How can you describe your relationship with your pupils?

- Very good

- Good

- Average

- Bad

- Very bad

12. Do you maintain friendly relationship with your pupils?

- Only inside the classroom

- Even outside the school

- Others

13. Which of the following pupils' categories you communicate with them most? (you can choose more than one option)

- Your relatives and siblings

- High Achievers

- Low Achievers

- Girls

- Boys

-The highly privileged ones

14. Your expectations about your pupils are based on (You can choose more than one option)

- Other teachers' judgments

- Classroom participation

- Physical appearance

- Gender

- Pupils' level (high/low)

- Social class

-others

15. Do your expectations about certain pupils become true?

Always	
Usually	
Sometimes	
Rarely	
Never	

16. How could you describe the sitting organization of your pupils?

- Your pupils are free to sit wherever they want.

- You choose to keep interactive pupils in the first place.

- You choose to mix high level pupils to sit with low level pupils.

- Others.

- Whatever your answer, justify it please

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Section Four: The influence of teachers' favoritism on pupils' academic achievement

17. In your opinion, to what extent do your expectations as a teacher influence your pupils' academic achievement?

- To a high extent

-To a limited extent

- To a very limited extent

- Justify your answer please

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18. How could teachers' positive or negative behaviors affect pupils' performance? (you can choose more than one option)

- Teachers' positive behaviors lead to high performance

- Teachers' negative behaviors lead to low performance

- There is no relationship between teachers' behaviors and pupils' performance

- Whatever your answer, justify it please

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19. Do you think that favoritism is one of the reasons behind getting low or high academic achievement?

Yes	
No	

20. In your opinion, how could favoritism influence pupils' academic achievement?

(You can choose more than one option)

- Good relationship between pupils and their teacher lead to high academic achievement

- Bad relationship between pupils and their teacher lead to low academic achievement

- Gender biases influence pupils' academic achievement negatively

- Teachers' favoritism of good pupils more than the others influence pupils' academic achievement negatively

- Teachers' favoritism of beautiful pupils more than the others influences pupils' academic achievement negatively.

- Teachers' Favoritism of siblings influences pupils' academic achievement negatively.

- Whatever your choice (s), justify please

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- If you have other suggestions or comments, you can add them in this space
please

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Thank you so much for your cooperation

Appendix 3 :

Classroom Observation

Teachers' relationship with their pupils	(√)
Teachers- pupils freindly relationship outside the classroom	(√)
Teachers' positive behaviors (smile, positive feedback and evaluations)	(√)
Teachers' negative behaviors (criticism, negative feedback and evaluations)	(√)
Teachers' bad and good expectations	(√)
Classroom plan of sitting	(√)
Classroom interaction between teachers and pupils	(√)

Résumé

La présente étude vise à examiner les attitudes des enseignants et des élèves à l'égard du favoritisme en tant que facteur influençant les résultats scolaires des élèves. Pour atteindre cet objectif, la présente recherche adopte la méthode descriptive quantitative. L'étude a réalisé une enquête sur deux questionnaires et une observation dans les classes de l'école secondaire Mohamed Ben Youb - Guelma pour confirmer l'hypothèse selon laquelle « si les enseignants et les élèves ont des attitudes positives ou négatives à l'égard du favoritisme des enseignants, les résultats scolaires des élèves en seraient affectés ». L'échantillon était composé de deux enseignants travaillant dans cette école secondaire et d'élèves de différents niveaux sélectionnés par hasard. De plus, les résultats montrent qu'il existe une relation négative entre les deux variables qui confirme l'hypothèse posée au début de la recherche. Compte tenu de cela, le favoritisme des enseignants dans les écoles doit être éliminé afin d'améliorer les résultats scolaires des élèves.

Les mots clés : Favoritisme des enseignants, Résultats scolaires.

المخلص

تهدف الدراسة الحالية إلى التحقق من مواقف المعلمين والتلاميذ تجاه المحسوبية كعامل مؤثر على التحصيل الدراسي للتلاميذ. ولتحقيق هذا الهدف يتبنى البحث الحالي المنهج الكمي الوصفي. نفذت الدراسة استبيانين وملاحظة داخل اقسام ثانوية محمد بن يوب قالمة لتأكيد الفرضية التي تنص على " أنه إذا كان لدى المعلمين والتلاميذ مواقف إيجابية أو سلبية تجاه محابة المعلمين ، فإن التحصيل الدراسي للتلاميذ سيتأثر ". تكونت العينة من مدرسين اثنين يعملان في تلك الثانوية وتلاميذ من مستويات مختلفة تم اختيارهم بشكل عشوائي. كما أظهرت النتائج وجود علاقة سلبية بين المتغيرين مما يؤكد الفرضية التي تم وضعها في بداية البحث. في ضوء ذلك ، يجب القضاء على محابة المعلمين في المدارس من أجل تحسين التحصيل الأكاديمي للطلاب

الكلمات المفتاحية: محابة المعلمين, التحصيل الاكاديمي