Effects of Teachers' Favouritism on Students' Motivation towards Learning at University Level

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Abstract

Teachers' favouritism is considered a key to success or failure in every educational institute. So, every university needs to be overcome the effects of teachers' favouritism. The aim of this research is to study the effects of teachers' favouritism on students' motivation towards learning at university level. This study was descriptive as well as inferential in nature and utilized survey research technique. The population of this research study were students of University of Okara. For data collection, research scale was adapted. The questionnaire reliability was 0.853. The questionnaire was used to collect data from participants. Sample of this study were 355 students from six faculties. One hundred and seventy-one (171) male and one hundred and eighty-four (184) females were the part of this research study. Two hundred and twenty (220) students belonged to Urban areas and one hundred and thirty-five (135) students from rural areas. The data were analysed by applying descriptive statistic, t-test, One-way ANOVA and Two-way ANOVA. The results presented that the teachers' favouritism has a significant effect on students' motivation towards learning. So, the results are statistically significant. Researcher conclude that the students' motivation towards learning is negatively affected by teachers' favouritism.

Keyword: Teachers' Favouritism, Students' Motivation

1. Introduction

Favouritism occurs when someone favours his/her relative illegally and unjustly (Özsemerci, 2002), or luxuries them improved than others irrespective of their high performance. In other words, favouritism happens when unworthy individuals are preferred. Favouritism is treating somebody in a different way not because of his/her capability but because of motives unrelated to the matter, or because of his/her personal comforts. According to Nadler and Schulman (2006), numerous individuals do not perceive favouritism as a problem. In 2005, Morettini said that it is moderately accepted to treat an individual positively who has the same interests and good relations with others. Deceptively, there is nobody wrong in such a condition. However, difficulties may ascend if good relations and shared interests reason an authority to perform favourably towards an individual or an authority acts unreasonably in favour of one individual and imagines not to deliberate others.

Teachers' favouritism is a word that appear negative, because it has the power to damage interactions, motivation, and trustworthiness of the students (Aydogan & Ismail, 2008). There are approximately individuals who are clever and bright, they perform well, they sacred with the favour and smiles of the instructor. The other pupils become a sight only by their teachers simply. Approximately individuals are frequently requested by the teachers to contribute in lecture responsibilities and activities but other individuals are asked rarely. Favouritism is comparable a snake which is toxic form all the educational organisation, the classrooms, all the elements of colleges and universities. The toxic of this snake is vanishing the positive learning environment in educational institutes (Lyn., 2011).

In the words of Aydogan and Ismail (2008), one of the most familiar issues in educational institutions is teachers' favouritism. Teachers unfortunately prefer some students in their classes more than others. Teachers' favouritism is in which teachers' favour particular individuals based on their connections or other unrelated behaviours rather than their skills (Arasli, Arici, & Çakmakoğlu Arici, 2019). According to Nedler and Schulman (2006), one of the most important issues disturbing students' motivation towards learning is favouritism. According to Madon, Smith, Jussim, Russell, Eccles, Palumbo, and Walkiewicz (2001), one of the crucial elements of favouritism is the socioeconomic status, which can start to be the fundamental cause of classroom favouritism. Students from lower socioeconomic classes could be neglected while those from higher socioeconomic backgrounds receive preferential treatment. Favouritism is unfair by a quantity of fundamental issues, including gender, teachers tend to prefer students who are the opposite gender. Both male and female teachers tend to favour male students more than females.

Teachers' favouritism refers to showing someone a favour in a situation when they lack the necessary skills and abilities. Nedler et, al (2006), revealed that teachers' favourable behaviour affects both students' academic achievement and motivation. There is a claim that teachers participate in decision-making based on their preferences (Known, 2005).

Teachers' favouritism is viewed as a negative attitude of a teachers in this study. In a simple word, favouritism by teachers has a detrimental impact on both students' performance and their motivation, whilst positive behaviour by teachers has positive effects on the students' performance. According to Kirkagac, S., & Öz, H. (2017). the effect of teachers' favouritism on students' motivation and performance is issue of investigation. So that this research study is discover the effect of teachers' favouritism on students' motivation towards learning at university level.

1.1. Statement of the problem

The goal of the current study is to find out the effect of teachers' favouritism on students' motivation towards learning. University students are currently dealing with a number of issues as a result of teachers' favouritism. Individuals are receiving their acts affected by the favouritism exposed by their teachers in classrooms and its effects on students' motivation towards learning, as well so this research study is working to be shown to invention out how it effects on students' motivation towards learning. The problematic issue here is one that the researcher has to study the negative effects of teachers' favouritism on students' motivation towards learning "Study will be pointing to find the perception of students about teachers' favouritism, in University of Okara".

This is the statement of problem researcher 'll keep it in mind while undertaking this study. Therefore, current study aims to discover the effects of teachers' favouritism on students' motivation towards learning.

1.2. Objectives of the Study

The objectives of the research study are:

- To identify the teachers' favoritism at university level.
- To explore the perceptions of students on the bases of their gender about teachers' favoritism at university level.
- To analyze the effects of teachers' favoritism on students' motivation towards learning.

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1.3. Research Questions

The Research Questions of this research are given below:

- What are the perceptions of students about teachers' preference?
- What are the perceptions of students about teachers' discrimination?
- What are the perceptions of students about teachers' extra involvement?
- What are the perceptions of students about teachers' favoritism?
- What are the perceptions of male and female students about teachers' favoritism?
- Is there any effect of teachers' favoritism on students' motivation towards learning?

2. Literature Review

The literature review begins with a discussion of teachers' favouritism, introduction to teachers' favouritism, and end up with finding out the effect of teachers' favouritism on students' motivation towards learning. In this study, researcher explore different effects of teachers' favouritism in this first part and then explain how students demotivate towards learning (Collie, Shapka & Perry, 2011).

Many researchers have demonstrated that the substantial influence of teachers' favouritism on students' motivation towards learning. Moreover, students who perceive their teachers' favouritism as expressively unstable and unpredictable might experience discriminating levels of preference, extra involvement & discrimination, ultimately decrease their motivation towards learning (Pekrun, Elliot & Maier, 2009).

The teachers' distance from the class started to make the students uncomfortable. Teachers' favouritism can have a long-term detrimental effect on a student's psychology, mostly students' who may be struggling with in this study problems (Dagli, & Akyol, 2019). Teachers' favouritism always affects a student' motivation towards learning. Students 'don't have the chance to perform their personalities, a good deal of students seems depressed. In this regard, if a student doesn't appear to be pleased, it may be because they had the chance to do tasks that they had previously desired to complete but weren't able, (Campagnoli, G. 2019).

When questioned, some teachers were admitting to showing favouritism, but it is up to the students to number out how they see it in the teachers' secret compartment of the mind (Demirbilek, N. 2021). Teachers' favouritism is a concern of preference that may have a considerable impact on how students behave and is sometimes well-known to both students and teachers (Ali, Khan, & Hussain, 2018).

Teachers' favouritism starts to form attractive early in an individual's life. The only negative ways that other students didn't consider as the teachers' favourite because of my better marks and grades (Okçu & Uçar, 2016). The most well-known example of favouritism in the classroom is when teachers make spaces for favourite students by increasing task deadlines. His co-worker's conduct as a teacher, including how he/ she continually complemented the attractive student and showed preference for him.

Teachers' favouritism may kill the spirit of a whole section or class, which makes it difficult for students to work together as a team. Favouritism breaks down groups of individuals who have collaborated to break previous marks. Only those students are given preference who have a similar background to the teacher. The gender is a crucial factor that also effects of favouritism. Favouritism is the part of seniors is based on personal preferences and is not planned to maintain complete stability.

This type of favouritism occurs when teachers treat some pupils better than others, frequently as a result of racial, gender, socioeconomic, or interpersonal considerations. Such favouritism may significantly affect the academic performance of students who are not the teachers' favourites. The purpose of this research of this study is to examine the effect of teachers' favouritism on -students' motivation towards learning, Its appearances, and its implications on student learning outcomes. Favouritism is definitely a bad organisational practice. As a result, it can be found in almost every institute, of education. In other words, it might influence the classroom's learning environment and students' academic performance (Rafiq, Afzal, & Kamran, 2022).

Teachers' Favouritism in educational institutions is not a new phenomenon, but in recent years, it has unfavourable effects on pupils' academic performance, motivation, and self-confidence has emerged (Hussain, Hussain, et, al 2020). According to studies, students who meet favouritism are more likely to receive bad marks, lose interest in their studies, and suffer from low self-esteem, which has a severe impact on their mental and emotional health (Shindler 2012). The degree to which students are motivated to learn can be influenced by how a teacher engages with them both within and outside of the classroom (Dagli et, al 2019). Teachers are frequently impacted by the achievements and failures of their students.

Social class is a crucial factor that may contribute to favouritism in the classroom (Hussain, et, al 2020). Students of lower socioeconomic backgrounds, for example, receive less attention than those with more rich backgrounds. Teachers in these contexts give favour those pupils from advanced socioeconomic circumstances over those from lower socioeconomic circumstances. The gender is another important factor that affects students' motivation towards learning. According to Hussain, Abid, and Rafique (2019), teachers often favour pupils of the opposite gender. Male instructors preferred female pupils, whereas female instructors prefer male pupils.

Teachers also have a tendency to evaluate students only on the basis of their qualities. They initially made direct judgments about individuals based on how they seemed, and they started to favour those pupils and kept doing so. The students who are very attractive tend to receive priority from them. It is obvious that favouritism is one of the major issues facing our educational organisation. Therefore, the persistence of this study is to see if any findings support these previously discovered truths (Erdem, Aytaç, & Gönül, 2020).

3. Methodology

This chapter delivers a detailed explanation and validation of the methodology and process of current study of the population of the study, research scale, their justification and pilot testing, sampling procedures for gathering of data and analysis through statistical methods are also describes. The executive objective of this study was to examine the effects of teachers' favouritism on students' motivation towards learning at university level.

Research methodology was consisting of the following stages.

3.1. Research Design

The researcher was aimed to invention out the effect of teachers' favouritism on students' motivation towards learning at university level. This research design was descriptive as well as inferential in nature and a survey research technique was used.

This study also compared the perception of pupils about their teachers' favouritism on the bases of their demographic information.

3.2. Population of the study

The population of the study was the all students of university of Okara. Students from different faculties (Teacher Education, Computing IT, Faculty of management & social sciences, Faculty of life sciences, Faculty of sciences, and Faculty of Health Sciences) were the population of this research study.

3.3. Sample and Sampling Technique

A convenient sampling technique was used to select sample. In which BS, ADP, M.Phil and Ph.D students selected from all faculties. In this process out of 355 students were selected as a sample of this research study.

3.4. Data Collection Instrument

An adaptive questionnaire is used for the collection of data from the students of University of Okara. Data for this research work was collected through questionnaire, and analysed by using SPSS version 26.

3.5. Development of Research Tool

Keeping in understanding the objectives of the study one questionnaire on Likert scale was adapted for students to take their views and required information for this research study. A set of self-administered Questionnaire for students was consisted on having two sections (a. demographic information) and (b. statements) with multiple options (Never, Seldom, Sometimes, Often, Always) to calculate the result.

3.6. Validation of research scale

To attain the required objectives of the study, the questionnaire was passed through some process of selection and rejection before its final stage. All the possible effort of the researcher was made to set the questionnaire as per the requirement of the objective of the study for collecting the relevant information of the respondents. All statements were developed in the guidance of supervisor (assistant professor) and peers review process. Before the researcher checked an English language expert for grammatical corrections. When the language was grammatically modified, the research scales was sent to subject matter specialists. After the validation of research scale, it was named the Teachers' Favouritism and Students' Motivation (TF-SM). The research scale was comprised of 29 statements.

3.7. TF-SM for students

The TF-SM for students was developed to measure the effects of teachers' favouritism on students' motivation towards learning. There were 29 items having 3 factors related to teachers' favouritism (research scale given in the appendix B).

3.8. Pilot Testing

Pilot testing of the TF-SM for students was administered by the researcher herself. Each statement was developed on a five-point Likert scale and had options like (Never, Seldom, Sometimes, Often, Always) to calculate the result.

Table 1: pilot Testing

Sr. No	Faculties	No. of Students
1	Faculty of Computing	15
2	Faculty of Education	20
3	Faculty of Health Sciences	5
4	Faculty of life Sciences	10
5	Faculty of Management & Social sciences	20
6	Faculty of Sciences	10
Total		80

To check the validity of the tool pilot study was carried in six different facilities' total number of 80 copies of questionnaire was filled from the students. The data was carried out under the supervision of researcher. The filled tests were collected and subjected to statical analysis that allows you to decide the reliability of the tool as well as useability time and cost advocacy of the instrument.

3.9. Reliability of the research tool

The tool's reliability is the fundamental features of a tool that informs the researcher about the consistency of the instrument. The tool's reliability is defined as its ability to consistently measure the material. It was ensured that the tool's reliability was it maximum level, and reliability assessed using SPSS. A reliability test is directed to fix the questionnaire's worth. Because of this, it is vital to confirm the data's accuracy affecting on to more multifaceted analysis. Consider Cronbach Alpha, which is desired as:

3.10. Reliability Test

A reliability test is conducted to determine the questionnaire's usefulness. Because of this, it is important to verify the data's veracity moving on to more complex analysis. Consider Cronbach Alpha, which is desired as:

Table 2: Cronbach's Alpha Test

Cronbach Alpha	Value of internal Consistency
$23\alpha \geq 0.9$	Excellent
$0.9 \leq \alpha \leq 0.8$	Good
$0.8 \leq \alpha \leq 0.7$	Acceptable
$0.7 \leq \alpha \leq 0.6$	Questionable
$0.6 \leq \alpha \leq 0.5$	Poor
$0.5 < \alpha$	Unacceptable

In terms of Cronbach Alpha, the computed result is 0.853, which is great. Consequently, our next computational discoveries are dependable and efficient because of Cronbach Alpha's efficient value.

3.11. Administration of the Research Tool

As a result of pilot testing and reliability calculations. only those assertions with statistically high reliability were kept. Then under the supervision of the research study's supervisors, each question contained in the tool was again discussed and more changes were made. The questionnaire was revised and finished in light of the challenges experienced and suggestions made by respondents.

3.12. Data Collection Procedure

Data were collected personally by the researcher. The research scale was provided in a printed form to the respondents to fill up. The students' data collection was done with the hope of reducing the biased feedback and to ensure the high rate of return. Completed questionnaire was collected by the researcher personally. In this method the data were collected proficiently with least chances of losing the questionnaire.

For data gathering, permission letter was collected from university and presented it to the head of departments of universities. After that the research seeks the approval from all the dean of the departments for the collection of data in their faculties. With the permission from all the dean of the departments for the collection of data in their departments. Research was present at the data gathering setting. 400 questionnaires were distributed manually in students, out of which 355 were returned after the completion by respondents.

3.13. Data Analysis

Descriptive as well as inferential statistics, Description of the respondents of the study regarding demographic information were analysed through descriptive statistics. To find out the difference in the perceptions of university students on the basis of their demographics as well as to compare their perceptions about their teachers' inferential statistics (two- way ANOVA) were applied. Data have been analyzed through the usage of Statistical Package for Social Sciences (SPSS). The information turned into saved with in the statical Package for social sciences (SPSS) version 26. To evaluate the data and calculate the percentage of each choice frequency was used. (One- way ANOVA, Two-way ANOVA) and t-test as a contingency test was used to obtain statistical analysis findings.

4. Results of the study

Data have been analyzed through the usage of Statistical Package for Social Sciences (SPSS). The information turned into saved with in the statical Package for social sciences (SPSS) version 26. To evaluate the data and calculate the percentage of each choice frequency was used. (One- way ANOVA, Two-way ANOVA) and t-test as a contingency test was used to obtain statistical analysis findings.

Table 3: Gender

Respondents	Frequency	Percent	Cumulative percent
Male	171	48.2	48.2
Female	184	51.8	51.8
Total	355	100.0	

Table shows that there were 171 male university students and 184 female university were the part of the research. Five hundred (500) hundred male and female students were randomly selected for study at hand but 355 students responded. The response rate was 71 % that was excellent. The above table illustrate that there were 48.2% of male and 51.8% of female students as respondent of the research. It is evidently designated that the response rate of female university is high than the male university students.

Table 4: Locality

Locality	Frequency	Percent	Cumulative percent
Urban	221	62.3	62.3
Rural	134	37.7	100.0
Total	355	100.0	

Table 3 showed the categorization of the university students' locality. The table specified that there were 62.3% of university students were from urban areas. It was demonstrated that there were 37.7% students from rural areas.

Table 5: Factor wise perception of Teachers' favouritism

Factors	No. of statement	Mean	SD
Preference	9	3.0288	0.2234
Extra involvement	7	3.2881	0.2668
Discrimination	13	3.0795	0.1655

Table 6: Perceptions of students about teachers' preference

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	84.627	1	84.627	.297	.586
Within Groups	100577.120	353	284.921		
Total	100661.746	354			

The table displays the mean score and standard deviation of the perceptions of university students about the execution of various factors. The maximum mean score of students' perceptions was recorded as 3.2881 with standard deviation 0.2668 about extra involvement. Whereas the minimum mean score of students' perceptions was found to be 3.0288 with standard deviation 0.2234 about the preference. The mean score of students' perceptions about discrimination was 3.0795 with standard deviation 0.1655.

Research Question 1: What are the perceptions of students about teachers' preference?

The table 5 shows that F (0.297) was the non-significant at p>0.05. The p-value of this model is 0.586. The p-value is greater than the significant level. It shows that the students having non-significant difference in their perception about the teachers' preference.

Research Question 2: What are the perceptions of students about teachers' discrimination?

Table 7: Perceptions of students about teachers' discrimination

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	23.475	1	23.475	1.164	.0281
Within Groups	7119.640	353	20.169		
Total	7143.115	354			

The table 7 displays that the value of F-statistic is 1.164 was the significant at p<0.05. The p-value of this model is 0.0281. The p-value is less than the significant level. It shows that the students having significant difference in their perception about the teachers' discrimination.

Research Question 3: What are the perceptions of students about teachers' extra involvement?

Table 8: Perceptions of students about teachers' extra involvement

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.089	1	.089	.936	.006
Within Groups	4852.097	353	13.745		
Total	4852.186	354			

The table 8 shows that F (0.936) was the significant at p<0.05. The p-value of this model is 0.0061. The p-value is less than the significant level. It shows that the students having significant difference in their perception about the teachers' extra involvement.

Research Question 4: What are the perceptions of students about teachers' favouritism?

Table 9: Perceptions of students about teachers' favouritism

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	829.598	1	829.598	4.310	.039
Within Groups	67941.180	353	192.468		
Total	68770.777	354			

The table shows that F (4.310) was the significant at p<0.05. The p-value of this model is 0.039. The p-value is less than the significant level. It shows that the students having significant difference in their perception about the teachers' favouritism.

Research Question 5: What are the perceptions of male and female students about teachers' favouritism?

Table 10: Perceptions of male and female students about teachers' favouritism

	Gender	N	Mean	Std. Deviation	T	P
Preference	Male	171	20.1696	16.63732	-0.545	0.058
	Female	184	21.1467	17.10160		
Students' Motivation	Male	171	48.9064	13.24176	-0.125	0.026
	Female	184	50.3859	11.51848		
Extra Involvement	Male	171	13.0643	3.94990	0.081	0.093
	Female	184	13.0326	3.46710		
Discrimination	Male	171	18.0234	4.57738	1.079	0.028
	Female	184	18.5380	4.40921		

The table shows that the t-value (-0.545) was non-significant at p>0.05 about the preference. It displays that the perception of the students on the basis of male and female about teachers' favouritism were non-significant. It can be added that the male students (Mean = 20.1696, SD = 16.6373) had a somewhat lower perception about the teachers' favouritism and selection practice than female students (Mean = 21.1467, SD = 17.1016).

The t-value (-0.125) was significant at p<0.05 about the students' motivation. It shows that the perception of the students on the basis of male and female about teachers' favouritism were significant. It can be further concluded that male students (Mean = 48.9064, SD = 13.2418) had a somewhat higher perception about the teachers' favouritism and selection practice than female students (Mean = 50.3859, SD = 11.5185).

The t-value (0.081) was no-significant at p>0.05 about the extra involvement. It shows that the perception of the students on the basis of male and female about teachers' favouritism were non-significant. It can be added to determined that male students (Mean = 13.0326, SD = 3.9499) had a somewhat higher perception about the teachers' favouritism and selection practice than female students (Mean = 13.0326, SD = 3.4671).

The t-value (1.079) was significant at p<0.05 about the discrimination. It shows that the perception of the students on the basis of male and female about teachers' favouritism were significant. It can be added to determined that male students (Mean = 18.0234, SD = 4.5774) had a somewhat higher perception about the teachers' favouritism and selection practice than female students (Mean = 18.5380, SD = 4.4092).

Research Question 6: Is there any effect of teachers' favouritism on students' motivation towards learning?

The table shows that two-way ANOVA. In this model, the dependent variable is students' motivation and the independent variables is teachers' favouritism. The value of F-statistic for intercept is 3023.015 and the value of F-statistic for teachers'

favouritism is 1.128. The p-value of this model is 0.0001 which is ($p<0.05$). So, the results are statistically significant. We conclude that the effect of teachers' favouritism on students' motivation towards learning is significant.

Table 11: Effect of teachers' favouritism on students' motivation towards learning

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	9990.340[a]	59	169.328	1.128	.0001
Intercept	453880.154	1	453880.154	3023.015	.0001
Teachers' Favouritism	9990.340	59	169.328	1.128	.0001
Error	44291.755	295	150.142		
Total	930220.000	354			

5. Discussion

Favouritism is the way of favouring one person over another without taking into consideration of their efforts or other relevant considerations, such as individual likes or dislikes (Nedler et, al, 2006). The goal of the current study was to check the effect of teachers' favouritism on students' motivation towards learning at university level. All of the items displayed a strong degree of association with the total scores, according to the item-total effect of the teachers' favouritism on students' motivation of the items. According to the item-total effect each item has a close connection with the scale (Field, et, al 2005).

On the various components of the TF-SM Scale, factor analysis was effects of teachers' favouritism on students' motivation towards learning at university level. The findings of the factor analysis indicated like preference, Extra involvement, and discrimination as the three key factors. First thing Preference was used to gauge strong affinities, show favour, give one person an edge over another, offer someone a privilege, and do acts of gracious compassion. The investigations also confirmed that teachers' preferences play a significant role in students' academic performance. Teachers discovered grade discrepancies for the non-preferred group (Lu et al., 2015). According to a western study, pupils who are beloved by their upper class but disliked by their teachers' exhibit significant levels of negative performance and make poorly academically.

The element 2 Extra involvement refers to a strong sense of concern for some pupils above others, as well as to zeal, additional suggestion, attachment, and an active level of teachers' favouritism that goes above and beyond what is permitted in the classroom. This may be connected to the study by (Lopes, P. N., & Salovey, P. 2004), which found that the absence of positive relationships between students and teachers led to negative outcomes such as extra involvement, teachers' preference and discrimination. Similar to this, students who indicated more interactions between teachers and students also described stronger emotions of belonging, which led to more academic effectiveness and less unease (Roeser, Midgley, & Urdan, 1996). Similar to the previous study, extra involvement between students and teachers suggests more confidence and improved involvement promoting increased opinions of security and self-confidence in the classroom, just like responsive parenting does (Lu, et al., 2015).

In the third category of discrimination, there was unfairness, injustice, favouritism, or deception. A study Faber, Williams, Metzger, MacIntyre, Strauss, Duniya, and Goghari, (2023), that claims that despite linguistics, several pupils would be deprived of, as opposed to certain students receiving superior information and opportunities, provides support for this claim. On the other hand, (Jensen, J. R. 2009), outlines a number of strategies that focus on helping, encouraging, and providing support when necessary while also enhancing students' academic performance, and social integration. Favouritism occurs when a teacher unfairly and illegally supports a particular student or gives anyone or any group of students' high marks on tasks and tests. Additionally, it is teachers' favouritism when less capable pupils are encouraged and receive higher grades than those who put forth effort in their academics (Okçu et, al 2016).

The results of present study shows conclusively that teachers favouritism effect on student motivation towards learning. Teachers' negative characteristic have a direct effect on student's motivation and learning. The findings are consistent with their validation by prior studies. The present study investigated the effect of teachers' favouritism on students' motivation towards learning at university level. The results reveal a significant connection between teachers' favouritism and students' motivation towards learning at university level, shedding light on the subtlety dynamics within the classroom environment. Teachers exhibiting high levels of preference, extra involvement and discrimination might transmit this negative effect of teachers' favouritism on students' motivation towards learning at university level Penson, W. J., Karban, K., Patrick, S., Walker, B. C., Ng'andu, R., Bowa, A. C., & Mbewe, E. (2016). Negative effect of teachers' favouritism negatively influences on students' motivation and learning environment. This environment could discourage active participation and hinder students' eagerness for learning.

6. Conclusion

This study was directed to find out the effect of teachers' favouritism on students' motivation towards learning at university level. It is concluded on the bases of findings that teachers' favouritism has significant effect on damaging students' motivation towards learning.

The identified link between teachers' favouritism and students' motivation underscores the important role that teachers play in shaping students' motivation towards learning. Favouritism, characterized by tendencies towards preference, extra involvement, discrimination, can unintentionally affect students' motivation and classroom dynamics. This could include difficulties in maintaining discipline, adapting teaching strategies to individual student needs, and development a positive and encouraging learning environment. As a consequence, students' motivation might suffer due to a lack of teachers' clear guidance and a sense of academic security. Many past researches support this study that teachers' favouritism have significant effect on students' motivation towards learning at university level. Preference and extra involvement unstable teachers may inadvertently convey their stress and negative effect on the students' motivation, creating an environment that is less conducive to learning. The presence of favouritism' features in teachers may have an impact on students' educational experiences and, as a result, their motivation to participate actively in the learning process. Students are extremely attentive to demotivate indications. And, this research can serve as an important reference.

Teachers' favoritism can be observed in practically every aspect of life, whether it be at, work, or in school, college, or university. Because pupils are when originally showing to an academic setting and learning for interaction with others, equality, and equitable treatment, teachers have a greater duty.

6.1. Recommendations

Keeping in consideration, following recommendation are made;

1. The university should ensure the students motivational towards learning.
2. During the process of recruitment and selection there must be a Professional psychologist in selection committee to analyze the effects of teachers' favoritism.
3. The department/University should arrange formal programs/training sessions for teachers on regular interval.
4. The department should get feedback from students about teachers' favoritism in classroom.
5. The complaints against teachers' disturbing favors should be timely investigated.
6. The department should keep the complainers name private.
7. University should set proper policy for teachers.
8. For execution of proper policies about teachers' favoritism analysis it's better to consult with the experts in the relevant field.
9. The department head should make students confident about sharing any problem about teachers' disturbing extra involvement and preference.
10. The university should conduct seminars on the effect of teachers' favoritism on students' motivation towards learning at university level.

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