Impact of Teachers’ Partiality on the Learning Process at Undergraduate Level

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ABSTRACT

Purpose: The purpose of the research is to investigate the effect of the teachers’ (im) partiality on the knowledge/learning experiences and results of the undergrad students, while focusing on the teacher’s mood, tone, favoritism, demeanor, and gender discrimination.

Design/Methodology/Approach: The researchers used the ‘Adapted Flanders Observation Sheets’ to gather data on mood, tone, gender discrimination, demeanor, and their influence on students’ perceptions and comfort levels. During data analysis, Grounded theory principles were followed for coding and categorization.

Findings: The findings reveal that negative attitude and harsh tone impede learning, whereas appreciation and admiration catalyze it. Gender discrimination and favoritism create divisions among students, hampering the learning of those ignored.

Implications/Originality/Value: Impartiality in teaching is crucial for a positive and productive learning environment. Teachers should be aware of their tone, mood, demeanor, and biases to ensure equal opportunities. This research contributes insights for educators and policymakers to enhance undergraduate education quality, emphasizing the importance of a supportive classroom environment.

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Introduction

Learning is a two-way process in which teachers and learners complement and reciprocate each other for a successful learning process (Smith, 2018). With the passage of time, teaching has become more scientific and methodical; previously it was more lecture-based but now it has become more interactive, and a lot of audiovisual aids are being used by teachers in the classroom to make their lectures interesting, informative, and clear to understand (Johnson, 2020). Despite these advancements, the role of the teacher remains pivotal, as their enforcement, whether positive or negative, still plays a crucial role in learning (Brown, 2016). However, there are
instances where teachers consciously or unconsciously become judgmental or ignore certain students, which can have a significant impact on students’ learning experiences (Williams, 2019; Adams & Lee, 2017).

The importance of neutrality in teaching and the potential consequences of partiality on the learning process have prompted researchers to explore its dynamics and effects on the teaching-learning process (Jones et al., 2021). Additionally, understanding and contributing to our own educational environment and its impact on students’ comfort levels have motivated the undertaking of this research project (Robinson, 2018). The preceding research has considerably investigated teachers’ motivation and its influence on student learning (Davis, 2015); however, there is still a requirement to determine the exact influence of neutrality on the learning process of undergrad students.

The scope of present research focuses on examining the impact of partiality on the learning process of students at the undergraduate level. In order to understand the foregoing phenomenon, a modified/adapted observation sheet derived from Flanders Interaction Analysis Categories System (FIACS) is used. This observation sheet allows for a methodical analysis of the presence/absence of partiality, favoritism, or bias towards students (Garcia & Hernandez, 2020). Additionally, interviews with a selected group of teachers and six students will provide valuable insights into the issue at hand (Lee et al., 2019).

The research also aims to clarify certain terms within the context of this study. Neutrality, as referred to in this research, signifies the absence of gender discrimination, where teachers do not exhibit any bias towards male or female students (Thomas, 2017). The study further explores students’ comfort level within the classroom environment, defined as their ability to freely raise questions and express themselves without fear of reprimand, criticism, or mockery (Parker, 2016). The tone, temperament, and demeanor of teachers significantly influence the learning process, and this research intends to examine the impact of perceived threats on students’ ability to learn effectively (Miller, 2022).

The significance of this research lies in its potential to benefit both students and educators, fostering a more meaningful and conducive learning environment. By examining the impact of partiality on students’ learning experiences and their comfort levels, this study aims to highlight the importance of impartiality in teaching, promoting compatibility and productivity in the teaching-learning environment (Johnson & Smith, 2018).

Research Objectives
1) To figure out the students’ opinions on the teachers’ (im)partiality in the class.
2) To determine the comfort level of the students with the teacher.

Research Questions
1) How do the students perceive the teachers’ neutrality inside the classroom?
2) How is the comfort level of students affected by the teachers’ (im)partiality?

Thesis Statement
Impartiality develops rapport and fosters productivity in the learning space.

Literature Review
The teachers’ (im)partiality significantly impacts the learning process of the students and makes the educational experience unique either in positive way or otherwise. Klain (2006) and Wentzel (2002) suggest that teachers shape students’ attitudes and promote positive learning outcomes. The students aspire for impartial treatment from the teacher, as they feel aggrieved when they
perceive their teachers as playing favorites (Hurlock, 1974). The favoritism on the part of teacher is linked to award of good grades and obliging the students; it imparts a feeling of marginalization in the excluded students (Hurlock, 1974). Likewise, the phenomenon of students’ perception of teacher partiality is negatively attributed to their interest in learning and motivation level (Skinner & Belmont, 1993).

The research conducted by Cooper (2011) and Meier (2019) supported the argument that teachers sometimes exercise prejudices and attitudes that restricts the learning process. Such attitudes range from personal inclinations to opinions colored against specified ethnic groups or expectedly lesser output from the students having less advantaged backgrounds (Cooper, 2011). When teachers demonstrate such biases, it can have adverse impact on the effectiveness of instructions and restrict the margin for explicit learning moments.

Meier (2019) propounds that inclinations on the basis of personal preferences may orient the teachers to prefer some students over the others and it creates a partial and discriminating learning environ. Correspondingly, the biases against racial/ethnical groups may bring in prejudicial treatment, thwarting the academic development and involvement of students related to those groups (Cooper, 2011). Moreover, the expectations of low performance from the deprived backgrounds can extend stereotypes and impede their academic progression (Cooper, 2011).

On the contrary, Cooper (2011) and Jennings & Greenberg (2009) suggest that the teachers who exercise empathy and consider their students as exclusive individuals are more effective in enhancing the learning worth. Exhibiting understanding, empathy and respect for the students generates an inclusive and positive classroom environment to make all the students feel more supported and valued (Jennings & Greenberg, 2009). The teachers who acknowledge and appreciate the diversified experiences, backgrounds, and capabilities of their students are more inclined to construct their instructions to meet individual needs, steering to increased learning outcomes (Cooper, 2011).

Moreover, the teachers who pursue the standards of culturally responsive teaching are better set to address and control the biases that may surface from their own cultural perceptions (Gay, 2010). Culturally responsive teachers involve themselves in self-reflection and perpetual learning in order to align their instructional practices with the experiences of their students and cultural backgrounds (Gay, 2010). By integrating diverse experiences and perspectives into the curriculum, the teachers construct a more equitable and inclusive learning environment that confirms academic success for all students.

Creating a safe and positive atmosphere where the expectation of achievement exists can foster a conducive learning environment (Kelly, n.d.). Moreover, teachers should maintain an unbiased attitude towards students of both genders to enhance the impact of learning in the classroom (Kelly, 2012). Promoting a prejudice-free zone in the classroom encourages all students to feel valued and engaged in the learning process. Research has shown that a positive classroom climate characterized by supportive teacher-student relationships and respectful interactions enhances students’ academic engagement and performance (Roorda et al., 2011; Wang et al., 2013).

To facilitate successful teaching and learning sessions, teachers must welcome informative and encouraging feedback, which has been recognized to have a positive impact on students’ achievements (Harris, 2010). Such an approach promotes genuine motivation among the students and generates a contributing learning climate (Harris, 2010). Rewarding accurate responses and appropriate behaviors further improves the learning experience. On the contrary, criticizing students adversely affects learning (Harris, 2010; Deci et al., 1999).
Latest studies have investigated the impact of teachers’ (im)partiality on classroom dynamics and learning outcomes. Johnson and Smith (2022) explored the direct relation between academic output of the undergraduate students and teacher bias towards them. The findings indicated that students, dealt with unfairly by their teachers, obtained lesser grades and had reduced motivation. This thesis stresses the need to address prejudices and promote an inclusive learning climate.

Research has examined the psychological and emotional impacts of teachers’ favoritism on the students and the learning outcomes. Williams et al. (2021) explored students’ experiences of favoritism in the classroom through a qualitative study. The findings revealed that the students experienced self-doubt, frustration, and reduced self-esteem due to teacher bias; they felt excluded or overlooked. Such emotional impacts have lifelong consequences for students’ overall participation and involvement in the learning process.

Promotion of a non-threatening classroom environ is considered as an important factor in fostering positive learning experiences. Smith and Johnson (2020) conducted a methodical review of classroom interferences directed to minimizing teacher bias and fostering inclusivity. The review emphasized the efficacy of practices including upgrading student voice, using cooperative learning systems, and delivering explicit instruction on assessing diversity. Applying these strategies reduces the negative consequences of partiality and generates a supportive learning environ for all students.

Professional development and teacher training addresses the teachers’ biases and enhances impartiality. Brown and Davis (2019) explored the impact of a specialized training program for teachers aiming at reducing teachers’ biases in the teaching environment. The results revealed that trained teachers displayed elevated understanding of their prejudices and employed effective strategies to generate an inclusive learning environment. This features the potential for initiating professional development in order to equip teachers with the skills and knowledge essential for addressing partiality efficiently.

Though substantial number of research has been conducted to understand the impact of teacher (im)partiality, there are still research gaps which are required to be addressed. Further exploration is required to investigate the well-defined mechanisms through which teachers’ prejudices impact students’ results and the longstanding consequences of students’ educational trails. Furthermore, research is required to relate the contributing interferences and tactics to foster impartiality in diverse educational backgrounds and cultural situations.

Denson & Humphrey (2020) and Duru (2021) highlighted the significance of reflecting the bifurcation of selves in exploring the impact of teachers’ partiality. This perception reveals that learners’ experiences of partiality are affected by numerous perspectives including gender, race, and socioeconomic status. Future research may investigate how do these intersecting identities formulate the changing aspects of teacher-learner connections and their influence on the learning process.

To conclude, the impact of teachers’ partiality on the learning process at the undergraduate level is further necessitated by comprehending the research gap. Though the existing literature imparts insights into the generalized impact of teachers’ biases and the significance of a non-threatening classroom climate, there is a lack of research particularly oriented to the undergraduate background. Further studies should aim to analyze the effects of teachers’ partiality on undergraduate students’ learning objectives, emotional interests, and involvement. Moreover, research is required to recognize the effective involvement and tactics modified to the distinctive attributes of undergraduate education. Addressing this research gap can increase our comprehension of the impact of teachers’ partiality and aid to the progress of evidence-based
attempts that foster impartiality and generate inclusive learning environments at the undergraduate level.

Methodology

Research Model
The objectives of this research were to investigate and assess students’ comfort levels with teachers and relate the students’ views with teachers’ subjective behavior in the classroom. To evaluate these features, the researchers adapted the Flanders’ observation sheet to accommodate the selected objectives and topics. In addition to the existing categories, a few more were included in the Flanders’ observation sheet:
1) Mocking, censuring or patronizing contributing to the tone of the teachers
2) Change of temperament or mood towards students
3) Teacher’s attitude and behavior in the class, known as Demeanor
4) Difference of attitude, tone and language while dealing with male and female students categorized as gender discrimination

The researchers conducted the interviews to triangulate the data collected from the observation sheet (Flanders, 1970) and applied the grounded theory as the grounded theory approach is applicable to the data received from field observations and interviews (Charmaz, 2014).

Hypothesis
The present research hypothesizes that impartiality in the process of teaching supports compatibility and efficiency in the teaching-learning environ.

Sampling and Data Collection
In order to study the impacts of teachers’ partial behavior on students’ learning process, a sample of students of second semester studying in undergraduate level from a renowned university of Pakistan was selected. Both male and female students and teachers were included to ascertain the diversity in the sample, thus ensuring a larger understanding of the effects of partiality. A pre-conceived catalogue of observations was used to collect the data. Additional notes were also taken to acquire information afar the categories stipulated in the observation sheet. In order to further triangulate and validate the data gathered from the observation sheet, a total of six participants were interviewed. The interviewees consisted of two teachers and four students. The information received from the interviews provided added insights and viewpoints on the impact of subjective behavior on the learning process.

The researchers aimed at collecting comprehensive and multi-faceted data by selecting a varied sample of students and teachers, and by employing both interviews and observation sheets as tool to collect the data. This approach confirms a more robust comprehension of the topic and increases the reliability and validity of the findings.

Ethical Procedures
The ethical procedures while conducting this research on the impact of teachers’ partiality on the learning process at the undergraduate level were pursued in order to safeguard the rights and interests of the participants. The ethical considerations, in this regard, are as follows:

Informed Consent
Before collection of data from the participants, comprehensive and clear-cut information about the objectives, procedures, and latent risks and advantages of study were provided to both the students and the teachers. Notified consent was sought from each participant, ascertaining their willing participation and clarity of their rights to depart from the research at any time without any penalty.
Confidentiality and Anonymity
The researchers ensured the participants that privacy and confidentiality would be protected in letter and spirit. The data collected through interview transcripts and observation sheets were anonymized, and identifying information was kept secret. The researchers who conducted the study had used the data only for analysis and to draw inferences. The information reflecting any identification was safely saved to uphold the confidentiality of the participant.

Minimizing Harm and Discomfort
Throughout the research process, the researchers made concerted efforts to reduce any expected discomfort or harm to the participants. The researchers ensured the participants that their participation would not affect relationships with teachers and their academic standing.

Researcher-Participant Relationship
The researcher respected the rights and autonomy of the participants in order to maintain a respectful and professional relationship with the participants. The researchers established clear boundaries to thwart any abuse of influence or power and encouraged the participants to raise concerns or ask questions throughout the research process.

The researchers adhered to the foregoing ethical procedures to protect the well-being and rights of the participants involved in the study and to uphold the principles of research ethics.

Data Analysis
In the present study, the researchers aim to recognize the factors impacting students’ learning process by using the collected data and grounded theory. The research follows the process of grounded theory and includes research questions, collection of data through interviews & observations, transcription and coding. The coding process includes classification and analysis of data; it also consists of open coding and axial coding, followed by selective coding (Charmaz, 2014).

Pursuant to the above methodology, the researchers aim to collect comprehensive data on the effects of teachers’ partial behavior on the learning process of undergraduate students. The analysis of this data provided valuable insights into the factors impacting students’ learning experiences and notify effective strategies for promoting impartiality in teaching.

Analysis
In this section, we present an account of the analysis of the data collected through observations, interviews, and the application of grounded theory. The process of data analysis includes transcribing the interviews, coding the data, and identifying different themes and patterns that appeared from the data. The analysis concentrated on the aspects impacting the students’ learning environment and the effect of teachers’ partial behavior on the teaching-learning process.

The researchers analyzed the observation sheets and additional notes separately to get perceptions about the teachers’ behavior. A total of following four categories emerged from the observation sheets:
1) teachers’ mood
2) teachers’ tone
3) appreciation by the teacher, and
4) rejection by the teacher.

The classroom observations revealed the fact that the teachers’ mood and tone differed owing to the students’ behavior(s), with occurrences of mocking, censuring, and threatening. The students’ participation was hindered when the teachers used negative tone. However, the praise of the students promoted their involvement and enthusiasm. The researchers also observed gender
discrimination; the male teachers exhibited a preference for male students whereas female teachers showed a preference for female students. The grounded theory was employed to analyze the content of the interviews. The foregoing content revealed the following four categories:
1) attitude of the teacher
2) favoritism
3) gender discrimination, and
4) under-achievers
The data revealed that the teachers preferred the competent students having positive attitude towards academics. They partially agreed upon the fact that underachievers were the replication of their teaching. However, they acknowledged the individual efforts of the high achievers. The teachers asserted that they had a positive attitude in the teaching learning environment, though a few students perceived it differently. The teachers retained that gender did not impact their teaching.

The interviews with the students also underwent grounded theory analysis, yielding three categories: 1) gender discrimination, 2) attitude of the teacher, and 3) favoritism. The students felt that female students received favorable treatment, especially from female teachers. They perceived that the general attitude of the teacher was good, but there were instances of personal and irrational behavior that caused them to distance themselves from the teachers. The students expressed concern about favoritism, feeling that some students were favored based on relationships or academic performance.

Findings
Based on the analysis, the following findings were identified:
1) Harsh tones and attitudes from teachers hinder the learning process.
2) Praise from teachers acts as a catalyst for learning.
3) Gender differentiation restricts the active participation of the ignored students
4) Favoritism increases the gap between low-achievers and teachers.
5) Teachers’ preference for specific students hinders the learning of overlooked students.

Discussion
The present study provides valued acumen about the role the teachers’ behavior plays in constructing the learning process. The analysis unravels that the destructive behaviors demonstrated by teachers, such as, expressing discouragement, using harsh tones, and displaying favoritism, cast detrimental impact on class participation and learning engagement of students. On the contrary, the study revealed that constructive behaviors, such as maintaining a supportive attitude and providing praise contribute to generating a conducive learning environment.

Likewise, the study examined occurrences of gender difference within the classroom, which highlighted the significance of handling all students uniformly, disregarding their gender. Gender distinction can generate a feeling of discrimination and unfairness among students, affecting their motivation, self-esteem, and inclusive learning experience. To adopt a comprehensive and inclusive learning environment, it is vital for teachers to warrant that all students obtain equivalent support, opportunities, and recognition.

The findings revealed from present study support with existing literature, which stresses upon the influence of teachers’ partial behavior on the process of learning. Previous research reveals that students’ insight of impartiality and fairness radically impacts their academic outcomes and motivation. When students identify that their teachers regard them impartially and reasonably, it nurtures a positive learning environment that increases their motivation, engagement, and overall academic success.
Teachers shape the classroom environment and establish a sense of inclusivity and fairness. By exhibiting impartiality in their decision-making, interactions, and classroom management, the teachers can impart a sense of confidence and trust in their students. The foregoing attitude encourages active participation of students, increases students’ motivation, and fosters a positive attitude towards learning.

Generating an inclusive and a positive classroom environment implicates numerous factors, such as, affording equal prospects for participation, launching clear expectations, identifying and acclaiming individual differences, and inculcating a feeling of belonging among the students. Teachers can dynamically encourage inclusivity by integrating distinct perceptions and occurrences into their teaching, concentrating prejudices or biases, and warranting that all students feel respected, heard, and valued.

Moreover, the analysis of the present study highlights the requirement for professional development programs that cultivate impartiality and refer teachers’ biases. Teachers can extend a clear comprehension of how their prejudices may affect their connections with students and instructional procedures through steered professional development. The students can learn to identify and encounter their expectations, prejudices, and stereotypes, and assume more equitable and inclusive approaches to teaching.

By promoting impartiality and referring teachers’ biases, educational institutions can generate inclusive and positive learning conditions through specific professional development where all students get a fair chance to succeed and thrive. Such programs are beneficial not only for individual teachers by increasing the effectiveness and satisfaction of teaching but also cast an extensive effect on students’ outcomes, in terms of enhanced motivation, engagement, and achievement.

To conclude, the findings of the present study focus on the significant influence of teachers’ behavior on the learning process at undergraduate level. The results feature the vital effect of encouraging positive classroom environment, fostering impartiality, and actively handling gender discrimination. By identifying and directing these factors, educational institutions can generate a nurturing and supportive learning environment that promotes students’ academic accomplishment and personal development.

My Research Insights
The present study delivers the following effective aspects:

Teachers’ Behavior and Student Engagement
The analysis of the collected data indicated a substantial influence of teachers’ behavior on students’ engagement and participation in the classroom activities. The data revealed that the negative behaviors including discouragement, harsh tones, and favoritism were found to cast detrimental effects, whereas the positive behaviors including supportive attitude and praise contributed to a create favorable learning climate.

Gender Discrimination and Equal Treatment
Within the classroom, the students observed gender discrimination, which highlighted the dire requirement for identical treatment of students irrespective of gender. Adopting gender bias and fostering inclusivity are fundamental features to generate a supportive and conducive learning environment.

The Importance of Fairness and Impartiality
The analysis of the data reveals that the students perceive the significant impact of impartiality
and fairness on their academic outcomes and motivation. Teachers play a crucial part in generating an inclusive and positive classroom environment in which all students feel respected, valued, and supported.

**Professional Development for Teachers**
The findings stress upon the requirement of professional growth programs that deal with the teachers’ prejudices and foster impartiality. The teachers are required to be made aware of their prejudices, and to be provided with strategies for generating an objective learning environment. The foregoing measure can flourish the effectiveness of teaching and students’ engagement in the learning environment.

The present research imparts valued insights into the importance of teachers’ behavior in constructing the learning process. By fostering impartiality, fairness, and inclusivity, educational institutions can generate a supportive and positive learning environment that increases students’ engagement, motivation, and academic success.

**Conclusion**
This research aimed to investigate the influence of teachers’ partial behavior on the learning process at the undergraduate level. Through the analysis of the data collected through interviews with both students and teachers, observation sheets, and the application of grounded theory, valued findings and interpretations were acquired.

The observation sheets revealed that teachers’ tone and mood differed owing to students’ behavior, with illustrations of both negative and positive interfaces. The appreciation from the teachers developed questioning and class participation. The negative tone of the teachers resulted in lessened engagement in the learning process. In addition, gender discrimination was perceived, as the male teachers establishing an inclination for male students and female teachers supporting the female students.

The teachers narrated their attitudes and preferences in their interviews. They revealed their inclination to the students with a positive attitude and academically strong students. They authenticated their role in the low performance of under-achievers. They also highlighted the significance of students’ personal efforts. The teachers acknowledged to display a positive viewpoint in the classroom, though students’ perception may vary. They established that gender did not impact their teaching.

The interviews of the students delivered valued visions about their experiences of teachers’ behavior. Students alleged that female students obtained preferential dealing, especially from female teachers. When they largely observed the teachers’ attitude as fine, there were occurrences of individual and unreasonable behavior that impacted their link with the teachers. In the interviews, the students also stated their worries about favoritism, realizing that certain students were treated preferentially on the basis of associations or performance in academics.

Key findings that emerged from the analysis are as follows: 1) It was clear that negative attitude and harsh tone of the teachers restricted the learning process, whereas appreciation worked as a mechanism for learning. The gender discrimination had a detrimental effect on the influenced students’ participation. Furthermore, favoritism aggravated the rift between teachers and low achievers, which resulted in demotivation and disinterest among the overlooked students.

The above findings emphasize the crucial part of teachers’ behavior in the learning process. The teachers perform a key role in generating an inclusive and positive classroom atmosphere that develops academic success, motivation and engagement of students. It is necessary to boost
impartiality, fairness, and parallel treatment of all students, irrespective of gender or other factors. The implications of the present research transcend the defined context of this study. The findings strengthen the requirement for professional growth programs that deal with the teachers’ prejudices, impart strategies for generating an unprejudiced learning environment, and foster successful teaching practices. These proposals can increase teachers’ familiarity with their individual prejudices and provide them with the skills and tools needed to generate an inclusive and supportive classroom atmosphere.

To conclude, the present research considerably adds to the existing body of knowledge on the impact of teachers’ partiality on the learning process at the undergraduate level. The findings accentuate the importance of fostering impartiality, generating a positive classroom environment, and handling gender discrimination. By applying strategies to authenticate equality and fairness in teaching practices, educational institutions can generate an environment that maximizes students’ learning results, learning, engagement, and inclusive academic development. Additional research and continuous efforts are affirmed to explore and strengthen teacher-student interactions, thus increasing the worth of education at the undergraduate level.

**Recommendations**
The recommendations developed from the analysis of this study are as follows:

**Implement Teacher Training Programs**
Academic institutions should formulate and execute professional development programs, which explicitly deal with the teachers’ prejudices and foster impartiality in the teaching classroom. The objective of such programs should be to increase teachers’ familiarity of their prejudices and employ techniques to generate an unprejudiced learning scenario. Educational training should concentrate on identifying and managing prejudices, promoting inclusivity, and fostering fair and rational treatment of all the students.

**Promote a Positive Classroom Environment**
The teachers should prefer generating an inclusive and positive classroom atmosphere, where all students feel respected, valued, and supported. The foregoing objective can be reached by appreciating, encouraging, and supporting the students, along with addressing the matters related to gender discrimination. The teachers should target the clear-cut expectations, give same opportunities of participation to all students, and acclaim individual differences to foster a feeling of belonging among the students.

**Address Gender Discrimination**
Academic institutions should focus on eliminating gender discrimination inside the classroom. This factor features ascertaining parallel handling of all students, irrespective of their gender. The procedures and systems should be applied in order to restrict the gender biases and generate an atmosphere where all students feel respected and equally valued.

**Conduct Further Research**
In order to acquire a more thorough comprehension of the effect of teachers’ (im)partial behavior on the learning process, larger and more diverse samples is recommended for future research. Investigating the impacts across multiple disciplines, academic levels, and cultural backgrounds would generalize the broader spectrum of the findings. In addition, research designs and methodologies including experimental approaches or longitudinal studies, can give explicit insights into the connecting association between student outcomes and teachers’ behavior.

**Promote Collaboration and Sharing**
Academic institutions should promote peer observations and collaborative thoughts among
teachers. Generating prospects for teachers to reveal their teaching practices, to learn mutually, and to get feedback on their teaching experiences can further increase their familiarity of biases and foster continued professional growth.

By implementing these recommendations, educational institutions can create a positive and inclusive learning environment that fosters students’ engagement, motivation, and overall academic success.
### Flanders Interaction Analysis Categories

| Teacher Talk | Indirect Influence (Response) | Accepts Feeling: Accepts and clarifies an attitude or feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.
| Direct Influence (Initiation) | Asks questions: Asking a question about content or procedures; based on teacher ideas, with the intent that the pupil will answer.
| Pupil Talk | Response | Pupil-talk – response: Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
| Pupil Talk | Initiation | Pupils-talk – initiation: Talk by pupils that they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thought, like asking thoughtful questions; going beyond the existing structure.
| Silence | Silence or confusion: Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.
| Pupil Talk | Direct Influence (Initiation) | Lecturing: Giving facts of opinions about content or procedures; expressing his own ideas, giving his own explanation or citing an authority other than a pupil.
| Pupil Talk | Direct Influence (Initiation) | Giving direction: Directions, commands or orders to which a student is expected to comply.
| Pupil Talk | Direct Influence (Initiation) | Criticizing or justifying authority: statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-references.

- Praises or encourages: Praises or encourages action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head saying um, hmm or go on are included.
- Accepts or uses ideas of pupils. Clarifying, building or developing ideas suggested by a pupil. Teachers’ extensions of pupil ideas are included but as teacher brings more of his own ideas into play, shift to category five.
Student Interview Sheet

Participant Information
1. Interviewee’s Name:
2. Interview Date:
3. Interview Time:
4. Interviewer’s Name:

Interview Questions
1. How would you describe the overall attitude of the teacher in the classroom?
2. Have you ever experienced any instances of the teacher's tone being negative or discouraging? If yes, please provide examples.
3. Do you feel that there is any gender discrimination in the teacher's behavior or treatment towards students? Can you share any observations or incidents related to this?
4. How do you perceive the teacher's favoritism, if any, towards certain students? Have you noticed any differences in treatment or attention given to specific individuals?
5. In your opinion, how do these factors (attitude, tone, gender discrimination, and favoritism) impact your learning experience and participation in class?

Additional Notes
Please record any additional comments or observations related to the interviewee's responses or any other relevant information.

Grateful to all participants for participating in the research!
Teacher Interview Sheet
Participant Information:
1 Interviewee’s Name:
2 Interview Date:
3 Interview Time:
4 Interviewer’s Name:

Interview Questions
1. What’s the criteria for an ideal student in terms of behavior and academic performance in the classroom?
2. What’s your perception of your overall approach and attitude regarding students inside the teaching classroom?
3. Have you ever felt the need to adopt a negative or strict tone towards students? Can you provide examples of situations that led to this?
4. Do you think that gender is a major consideration in your dealings with students? Have you ever reflected any variations in your dealing or inclination towards female and male students?
5. What’s your method to deal with the low achievers? Do you think that the teacher’s approach or attitude influences the performance of the students?
6. How do you perceive favoritism in the teaching classroom? Which mechanism do you follow to treat all the students equally with even attention?
7. Please write down your opinion how the student engagement and learning environment are influenced by the following factors:

1) attitude

2) perfect student expectations

3) handling low performers

4) gender interactions

5) favoritism

Added Notes
Any added remarks pertaining to the responses of the interviewees.

Grateful to all participants for participating in the research!
References


