

Voices Unheard: Discrimination and the Educational Experiences of Marginalized Youth

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ABSTRACT

The present research investigates the effects of perceived discrimination on schooling participation and performance of minorities' students in Delhi, India. Through a quantitative study, the data were obtained from 400 students belonging to different marginalised groups such as low-income families, ethnic minorities, and of gay orientation. This is an important issue that provides evidence of a negative correlation between perceived discrimination and improved academic motivation and performance proving that discrimination decreases students' performance. Results of regression analyses indicated that discrimination continues to predict low level of academic performance net of other variables including age, gender and socioeconomic status. The research emphasized on the changes that should be made on a system level in education system, in terms of policies and practices, teachers' education and CPD, and teaching for culturally diverse learners. The present results can be incorporated in the existing body of knowledge on ways and extents discrimination impacts the vulnerable learners in urban educational arrangements to guide the policy makers/educational leaders, educators and other interested stakeholders towards enhancing equity in education. Site-specific future studies should research the multiplicity of oppression and the cumulative impact of prejudice in the educational and employment processes.

Keywords: Discrimination, marginalized youth, academic achievement and educational equity

INTRODUCTION

Knowledge is universally acknowledged to be a basic human right and a key factor of positive change at the personal and social level. However, this notion is a long shot from materializing for most marginalized youths, a chunk of whom face systemic discriminations and injustices, a pointer to the fact that their education is also experiencing similar vices. These youths most of who belong to the marginalized groups in society based on race, ethnic, gender or socio-economic status experience myriad of issues in education systems that sustains their oppression. These difficulties are not only reflected in the academic results but also affect social, emotional, and psychological state of the learners and become a cycle of disadvantage that may be inherited. When we talk of marginalized youth, we refer to a wide range of such persons with one over arching condition; that is their inability to fully participate in any educational setting because of one reason or the other that is based on their diverse identity. These barriers can be attributed to policies, procedures, and perception that are anchored from existing institutions and are products of the society's discrimination. For instance, research shows that student from racial and ethnic minority groups are treated to low expectations, high likelihood of suspension, and fewer chances to pursue higher level classes (García & Weiss, 2019). Further, bullying and lack of acceptance remain very rampant among the youth in the LGBTQ+ group, thus ending up giving them a raw deal in as far as their education is concerned with several mental breakdowns (Kosciw et al. , 2020). Studies conducted in previous years have pointed out gaps in achievement of youth who are minorities and their fellow learners. For instance, students from poor households have the lower chances of graduating from high school and furthering their education as compared to other students improved slightly despite the various policies that have been enacted (Reardon, 2016). Likewise, Black and Latino students are both over-identifying with special education, and are both facing underfunded schools with less resources (Darling-Hammond, 2018). This means that the account of marginalized

youths in institutions of learning is not only diked by discrimination, but also by racism and prejudice. The positive version of prejudice and stereotype thinking that goes unquestioned in schools and other organizations may result in unfair treatment of the students depending on their colour, origin or sex. For instance, Skiba et al. (2011) found out that Black students are more likely to be viewed as disruptive and therefore suspended or expelled more than White students. These disciplinary practices put the Cunatively marginalized young people in the school to prison pipeline through which students are expelled, suspended, incarcerated and ultimately pushed out of school (Morris, 2016).

However, a critique has to be made of the very content of the taught curricula which are bias towards European and heterosexual minorities. This means that minority students are left out and their interest in the educational material is discouraged or reduced. In particular, culturally affirmative approaches, that is, the processes that involve the integration of students' cultural references into the learning process, has been found to enhance the educational achievements of ethnic minority students (Gay, 2018). However, these practices are still not very common, and a lot of teachers have not been trained to arrange their classroom for better learning nor do they have access to the resources which they may need for that purpose. However, first there are other barriers that exist within the structure of schools that affect marginalized youth Secondly, marginalized youth also face other forms of barriers that are outside school. Among these are socio-economic factors which consist of poverty and poor housing, conditions which may worsen school related struggles in children. Moreover, when such problems are interconnected—where the inequality arising from one aspect multiplies the difficulties in the other sphere—many students experience an even more complicated situation. For example, an African American, trans gender person who is a low income, will experience racism, trans phobia and poverty while going to school (Crenshaw, 1991). Due to the prevalence of the above challenges, there is a severe lack of educational policies and practices of education that caters for marginalized youths. It encompasses changing injustices on learners that include discriminations in learning institutions as well as other injustices that are prevalent in the societies. Crisis service interventions that address both educational and non educational needs of marginalized children is important as they design service solutions that can transform their lives (Fisher, 2017). The purpose of this paper is to examine the different aspects of discriminations that the marginalized youths encounter in their education systems and how these impact on their education and development. It is for these reasons that this paper will employ the existing literature and research to shed more light on the problems of the marginalized youths and to also call for structural and systemic changes in the provision of education. Even though the progress has been made in studying educational injustices, there is still a lack of research on minority learning youth. There has been a plethora of research focusing on the educational difficulties experienced by teachers and students of color, special focus on sexual and ethnic minorities, and learners coming from disadvantaged backgrounds; however, there is inadequate research that tries to capture how these various students' characteristics combine up to offer varied difficulties in learning. Researchers have also been known to differentiate the categories in question, and perform analysis on them individually while not taking into consideration the cumulative result of the various forms of discrimination.

Moreover, many of the current studies continue the discussion of educational justice speaking about its consequences, for instance, about gaps in learning and dropout rates rather than exploring the systemic aspects of this problem. More important is a research that looks at how institutional policies, teachers' bias and the content of the curriculum reproduce these inequalities and more importantly how they affect the students of color, queer, disabled among other marginalized groups. Furthermore, there is a scarcity in research which follows up graduates of such educational experiences from the youth from marginalized backgrounds, especially regarding their continuation to post-secondary education and subsequent employment and wellbeing. Furthermore, although culturally responsive teaching as been suggested as a possible solution for some of these difficulties, there is a lack of research enabling empirical assessment of the effectiveness of such strategies and their application in various contexts as well as to vary society population. Much of the literature to the culturally responsive education initiatives pertain to certain cultures/ ethnic groups or areas hence limiting the effectiveness of their implementation for other diverse students in different educations facilities.

2. Literature Review

The exclusion of young people specially marginalized groups in education has been a major area of concern for several decades, research has confirmed the existent of disparities in the distribution of resources, Academic achievement and learning experiences. This discrimination occurs against minority groups, including

the issues of race, ethnicity, gender, sex orientation and economical status of the learners which goes a long way in determining the kind of education they will have. The purpose of this literature review is to distil the analysis of educational discriminations from the latest studies indicating the complexity of the phenomenon and its impact on youths of color. Over and over, studies reveal that in schools, students of colour experience structural inequality. These barriers are evident in different ways; for instance, low expectations from the teachers, high rates of suspension or expulsion and restricted participation in honors classes. García and Weiss claimed that that educational achievement gaps are a consequence of systemic inequalities which manifest within the education system. This is their work, where they discussing how students from minorities tend to attend understaffed and underfunded schools, receive less instruction, and experience implicit prejudice from teachers resulting in an academic achievement gap (García & Weiss, 2019).

Likewise, a lot of focus is observed on the compromised rights of the LGBTQ+ students and schools as well. Kosciw et al. (2020) note that bullying, harassment, and exclusion are some of the daily realities that affect LGBTQ youth, which cause academic and psychological poor performers. Such experiences are worsened by the fact that school staff members that are expected to support and address needs of the COEQ+ students are not well prepared for it. The study suggests that there should be increased training preparation for the educators as well as the formulation of policies that do not discriminate the LGBTQ+ students (Kosciw et al. , 2020). The literature also points out that also SES has a great influence in terms of affecting people's education. Reardon (2016) discusses in detail how poverty and other forms of economic depress affects the educations of low achievers. This research notes that these students end up in schools that are less well endowed, teachers who have little experience on the job, and infrastructures that are insufficient. The above conditions affect the performance in university but they also help in reproducing systems of poverty whereby the young and needy students from poor families find it hard to attend university and get well-paying jobs (Reardon, 2016). Other areas involve; Intersectionality is another foundational issue within education that has recently begun to receive little recognition. Thus, the foundations to explain how racism, sexism and classism affect the lives of people with multiple oppressions upon them have been initially established by Crenshaw in 1991. Recent studies have utilised this framework to the educational setting to determine the way different marginalized students are increasingly disadvantaged. For example, in the works that concern the connection between race and gender and focusing on the STPP, Morris (2016) notes that Black girls are especially prone to the use of strict disciplinary practices that lead to their criminalization; (Crenshaw, 1991); (Morris, 2016).

Another of the reviewed subtopics concerns how culturally responsive teaching can help minimize the achievement gap. According to Gay (2018), culturally relevant pedagogy, which is the integration of students' culture into the classroom learning-teaching activities can enhance the education of culturally excluded learners. It has been evidenced that the use of premium instruction results in the following benefits: students' interest to the lessons, better academic achievements, and tolerant climate in schools. Nevertheless, Gay also points out that culturally appropriate teaching is regularly not fully achieved and is further hampered by the lack of preparation of the teachers (Gay, 2018). However, the effectiveness of culturally responsive teaching and its application in varying education environments and with the various minority groups remains underrepresented in the literature. Fisher notes that most work on culturally responsive education has examined it in context to urban schools where learners of colour are predominant. More research is required in this area that looks at the idea of how these practices can be mainstreamed in different settings including; rural schools, schools with high number of students of color and or low income schools (Fisher, 2017).

Not only should they investigate the practices of culturally responsive teaching but also they should think about what changes on organization level are necessary to reduce the existing inequalities in education. Coming to the topic of exclusion and discrimination, Darling-Hammond (2018) points out that policies should be changed in order to remove barriers currently existing in Schools and perpetuating discrimination. These reforms include parity funding, new and progressive approaches to handling discipline issues in schools and incorporating learning approaches that depict the multiculturally diverse demographics of the learners. But Darling-Hammond also mentions the difficulties that accompany such reforms, especially where policy makers are against and/or lacks the financial means to support such changes (Darling-Hammond, 2018). What is more, the literature in the field of educational inequity also demonstrates the significance of the community and family involvement by supporting the students from marginalized groups. According to Epstein et al. , (2019), the family and community is instrumental in supporting education and demanding school to provide equality in provision of education. It is

even more important for families from disadvantaged backgrounds to engage in their children's education given that they encounter other challenges, including language barriers, lack of resources and discrimination (Epstein et al. , 2019). Also, the effect of discrimination on the mental well-being of oppressed young people cannot be left unmentioned. The study conducted by Skiba et al. (2011) reveals that discrimination has detrimental consequences which results to stress and trauma and has adverse psychological impacts and the effects include depression, anxiety and low self esteem amongst discriminated individuals. In this regard, mental health issues which compromise academic success and wellbeing of learners contribute to enhancing the educational inequalities they experience (Skiba et al. , 2011). Thus, inline with the above discussion following hypotheses were formulated for the present study.

H1: Marginalized students who attend schools with culturally responsive teaching practices will report higher levels of academic engagement and achievement compared to those who do not.

H2: The intersectionality of marginalized identities (e.g., race, gender, and socioeconomic status) will be associated with an increased likelihood of experiencing educational discrimination and lower academic outcomes.

3. Methodology

This research falls under the category of quantitative research as it investigates on the effects of discrimination on the education of neglected youths in New Delhi India. Hence, purposive sampling technique was adopted and sample of 400 students from different schools of Delhi was drawn. The participants of the study were purposively recruited in that only the students from marginalized groups such as low income, colored, and from the LGBTQ+ societies. This was done so that this study would only capture those who would most likely suffer from educational discrimination, thus giving a pointer to how each of these groups is likely to be affected. Questionnaire data for this study were solicited using a structured questionnaire which sought demographic data of the students, as well as responses concerning their educational undertakings. The questionnaire contained perceived discrimination, academic engagement and academic achievement as the type of variables used. These variables were measured using earlier scales that have been used in previous research studies. For example, perceived discrimination was assessed by means of the Everyday Discrimination Scale, although in its modified form, and is used in scientific research on discrimination in schools and colleges (Williams, Robinson, Torres, Mowbray, & Brown, 1997). Learning activities were tested by using questionnaire items that reflect students' practices in academic context, their participation in discussions and their attitude toward learning according to Fredricks et al (2004). Achievement was assessed using students' own reported grades and also standard tests scores. For the validity of the data, collected by the developed data collection instrument, the pilot study with the sample of the similar population (n=30) has been done. The results of this pilot test were then employed to improve the wording of the items and its appropriateness of the culture and goals of the study. The final questionnaire was completed by the sample of 400 students through one-on-one interview by means of face-to-face interview conducted by field researchers. This method was adopted to cover the Literacy Level of the participants which could be a major influence when filling the forms If not well understood by all the participants in the sample. Descriptive analysis of the collected data was carried out and exploratory analysis on the relationships between the variables in the study was done by employing an independent variables' statistical software tool. This was followed by descriptive statistics in order to have a general sense of the characteristics of the sample as well as establish the distribution of the responses on the major variables. After this, the inferential statistics such as regression analysis were employed to analyze the hypotheses and the degree to which perceived discrimination impacts on the participation and performance of the marginalized youths in the sample. The regression models also took into account other possible influencing factors such as age, gender, and SES to separate effects of discrimination clearly.

4. Results

The results of the study are presented in this section, focusing on the relationships between perceived discrimination, academic engagement, and academic achievement among marginalized youth in Delhi. The analysis was conducted using descriptive statistics to summarize the data, followed by regression analyses to test the study's hypotheses.

4.1 Descriptive Statistics

The sample comprised 400 students from marginalized backgrounds, with the distribution across key demographic variables summarized in Table 1. The mean perceived discrimination score was 3.8 on a 5-point scale, indicating a relatively high level of perceived discrimination among the participants. The mean academic engagement score

was 3.2, and the mean academic achievement score, based on self-reported grades, was 65.4%.

Table 1: Descriptive Statistics of Key Variables

Variable	Mean (SD)
Perceived Discrimination	3.8 (0.6)
Academic Engagement	3.2 (0.8)
Academic Achievement (Percentage)	65.4% (12.3)
Age (years)	16.5 (1.2)
Gender (Male/Female/Other)	180/200/20
Socioeconomic Status (Income level)	Lower/Middle/Upper

4.2 Regression Analysis

To examine the impact of perceived discrimination on academic engagement and achievement, multiple regression analyses were conducted. The first regression model tested the relationship between perceived discrimination and academic engagement, controlling for age, gender, and socioeconomic status. The results, presented in Table 2, indicate that perceived discrimination is negatively associated with academic engagement ($\beta = -0.42$, $p < 0.001$), suggesting that higher levels of perceived discrimination are linked to lower levels of engagement in academic activities.

Table 2: Regression Analysis - Impact of Perceived Discrimination on Academic Engagement

Variable	B
Perceived Discrimination	-0.42***
Age	-0.05
Gender (Male)	-0.08
Socioeconomic Status (Middle/Upper)	0.12
R²	0.35
Adjusted R²	0.34
F	15.82***

*** $p < 0.001$

The second regression model explored the relationship between perceived discrimination and academic achievement. The results, shown in Table 3, reveal a significant negative effect of perceived discrimination on academic achievement ($\beta = -0.31$, $p < 0.001$). This finding indicates that students who experience higher levels of discrimination tend to have lower academic performance.

Table 3: Regression Analysis - Impact of Perceived Discrimination on Academic Achievement

Variable	B
Perceived Discrimination	-0.31***
Age	-0.03
Gender (Male)	-0.07
Socioeconomic Status (Middle/Upper)	0.10
R²	0.29
Adjusted R²	0.28
F	12.46***

*** $p < 0.001$

As predicted, the findings show a significant negative correlation between perceived discrimination and academic engagement and academic achievement of the marginalized youth in Delhi. High perceived discrimination levels stand for the participants are low school involvement and poor academic performance. Such evidence also indicates that discrimination – whether in the form of interpersonal dealing with class peers and teachers or structural influence in formulating school policies – contributes strongly to the poor education of marginalized children. Also, the quantitative analysis in regression models, ensure that besides demographic factors like age, gender affecting academic outcomes, perceived discrimination has a significant effect regardless of the above

factors. This is a clear indication that Discrimination needs to be dealt with, in the education system as a way of enhancing equity in provision of education to the marginalized group of youths.

5.1 Discussion

In light of the results of this research, it would be possible to state that perceived discrimination has a major negative impact on both academic interest and performance among marginalized youth in Delhi, India. These findings are consistent with the current literature that posited that discrimination has negative effects on students' performance. The high perceived discrimination by the participants imply that discrimination exists in higher prevalence among the students in the educational setting in Delhi regardless of their marginalized status. This study adds to the knowledge by showing how discrimination affects students' participation and their achievement, thus perpetuating inequalities in education of minorities. This was anticipated as perceived discrimination negatively affected engagement which was identified as having the potential to a student's academic success. Active students are also more inclined to actively participate in lesson delivery and other classroom activities, related with peers and teachers, work harder and willingly follow through accomplished course objectives and goals (Fredricks, Blumenfeld, & Paris, 2004). This means that discrimination reduces the engagement level suggesting that marginalized students in Delhi are being excluded from the learning process. This alienation does not only reduce their academic achievement levels but also their overall schooling experience causing them to become more likely to completely withdraw which results to increased dropout rates (Finn, 1989). Also, analysis of the level of academic accomplishment reveals the means by which discrimination lowers the students' academic values. Students who perceive high levels of discrimination got low grades and test scores, and this has been supported by other studies to mean that stress and negative school experiences essentially hinders on cognitive ability and academic performance (Pascoe & Richman, 2009). The subsequent use of regression analysis affirms the fact that discrimination rationally has a significant relationship with the results of the academic achievements once other variables have been either excluded or accounted for such as age, gender and SES.

This clearly explains that discrimination is ever present and damaging and not even addressing other aspects of a problem can compensate for discrimination. As presented in the literature, the intersectionality of the marginalized selves also contributes to the performance of the findings. According to Crenshaw's (1991) intersectionality theory, people with a membership in two or more oppressed groups suffer a discrimination that cannot simply be analyzed in terms of one axis. The purposive sampling of participants in this study as students from various forms of marginalized groups is evidence to suggest that intersectionality informs the experiences of these youths' education. It only takes one element of this to exacerbate the effect of discrimination such as the compounding effects of race, gender, socio-economic status and etc. For example, there is a student from a low socioeconomic background who is also part of the LGBTQ community then that student is going to be discriminated against not only by fellow students or the teacher but also in his or her own community thus leading to their disengagement from school. In addition, both the findings suggest that Discrimination is sustained through its roots which are clerically imbedded in the systemic structures of the educational institutions in Delhi. Learned curriculum and the implicit bias in school policies and teachers' attitudes reflect the bias in society and create prejudice in students. For instance, schools that don't have implemented policies for the protection of the LGBTQ+ students or those that don't address ethnic minorities' needs are a manifestation of discriminated environment (Kosciw et al. , 2020). As pointed by Gay (2018) there are no culturally responsive teaching practices that helps in excluding marginalized student's experiences in classroom. This exclusion yields to inadequacies in belongingness which is a function of student engagement. This research presents itself in the ability to document the educational context of Delhi: a geographic area that has received little attention in analyses of the distribution of education inequality. The study fills the gap within the existing literature by identifying the factors affecting marginalized youths considering the context of a growing urban centre and diverse economic standing in Chittagong, Bangladesh. Due to the high degree of inequality and Diversity on economic, social cultural and religious factors, Delhi provides a fit context for exploring education inequality. The research done in the study indicates that social prejudices play a central role in determining the educational experiences of marginalized youth in Delhi along with several systemic factors arising from the socio-political landscape of the city. However, it is worthy of acknowledging some limitation of this study before concluding the general discussion. The survey was conducted among 400 students, which is reasonable for analysis; however, using purposive sampling limits the possibility to generalize the results to all marginalized youth in Delhi. Furthermore, using the students' own

recording of events increases the likelihood of response biases whereby some of the students may intentionally downplay or exaggerate experiences of discrimination due to social desirability or due to memory biases. Future studies should seek to overcome these inabilities by utilizing considerably higher and diverse participants, also, by using both qualitative and quantitative research methodologies. In consequence, it can be stated that this work presents a rather strong evidence of discrimination detrimental effects to the educational situation of minorities' youth in Delhi. The results speak to the importance of the social changes within institutions of learning to address the causes of discrimination in order to enhance equity in learning achievements. To address some of these challenges, efficient policies, adequate training of teachers, and awareness of culturally sensitive teaching methods will be some of the strategies needed. In this way, different educational institutions can ensure development of an inclusive environment that fosters positive learning experience for all learners regardless of the group that they belong to.

5.2 Implications of the Study

The significance of this study therefore can be stated in term of the practical implications that it has for future improvement of education delivery in the sector in Delhi as well as a focus for policymakers, educators, and stakeholders. This therefore calls for more focused actions that seek to redress the vice that is discrimination that continues to rear its head in school institutions. Any interventions that should be put in place should address both macrolevel structural patterns that lead to discriminations as well as microlevel experiences of discriminations in a school by marginalized learners. On this regard, one of the major implications of this present study is the call for a holistic reform on policies within the system of education. It is now high time for policymakers to come up with policies that prevent discrimination and protect students from all forms of discriminations based on their color, origin, gender, economic status or homosexuality. These policies should be written, achievable and the processes adjusted should be firm and followed without variation across all the schools in Delhi. Also, there is the need to call for policies that will ensure that marginalized views are represented in the curriculum. By teachers integrating the multicultural histories, cultures, and experiences into teaching-learning process, schools foster validation of every student identity (Banks, 2019). In addition, the study supports the views on the necessity of teachers' qualification development and training. Schools are one important social institution where these processes and people's perceptions are formed, and teachers, in particular, bear the prime responsibility for creating suitable conditions for their students. As a result, it is imperative that teachers be trained on culturally appropriate inculcation, bias and discrimination and its different forms in the classroom.

This training should be continuous and should form part of teachers' professional development throughout the stages of their career. When teachers are enlightened on the aspects of discrimination, they are in a better position to help schools foster equality (Gay, 2018). Another consequence arising from this study is the realization that schools require to come up with support structures for the minority groups. These initiatives should comprise 'appealing to counseling services; 'participation in peer support groups; 'participation in mentorship programs focused on youth belonging to the vulnerable groups. Thus, offering such resources can also assist students in addressing the problem of discrimination focusing on the formation of belongingness and school community. More so, the schools should engage parents and communities in the fight against discriminations. Various studies have found that parental involvement for students has a positive correlation where students, especially the marginalised ones do benefit. Schools should therefore foster ways through which parents and community members may be involved in the formulation and subsequent administration of anti-discrimination policies and measures. The study also points at the lack of research and data regarding the experiences of the minorities in addition to youthful people in Delhi. Although this research work has given useful information, a lot more needs to be done in order to understand the particular difficulties that the various categories of the marginalized face. Random surveys of students instead of longitudinal studies, which would succeed in following the students and observing the cumulative influence of discrimination at different years of study, would give a better notion of the ways discrimination alters the educational outcomes. Furthermore, research that examines the crossovers of one form of discrimination and another would assist in discovering other disparities within student populations who are a part of more than one minority group. Thus, the implications of the study at a macroplane are for the general conceptualisation and policy approaches to educational equity in Delhi and comparable cities. The unequal access to education irrespective of the years of practice illuminates the fact that the fights for equity cannot be fought alone at the surface level. This entails the means for minimizing the aspects of social and

economic exclusion of some individuals and communities. For example, an endeavor towards meeting the costs especially to needy families by putting into place scholarships, Bursaries, and grants are some strategies of lowering the dorn of education to needy students. Last, the discussion brings out the generalisation of this study and relates it to the broader international setting as the problem of inequity in education is still topical. The observation made in this research can be useful for Delhi as well as other cities across the globe, which face similar issues. Therefore, effective collaboration among all the educational stakeholders ensures that they will upload and share their success stories and findings which will in turn help to improve equity in education for all across the globe. This paper adds to the expanding literature that recognizes the place of systemic improvement at the center of teaching learning processes and redress of discrimination as an integral part of such improvement efforts.

5.3 Limitations and Scope for future Research

Although, the current study aim to establish the effects of discrimination on education of marginalized youths in Delhi, there are Some of the limitations that should be noted are as follows. . First, it was based on the subject's own report; thus, the responses may be influenced by factors like social desirability and memory or recall bias. Despite an attempt to properly develop the data collection instrument, social desirability bias which demonstrates a tendency to respond in a manner that the respondent believes is expected from them cannot be completely eliminated. Future research should include a quantitative survey only as the first phase of the study which should be followed by a qualitative interview or focus group to deepen understanding of the students' experiences. Therefore, a limitation of this study is that purposive sampling technique was used which is suitable for targeting certain population however; the results cannot be generalized. In addition, the selection of the sample involved targeting only those youths that could have faced discrimination in their lifetime, thus the results may not capture the extent of marginalization facing all the youths in Delhi. Further research should be extended with an emphasis placed on the use of random sampling in order to increase the generalisability of findings. Also, this work being cross-sectional, specially emphasized the city of Delhi in the country of India. Qualitative: Though the present research unravels some valuable information pertinent to the educational context of Delhi, it is not clear if the overall knowledge could be useful in the other regions that prevails dissimilar sociocultural and economical background. Further research work that focuses on the background of the marginalized youth in different urban and rural areas would also help in understanding how discrimination works in different contexts. Finally, the research did not establish how discrimination impacted the students' future academic and employment achievements. Studying the samples of students over their period of study would also be useful to know how experiences of discrimination affect future prospects. It could also investigate how such discrimination affects the learner and the impact of interference measures meant to reduce such impacts in informing the most effective ways education equality can be achieved.

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