

Psychological Impact of Judgement and Partiality Among Students

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doi.org/10.64643/IJIRTV12I8-190834-459

I. INTRODUCTION

Student life is often considered a meaningful phase where individuals build their identity, confidence and future goals. Educational institutions are expected to provide a safe and supportive environment that encourages learning and personal growth. However, for many students' academic spaces are not always emotionally safe. Along with learning, students also face judgement, comparison and unequal treatment in their daily academic experiences. Judgement can occur in various forms such as being evaluated based on academic performance, appearance, language, background or behavior. Partiality, whether perceived or real, often makes students feel that others receive better treatment or opportunities. These experiences may seem small on the surface, but they create deep emotional responses within students. Feeling judged or treated unfairly can lead to emotional pain, confusion and a sense of invisibility.

Psychological research highlights that repeated negative evaluation can significantly affect an individual's self-esteem and emotional well-being. Students who frequently experience judgement may develop self-doubt, anxiety and fear of evaluation. Partiality can further increase feelings of injustice and helplessness, leading students to withdraw socially or academically. Over time these experiences may impact students' mental health, motivation and sense of belonging within the institution.

College is often seen as a place where students grow, learn and discover who they are. However, for many students, it is also a space where they experience judgement and partiality. Being judged based on marks, appearance, language or background can deeply affect how a student sees themselves. When students feel that others treated better than them, it creates a sense of unfairness and emotional pain. These experiences are not always loud or visible. Many students do not openly speak about how judgement and partiality affect them. Instead, they

carry these feelings silently which slowly affects their confidence, motivation and mental health. Feeling constantly evaluated or compared can make students anxious, withdrawn and emotionally exhausted. This study focuses on understanding these lived experiences from the students' own perspectives. By listening to their voices, the study aims to explore how judgement and partiality psychologically affect students and how they cope with these experiences.

Despite the importance of these issues, students' lived experiences of judgement and partiality are often overlooked or normalized in academic discussions. Many students silently cope with these challenges without adequate emotional support. The present study aims to explore the judgement and partiality among students by understanding their personal experiences and emotional responses. By focusing on students' voices, this study seeks to highlight the need for fair, empathetic and supportive academic environments.

II. REVIEW OF LITERATURE

Rosenthal and Jacobson (1968) samples are elementary students. This study focuses on teacher expectation and judgement. The conclusion of the study showed that significantly influenced students' academic performance and self-confidence. Students who were positively judged showed reduced confidence and motivation. Psychological impact: low self-esteem, reduced motivation among negatively judged students.

Wentzel (1997) middle school students are samples. This study focuses on teacher behavior, fairness and student motivation. The conclusion of the study revealed that students who perceived teachers as unfair or partial reported lower academic motivation and poor emotional adjustment. Fair treatment was strongly related to students' psychological well-being. Psychological impact of emotional insecurity, decreased engagement and academic stress.

Jussim and Harber (2005) samples are school and college students this study focuses on teacher bias and social judgement by teachers led to self-fulfilling prophecies, where students internalized negative labels and performed accordingly. Partial judgement affected students' self-concept and emotional health. Psychological impact of negative self-concept, anxiety, fear of evaluation.

De Boer, Bosker and van der Werf (2010) samples are secondary school students and focus on teacher expectation and student outcomes. Conclusion is results indicated that low teacher expectation and journal attitudes had long-term effects on students' academic achievements and psychological development. Students felt discouraged and emotionally withdrawn. Psychological impact low confidence, withdrawal behaviour, helplessness.

Chory-Assad (2002) samples are college students it is focus on perceived teacher favoritism and fairness and conclusion is the study concluded that perceived favoritism led to feeling of injustice, anger and emotional distress among non-favored students. Favoritism negatively influenced classroom climate and students mental well-being. Psychological impact of stress, resentment, reduced classroom participation.

Kumar and Rao (2018) it is Indian context this study focus on undergraduate student mental health conclusion is finding revealed that students who experienced partial treatment showed higher levels of stress and lower academic self-esteem. Perceived judgement was associated with anxiety and lack of emotional safety in classroom. Psychological impact of anxiety, low self-worth, academic pressure.

Thematic Analysis

Based on a review of existing studies the psychological impact of judgement and partiality among students can be understood through the following key themes.

Theme 1 Emotional distress and psychological strain
One of the most prominent themes emerging from the literature is emotional distress. Students who experience judgement and partiality often report feeling of anxiety, sadness, frustration and helplessness. Constant negative evaluation or perceived unfair treatment creates psychological strain, leading to chronic stress. Fear of being judged

discourages students from expressing themselves freely, resulting in emotional suppression and internalized distress.

Theme 2 impacts on self-esteem and self-concept
Judgement and partiality significantly influence student self-esteem and self-concept. Biased treatment and negative labelling can cause students to doubt their abilities and worth. Repeated exposure to judgement often leads to the internalization of negative belief resulting in low self-confidence and feeling of inferiority. Students may begin to define themselves based on other opinions rather than their actual potential.

Theme 3 Academic motivation and performance
Another important theme relates to academic motivation and performance. Perceived partiality from teacher or institution can reduce students' intrinsic motivation to learn. When students feel that effort is not rewarded fairly, they may disengage from academic tasks. This can lead to reduced concentration, poor academic performance, absenteeism and in severe cases dropout intentions.

Theme 4 social withdrawal and interpersonal difficulties

Judgement and partiality also affect students' social behavior. Many students respond to negative evaluation by withdrawing from peer interpretations and classroom participation. Fear of criticism and rejection may result in avoidance of group activities, presentation or discussion. Over time, social withdrawal can limit peer support, further increasing feeling of loneliness and isolation.

Theme 5 long term psychological consequences
The literature suggests that prolonged exposure to judgement and partiality can have long term psychological consequences. These may include persistent low self-esteem, learned helplessness, trust issues and vulnerability to mental health problem such as depression and anxiety. Early experiences of unfair treatment in educational setting can shape students' attitudes towards authority and influence their future academic and professional lives.

III. DISCUSSION

The thematic analysis reveals that judgement and partiality have a multi-dimensional psychological

impacts on students. Emotional distress, impaired self-esteem, reduced academic motivation and social withdrawal are interconnected outcomes rather than isolated effects. Judgement often acts as a trigger that initiates a cycle of negative emotions, behavioral withdrawal and declining performance. Addressing these issues requires awareness among educators and institutions to promote fairness, empathy and inclusive practices.

IV. CONCLUSION

In conclusion the present thematic paper highlights that judgement and partiality in educational setting significantly affect students' emotion, cognitive and social well-being. The identified themes emphasize the need for supportive and unbiased learning environments that foster psychological safety and positive development. Creating awareness about the psychological consequences of judgement and partiality can help educators adopt fair evaluation practices and encourage students' holistic growth.

V. IMPLICATIONS

The finding suggests the importance of teacher training programs focusing on unbiased assessment, emotional sensitivity and inclusive classroom practices. Future research may explore intervention strategies and students coping mechanisms to reduce the negative impact of judgement and partiality in academic contexts.

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