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Psychological Impact of Educational Discrimination on Student Behaviour at the University Level

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Abstract

Education is the fundamental right of every individual, and it plays a key role in improving all students. The psychological impact of Educational discrimination on student's behaviour is multifaceted, affecting their academic performance, mental health, personality and social interactions. Discrimination in educational settings can lead to psychological distress, decreased motivation, and behavioral changes among students. This study aims to analyze the psychological impact of educational discrimination on student behavior. This study was conducted at the University of Agriculture Faisalabad. From a total of 9 faculties of the University of Agriculture and the Faculty of Social Sciences are selected through a purposive sampling technique. The total population of the study is 150 students. The sample size of this study was 108, determined by using online available software i.e.; www.surveysystem.com. The data were collected through a valid and reliable questionnaire. Data were analyzed through the Statistical Package for Social Sciences(SPSS). The results of this study indicate that increased personality disorders, Reduced the ability of agreeableness, and increase fear have an awful impact on students' personalities. Harmful implications for students' behaviors due to low self-esteem by promoting a lot of frustration and Deteriorate the sense of right and wrong; Nourish The habit of bullying others has a dangerous impact on students' mental development. This study suggested that teachers should convey moral lessons during teaching and guide them to perform as decent people. The school environment should be related to removing disturbance of internal and external capabilities among the students, which is also crucial for alleviating educational discrimination. Educational discrimination also reduced by promoting inclusive education in every institution.

Key words: Psychological, Discrimination, Personality, Behavior, Mental development.

INTRODUCTION

Educational discrimination is a negative act that creates an unjustified distinction between students due to several circumstances. Students become the victim of discrimination based on gender, race, age and sex. Usually, discrimination is considered the unfair behaviour of people toward others (Cano, 2011). The reasons for educational discrimination may be the factors commonly affecting the social and economic status of people of different religions and genders. Discrimination is unhealthy activity that usually hits the other in a group or individual. The primary reason for educational discrimination is to become dominant over others. In progressive and developed societies, educational discrimination has become a common issue, eating the fiber of society (Lindzey & Elliot, 2012).

Discrimination in education is unrelated to some society or specific group of people associated with some particular community. Educational discrimination exists in almost all communities, but in the present time, it is considered a miserable social issue that increases violence and negativity in all social groups. With time, negativity is flourishing in the behaviour. It even expresses itself in the students' personality which may be the reason for educational discrimination (Marzano, 2013). In Pakistan, parents show the attitude through which they create differences between the girls' and boys' education, making a sense of educational difference. The reasons for educational discrimination may be the lack of educational funds from the government, early marriages and the division of people into different sects. The inefficient implementation of educational policies gives the chance to the people to discriminate against the students, which negatively affects the educational performance of students (Amidon & Flanders, 2013). Discrimination based on caste, creed, and financial background in education eventually leads to unfavorable behavioral effects (Ali *et al.*, 2019).

REVIEW OF LITERATURE

Kokkins & Kipriti (2012) found that educational discrimination in exams in schools forces children to feel fear and makes them weak, negatively affecting the students' personality traits and self-confidence. Due to educational discrimination in exams, students cannot pay proper attention to their studies and never obey the rules and regulations of schools. Educational discrimination of exams never allows them to go to school with pleasure and happiness, making them dull in school all the time. Educational discrimination of exams never allows them to participate in curriculum and co-curricular activities, making their mental activities slow and dull. Aggressive behavior of bullies create an imbalance between the group members and students of the same class.

Steve & Richard (2013) conducted that many researches were designed to identify the causes of educational discrimination at the university level studies have been conducted and elaborate on personality attributes affected by several types of discrimination. Result displays



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increasing ratio of educational

discrimination among students at a personal level in universities. The personality or the nature of the teachers that involve students in violent activities increases discrimination in the academic institutes.

Walberg (2013) founded by conducting a research in the sub-continent that word educational discrimination is known as behavioral activity, and this activity is responsible for reducing the level and quality of education in all societies. In recent years, educational discrimination is considered a matter of great concern. Due to educational discrimination, violence is flourishing rapidly in all societies. To control or prevent society from educational discrimination, everyone must know others' position and emotions.

Renchlor (2014) described educational discrimination affects students' ability and personality as typical reaction patterns. All dimensions of student's life combined the physical strength or weakness in their life but when students become the victim of discrimination the individual lost the flourishing process. The systematic analysis of student's census helps explain discrimination problems explain discrimination problems faced by innocent and poor student's innocent and poor students. Sometimes rich students want to show their power, so they treat the poor in very bad style. Their attitudes, behavior, and way of treating others affected educational institutes' regulations and rules. In the sense of power, they discriminate the poor and indigent students without any genuine reason. The results can see this discriminative environment impact results and grades can see this discriminative environment impacts of the students because the students cannot learn in a sophisticated environment.

Anderson & Walberg (2018) defined some skills and attitudes as being primarily tied to appropriate behavioral actions that are helpful and required not only for personal wellness but also for public health and safety. But, educational discrimination reduces all these skills and attitudes in early life as these hostile acts directly affect students' cognitive abilities and thinking ability. He defined in his results that positive behavior with others removes exterior filth from humans and makes them emotionally strong from within. Educational distinction creates negative link with the behavioral and psychological components of a student's personality, which can raise anxiety in all pupils.

Faisal (2018) elaborated that some students face numerous pains and problems in attaining education due to educational discrimination. This situation creates stress and mental anxiety among the students that not only reduces their abilities but also increases the dropout rate. In Pakistan, educational discrimination is mainly faced by female students. As in the social culture of this country, female students not only face educational discrimination at educational institutes but also face sever rejection from their parents for attaining education in co-educational institutions. This discrimination decreases female enrollment in higher educational institutes but also negatively depicts social and educational culture.

Lewin (2019) founded that healthy cognitive, physical, social, and emotional, growth are

successfully developed by the training of parents and teachers so that these basic stakeholders of education can provide their services to reduce educational discrimination. School infrastructure, class size, teacher-student relation and teachers teaching experience are directly related to the reduction of distinction in educational institutes. Removal of discrimination in educational institutes develops respect and obedience and removes students' rudeness and aggressive behavior.

Somasundar (2021) recognized that teacher discrimination of students based on their caste, creed, and financial background significantly influenced student's behavior and association between student's behavioural changes and perceived discrimination was

Significantly influenced by cultural background. The societal influence did not change substantially the effect of perceived student's discrimination on their behavioural change.

Okolie & Gloria (2024) found that discrimination is positively related to psychological distress among international students, leading to increased stress and depression and ethnic identity is negatively correlated with both discrimination and mental health. Significant differences in discrimination experiences were observed based on race and religion, possibly due to cultural distance

METHODOLOGY

The term "methodology" refers to the specifics of the research instruments, techniques, and processes utilized to ascertain the findings from a specific field of study. The method includes precise steps used in the research process to collect reliable data. It contains the tools necessary to compile reliable data for a particular research topic. The methodology of this study is here.

STUDY AREA

The study area of this study was the renowned University of Agriculture Faisalabad. One of the top public universities in the entire subcontinent is the University of Agriculture Faisalabad.

RESEARCH DESIGN

In this study, a descriptive survey design was employed. Because the researcher may outline the data-gathering process in the design in a systematic way, descriptive research is employed.

POPULATION AND SAMPLE SIZE

The 150 total population of the study included 126 from M. Phil. Education 4th semester "Section A" and 24 from M. Phil. Education 4th semester "Section B". The proportional sampling method was used to determine the sample size, and the simple random sampling method was used to choose the respondents. The sample size was 108 students, 90 participants from M. Phil. Education 4th semester "Section A" including and 18 from M. Phil. Education 4th semester "Section B" by using available software i.e., www.surveysystem.com.

DATA COLLECTION AND ANALYSIS

Data were collected through a questionnaire that kept the objectives of the study in view. Descriptive data was analyzed by using SPSS. A statistical package for social sciences was utilized to check the accuracy and obtain results in mean, standard deviation and rank order. The 5 point likert scale was interpreted as explained below;

- 1=Strongly Disagree: 1.00-1.79
- 2= Disagree: 1.80-2.39
- 3= Undecided: 2.40-3.39
- 4= Agree: 3.40-4.19
- 5= strongly agree: 4.20-5.00

RESULTS AND DISCUSSION

We collect information from the respondents in the form of quantitative data. This section deals with the analysis and interpretation of data we have collected from our respondents, followed by research-based discussion.

Table 1: Perceived psychological impact of educational discrimination on personality of students

Psychological impact of educational discrimination on the personality of students	Mean	S.D	Rank
Increase the personality disorder	3.44	0.96	1
Reduce the ability of being kind	3.15	1.14	2
Upsurge fear	2.94	0.93	3
Reduce patience	2.88	0.78	4
Grand Mean	3.10	0.95	

Table 1 shows that the psychological impact of educational discrimination on students' personality was perceived as undecided by the respondents (GM: 3.10). This implies that students were having an inadequate understanding about the impact of educational

discrimination on their personality. Students were undecided about the reduced ability to be kind to fellow students (mean: 3.15), the increase in fear (mean: 2.94), and the reduction in patience (mean: 2.88) due to educational discrimination. However, students agreed that educational discrimination increased personality disorder among students (mean: 3.44). This indicates students were likely to lose their confidence feel more anger and become prone to anxiety and stress. Setloboko (2024) found that educational discrimination was creating behavioral problems, lack of discipline and less attention to their fellow students.

Table 2: Perceived psychological impact of educational discrimination on behavior of students

Psychological impact of educational discrimination on behavior of students	Mean	S.D	Rank
Nourish low self -esteem	3.61	0.94	1
Promote of frustration	3.33	1.08	2
Reduce emotional expectations to others	3.32	1.04	3
Develop Chronic illness	3.25	1.02	4
Flourish uncontrollable anger	3.19	0.86	5
Feeling of hopeless	2.89	0.71	6
Increase stress	2.87	0.76	7
Increase Feeling of helplessness	2.87	0.78	8
Grand Mean	3.17	0.89	

Table 2 shows that educational discrimination's psychological impact on students' behavior was perceived as undecided (GM: 3.17). This implies that students had to have inadequate understanding about the impact of educational discrimination on their behavior. Students were undecided about Nourish low self –esteem (mean: 3.61), as the same study by Zahra & Shahsavari (2022) addressing discriminatory behaviors among students can decrease their ill behavior and improve their well-being. Feelings of discrimination reduce self-confidence among students. Promote of frustration (mean: 3.33), Reduce emotional expectations to others (mean: 3.32) due to educational discrimination, and increase feelings of helplessness among students (mean: 2.87). Same empirical investigations conducted in China have shown that migrant children's negative psychological well-being, including low self-esteem and life satisfaction, as well as their adverse mental health, including loneliness, social anxiety (Chen, 2013; Chen Cu, Li, Tam, & Lin, 2014; Liu & Zhao, 2016). In a study, Obinna & Gloria (2024) reported that higher levels of discrimination also experienced increased stress and depression, indicating that discrimination can lead to social exclusion or isolation. Compared to their peers, students from underrepresented backgrounds may nevertheless endure higher levels of stress, discrimination, burnout, and tiredness (Williams *et al.*, 2024). By training faculty and staff to recognize and address discriminatory behaviors and fostering an environment of empathy and understanding

(Joya & Malavika, 2020).

Table 3: Perceived psychological impact of educational discrimination on mental development of students

Psychological impacts	Mean	S.D	Rank
Deteriorate the sense of right and wrong	3.44	0.86	1
Nourish the habit of bullying others	3.35	0.93	2
Increase the sense of deprivation	3.27	1	3
avoid irritate behavior	3.21	1.12	4
Reduce the adjustment ability	3.2	0.79	5
Develop the feeling of worthlessness	3.01	1.08	6
Develop the annoying behaviour	2.7	0.75	7
Grand Mean	3.17	0.93	

Table 3 shows that educational discrimination's psychological impact on students' mental development was perceived as undecided (GM: 3.17). This implies that students had inadequate understanding of the impact of educational discrimination on their student's mental development. Students who were undecided about educational discrimination developed feelings of worthlessness them (3.01), and avoid irritate behavior (mean: 3.21) due to educational discrimination. Students disagreed that educational discrimination develop the annoying behavior among students about their study (mean: 2.7). The study of Somasundar (2021) revealed that perceived teacher discrimination significantly direct to negative behavioural changes among students. However, students agreed that educational discrimination deteriorate the sense of right and wrong among students (mean: 3.44). In their study, Weeks & Sullivan (2019) showed that several mental health issues and behavioral disorders were substantially more likely to occur in people who had experienced racial discrimination. In their study, Qeadan et al. (2022) reported that discrimination was positively associated with mental health.

CONCLUSION

Through our study, we conclude that educational discrimination Increases personality disorder, causes people to lose their self-confidence, and mentally, they forget the sense of right and wrong among themselves. Educational discrimination can be reduced by enhancing supportive services for all students from different backgrounds. They are responsible for providing awareness and training to strengthen multicultural interactions and incorporating authentic sustainability curricula to foster a more inclusive environment. Policymakers should consider the

psychological dimensions of reservation-based discrimination when designing affirmative action policies, and these policies support and improve the well-being of marginalized students.

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