



A Study on Educational Discrimination and its Impact on its Future of the Pupil

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ABSTRACT:

This paper focuses on the issue of educational discrimination and its potential impact on students' futures. Every learner has the right to receive an education free from any form of discrimination, whether based on gender, race, age, social class, financial status, or other attributes. To identify the factors which are responsible for educational discrimination. The main objective of this study is to increase public awareness about educational discrimination and its impact, to Promote self-awareness and self-reflection among students and to mitigate discrimination in schools. Discrimination encompasses various forms of unjust treatment, which can stem from factors ranging from appearance to attire. The primary aim of this research is to identify the underlying factors contributing to educational discrimination and to raise public awareness about its consequences. The study utilises both primary and secondary data collection methods. Secondary data involves utilising existing information from sources like newspapers, magazines, websites, blogs, case law, published books, reports by private and government entities, journals, articles, and working papers. In this study, secondary data was gathered through journals and literature reviews, while primary data was collected from 200 participants using the convenient sampling technique. The findings highlight that an initial step towards reducing discrimination in schools involves fostering self-awareness and self-reflection in students.

Keywords: Educational discrimination, future, self- awareness , law,schools.

INTRODUCTION:

This research delves into the issue of educational discrimination and its profound impact on students' futures. Every learner has the inherent right to receive an education free from biases, encompassing factors like gender, race, age, social class, and financial status. The study concentrates on examining discrimination in the realm of education, which constitutes a violation of human rights. The European Convention on Human Rights, specifically Article 14, explicitly prohibits discrimination in relation to any of the Convention's guaranteed rights and freedoms. Furthermore, Protocol No.1's Article 2 mandates that states ensure equitable access to formal education for all individuals. Encountering educational discrimination can yield severe consequences, including poor school attendance, subpar academic performance, unrealized potential, and feelings of isolation among children and young people. Confronting discrimination is not solely a responsibility imposed on schools by the European Convention of Human Rights; it also holds immense significance for students' well-being and educational accomplishments. Those who face unfair treatment or discrimination are prone to developing negative attitudes toward school, diminished motivation, lower academic achievements, an elevated risk of quitting formal education, exposure to bullying, and mental health challenges. Educational discrimination refers to the unequal treatment of students based on factors such as their socio-economic background, race, gender, or other characteristics. This prejudiced treatment can lead to disparities in access to quality education, opportunities, and resources, ultimately affecting the future prospects of the pupils involved. Understanding the impact of educational discrimination is crucial for addressing the systemic issues that hinder a fair and equitable learning environment. Addressing these inequalities requires collaborative efforts between teachers and parents. Prioritising a specific gender should be eliminated, allowing all students to engage equally in activities. Activities that hinder inclusive participation should be replaced. Schools must actively prevent racial discrimination, upholding equality regardless of religion, caste, complexion, or locality. Teachers must remain impartial and take corrective actions against biased comments. Fostering secularism and unity should be incorporated into education. Unfair treatment or discrimination can lead to

- Negative school attitudes,
- Reduced motivation,
- Academics struggles,
- Increased dropout rates,
- Bullying experiences, and

- Mental health issues among children and young individuals.

Government initiatives combating discrimination in education are rooted in civil rights principles. Numerous federal laws, applicable to programs receiving U.S. Department of Education funding, ensure equal treatment:

- Title VI of the Civil Rights Act of 1964 addresses race, colour, and national origin discrimination.
- Title IX of the Education Amendments of 1972 addresses sex discrimination.
- Section 504 of the Rehabilitation Act of 1973 addresses disability discrimination.
- Title II of the Americans with Disabilities Act of 1990 (ADA) covers disability discrimination by public entities, regardless of federal assistance.
- The Age Discrimination Act of 1975 addresses age discrimination.

Raising awareness about marginalised individuals' experiences involves sharing stories to cultivate empathy. Tackling economic inequalities involves mandating school uniforms to create parity and providing targeted support to uplift weaker students. **The aim of this paper is to know whether the people in India are aware about educational discrimination and its impact.**

OBJECTIVE:

- To identify the factors which are responsible for educational discrimination .
- To increase public awareness about educational discrimination and its impact.
- To Promote self-awareness and self-reflection among students serves to mitigate discrimination in schools.
- To give suggestions to reduce educational discrimination.

REVIEW OF LITERATURE:

The paper discusses the experiences of international students at a U.S. Southwest research university (Jiang et al. 2023), focusing on difficulties ranging from unfairness to cultural intolerance (Gee, Asmundson, and Vang 2023). It employs risk and resilience perspectives to explore how teacher-student relationships and school climate mitigate the impact of perceived ethnic discrimination on psychological and academic well-being among German seventh graders from diverse cultural backgrounds. Additionally (Bowers et al. 2023), the study investigates the influence of teacher expectations on essay grades through an experimental setup involving essays with either Turkish or German authorship (Khalfaoui et al. 2023). The paper also contributes to the debate on the principal's leadership effect on student achievement by analysing both direct and indirect models using a quantitative meta-analysis (Li et al. 2023). This study examines the impact of gender-discrimination in grading on students' academic achievements and their choices of courses (Bottaro, Valenti, and Faraci 2023). Utilising a unique dataset comprising teacher-assigned grades, anonymous student scores across various ages, and high school course selections, the research investigates whether social discrimination (Thuy Bui et al. 2023), characterised by a preference for intra-ethnic relationships, is present within Dutch secondary school pupils' networks (Amo-Adjei et al. 2023). The study primarily focuses on characterising the current procedural skills education in preclerkship and clerkship curricula, identifying desired skills for graduating medical students, and understanding physician-educators' perceptions of preclerkship procedural curriculum development. Additionally (Bucci et al. 2023), the paper delves into the realm of school violence within the context of homeless students, highlighting the heightened vulnerability of youths experiencing homelessness to victimisation (Huang et al. 2023). This paper explores how teachers form initial impressions of students based on school records and physical appearance (Golhar et al. 2023). In an experiment, teachers received objective information along with a photograph of an attractive or unattractive child, examining the impact of appearance on expectations (Jakab et al. 2023). Hypermedia technology, with its nonlinear access to diverse information forms, is a significant advancement in educational tools for enhancing learning (T. Feng et al. 2023). The paper delves into the extensive literature on hypermedia's educational use. Investigating potential racial discrimination, the author draws evidence from unique administrative data regarding eighth-grade students and educators within Brazilian schools (Jubayer et al. 2023). The thesis argues that female higher education finalists are proactive in addressing potential gender-related career challenges. A longitudinal study examines the connection between perceived ethnic discrimination in college, school belonging, retention rates, and the buffering effect of ethnic identity centrality. The paper highlights distinct challenges to the physical and emotional well-being of young lesbians and gay men (Chen et al. 2023) compared to their peers. This paper addresses issues such as discrimination, victimization, homophobic bullying, and an increased risk of suicide. It highlights that numerous cross-national studies have been conducted recently to monitor global education quality (Y. Feng et al. 2023). The International Association for the Evaluation of Educational Achievement (IEA), established in 1958, aimed to assess student achievement in various subjects and school systems across countries (Guo et al. 2023). The author explores the challenge of explaining the connection between changes in educational attainment differentials and broader shifts in social opportunities (Cascalheira et al. 2023). Two related approaches for mitigating language-based discrimination are considered (Reppas et al. 2023). Over the past 15 years, research has surged in examining discrimination experiences and their psychological and educational effects on immigrant children and the children of immigrant parents (Pérez-Jorge et al. 2023). The paper critically reviews the existing literature on the link between discrimination and allostatic load (AL) in adults, exploring potential variations by sociodemographic

factors (Peng et al. 2023). It evaluates methodologies often employed by social scientists to measure discrimination in housing and labour markets, considering their applicability for analysing educational discrimination.

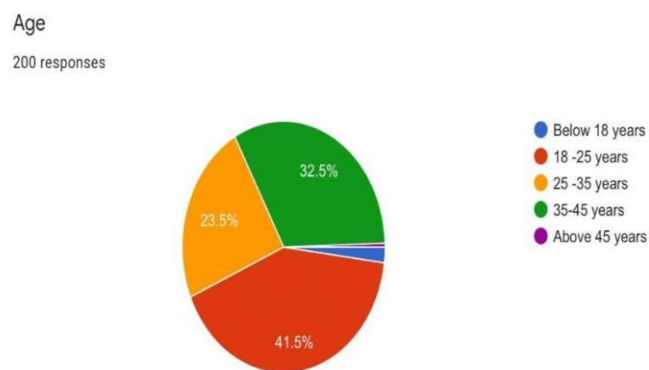
METHODOLOGY :

The study is based on primary and secondary data collection. The secondary is using the data information already collected by someone and using it for the problem. Examples of Data Collection are newspaper, magazine, website, blogs, case law, published books, a report published by private, government or Agencies, journal, articles, working /discussion papers. For this study, secondary data collection is done from journals and literature review and primary data collection is being collected from 200 sample respondents through the convenient sampling method. The research instrument used to collect primary data is a well-structured questionnaire. The independent variables used here are age, gender , and the dependent variables are the public opinions on Custodial torture and other police atrocities in india . The study uses graphs, tables, and chi-Square for meaningful analysis.

ANALYSIS:

FIG.1

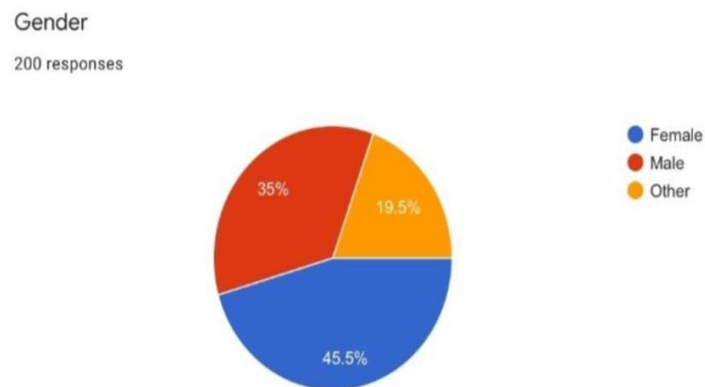
AGE:



LEGEND: From the graph, it is observed that it exhibits the age distribution of the respondents and their opinion on the awareness about educational discrimination and its impact.

FIG.2

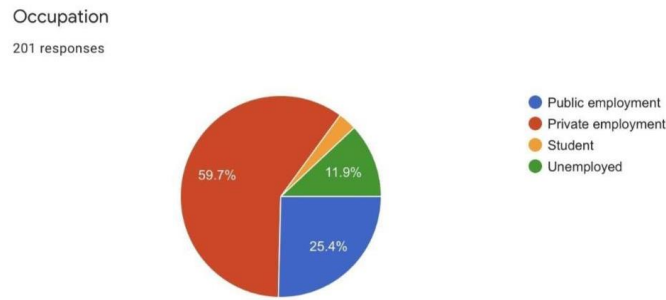
GENDER:



LEGEND: From the graph, it is observed that it exhibits the age distribution of the respondents and their opinion on the awareness of educational discrimination and its impact.

FIG.3

OCCUPATION :



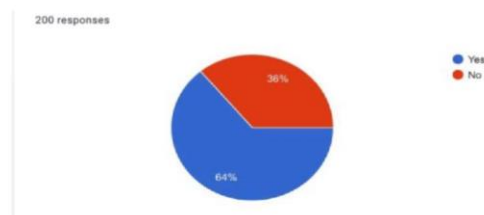
LEGEND: From the graph, it is observed that it exhibits the occupation distribution of the respondents among different genders and their opinion on awareness about educational discrimination and its impact.

FIG.4

QUESTION 1:

Do you think that Discrimination often makes Children isolate themselves and lose Motivation in pursuing higher knowledge?

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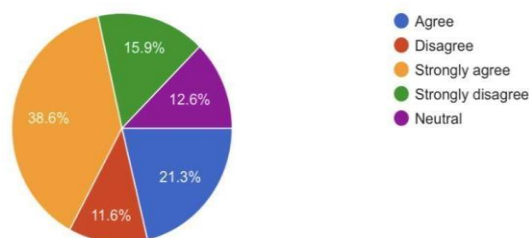
LEGEND: From the graph, it is observed that it exhibits the overall performance of the sample population regarding Discrimination often makes Children isolate themselves and lose Motivation in pursuing higher knowledge.

FIG.5

QUESTION 2:

Do you agree that reducing discrimination in schools is teaching students self - awareness and self-reflection?

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LEGEND: From the graph, it is observed that it exhibits the overall performance of the sample population regarding Do you agree that reducing discrimination in schools is teaching students self - awareness and self-reflection.

RESULTS:

From graph 1, it is observed that the maximum response has come from the age category 18 to 25(41.5%) followed by 35 to 45(32.5%) followed by below 18 and 45 above. From graph 2, it is observed that it exhibits the gender distribution of respondents' among different genders. The maximum number of responses were collected from female respondents, that is(45%) , the minimum number of responses were collected from male respondents(35%) whereas , the least responses were collected from other respondents (19.5%). From graph 3, it is observed that it exhibits the occupation distribution of respondents' among different occupations. The maximum number of responses were collected from private employees (59.7%) , the minimum number of responses were collected from public employees (25.4%)whereas , the least responses were collected from students. From graph 4, it is observed that 64% of the respondents answered yes to Discrimination often makes Children isolate themselves and lose Motivation in pursuing higher knowledge whereas , 36% of the respondents answered No to Discrimination often makes Children isolate themselves and lose Motivation in pursuing higher knowledge. From the graph 5, it is observed that 64.5 % of the respondents answered yes to Do you agree that reducing discrimination in schools is teaching students self - awareness and self-reflection , whereas , 18.5% of the respondents answered No to Do you agree that reducing discrimination in schools is teaching students self - awareness and self-reflection , and 17% of the respondents answered maybe to the question. The Pearson chi- square value is 0.01 and is less than 0.05 so my alternative hypothesis is proved.

DISCUSSION:

From graph 1, it is understood that the maximum number of respondents are between the age group of 18 to 25 because those people have knowledge and awareness about educational discrimination and its impact. Which is very good because the current generation knows what is happening. where the minimum number of the respondents are between the age group of above 45 because those people aren't aware about educational discrimination and its impact. From graph 2, it is understood that the maximum number of respondents are female, female shows more preference towards educational discrimination and its impact, whereas the minimum number of respondents are others , other respondents show less preference towards awareness about educational discrimination and its impact. From graph 3, it is understood that the maximum number of respondents are from private employees because private employees have more knowledge and awareness about educational discrimination and its impact. whereas, the minimum number of respondents are from public employees and less number of respondents are from students because they have less knowledge and awareness about educational discrimination and its impact. From graph 4, it is understood that many people were aware and know about the Custodial torture and other police atrocities, The maximum number of respondents answered yes to question , and minimum number of respondents answered no to the question .

LIMITATION:

My study's primary constraint revolves around the sample frame. The sample frame is in homes and streets only where there is no route for educated responses. The restrictive area of sample size is yet another drawback of the research. The female respondents have answered more than male respondents .

RECOMMENDATION:

Schools can subsequently focus on the more enduring goal of fostering an environment that rejects discrimination. A pivotal aspect of this endeavour involves addressing the issue of negative stereotyping, both within classrooms and the broader school context. Many approaches can be done, such as:

- Confronting stereotypes upon their emergence.
- Engaging students in discussions about stereotypes.
- Identifying and addressing stereotypes within the curriculum.
- Drawing attention to stereotypical depictions and roles in textbooks.
- Ensuring equitable distribution of leadership positions.
- Exploring alternative methods of student grouping.
- Offering a diverse array of role models.
- Establishing mechanisms to monitor incidents of discrimination.

CONCLUSION:

To initiate the process of diminishing discrimination within schools, the primary stride involves imparting self-awareness and self-reflection skills to students. This entails comprehending how our innate attributes like race, ethnicity, socio-economic status, and gender influence us individually. It also necessitates grasping the concepts of privilege and the experience of international peers on college campuses in different nations. Addressing discrimination in education necessitates a multifaceted approach, commencing with teaching self-awareness. Additionally, it involves recruiting proficient

educators with strong cultural competence and leadership abilities, capable of effectively educating students on matters of diversity and multiculturalism. Educational discrimination can negatively impact children's access to quality education based on factors like race, socioeconomic status, gender, or disabilities. It can lead to unequal opportunities, lower self-esteem, and hinder academic growth. To prevent it, society must promote inclusive policies, equal resources, diverse curriculum, and teacher training to ensure all students have an equitable chance to succeed.

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