The effects of educational tracking on African American high school students in terms of social mobility

Emmanuel A. Oduah

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THE EFFECTS OF EDUCATIONAL TRACKING ON AFRICAN AMERICAN HIGH SCHOOL STUDENTS IN TERMS OF SOCIAL MOBILITY

A DISSERTATION

SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

BY

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ABSTRACT

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THE EFFECTS OF EDUCATIONAL TRACKING ON AFRICAN AMERICAN HIGH SCHOOL STUDENTS IN TERMS OF SOCIAL MOBILITY

Advisor: Eugene Herrington, Ph.D.

Dissertation dated: July 1993

The purpose of this study was to assess the effects of educational tracking on a selected number of high school students in Atlanta, Georgia, in particular, in ABC School System in east Metro Atlanta. This study addressed institutional and individual racism as it interfaced with social mobility in educational tracking. The subjects in this study consisted of 50 high school students who have been tracked. Frequency Analysis in numbers and percentages were employed to analyze the data. A study was done in ABC high school. Results indicated that an overwhelming majority of the responses strongly agreed that tracking effected them negatively, and that they were tracked because of racism. Results also indicated that majority of the respondents strongly agreed that educational tracking effected their academic advancement and income. Attitudes of African American high school students toward high school tracking was used for this.
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CHAPTER ONE
INTRODUCTION

This study looked into the social effects of educational tracking on African American high school students. In this study, the researcher used African Americans and Black Americans interchangeably. Social mobility has been a problem for some African Americans since the time of slavery. Educational tracking can have negative effects on some African American high school students as opposed to positive effects that the advocates (the White American educators) perceived it to be.

Tracking

In trying to understand why schools fall short of their aims, responsibilities, and potentialities, critics of educational systems usually point fingers at one another. Many contend that the end product is faulty because the raw material was faulty to begin with. Some educators believe that some lower-class minority youth are not very educable by nature. Others contend that social environment is at fault, that schools face insurmountable outside barriers; parents who are incompetent or indifferent; neighborhoods plagued with crime, poor housing, economic deprivation; and voters who fail to support budget increases. Still other critics claim that the fundamental problem lies in how
schools organize the teaching-learning processes, rather than in defective students or outside barriers.\textsuperscript{1}

In the case of the schools, it is increasingly evident that there are fundamental defects in policies, programs, and procedures that directly contribute to inequality of opportunity, unsatisfying educational careers, untapped human potential, and deviancy and alienation among youth.\textsuperscript{2}

The reasons for the increased pressures on teenagers to stay in school longer are several: the disappearance of work roles for adolescents, the upgrading of educational requirement for job entry, the declining need for teenagers to contribute to family income, and the protection of teenagers from exploitation by employers. Pressure to stay in school were formalized as compulsory-attendance laws, adopted in all states beginning with Massachusetts in 1852 and ending with Mississippi in 1918.\textsuperscript{3}

The compulsory-attendance law and compulsory secondary schooling became mandatory in many cities in the United States. While some of the larger cities responded by creating specialized high schools for talented or

\textsuperscript{1}W. D. Schafer and C. Olexa, Tracking and Opportunity: The Locking Out Process and Beyond (Scranton, PA: Chandler, 1971), 2.

\textsuperscript{2}Ibid., 3.

troublesome youth, most communities developed one or more comprehensive high schools designed to serve the needs of all adolescents. Some observers have pointed out that in adopting to greater intellectual and motivational differences, comprehensive schools have developed both administrative adjustments among the different classes and grades and a variety of students. They noted that although not mutually exclusive, the administrative provisions can be separated into several categories.

1. Ability grouping
2. Special classes for slow learners
3. Special classes for the gifted
4. Other special classes
5. Ungraded classes.
6. Retention and acceleration
7. Frequent promotion plans
8. Team teaching
9. Parallel-track plan

It is the last of these, the parallel-track plan (or track system), which is the focus of this study. An excellent overview of how track systems work is provided in the following.

A common practice in comprehensive and general high schools is to designate the curriculum according to several fixed areas or tracks, such as college preparatory, vocational, general, etc. Under this multiple track system, the student with the advice of the counselor, chooses his area of specialization (college preparatory, vocational,

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general, business, etc.). But regardless of a specific track a student pursues, there are certain courses, notably, English, social studies, mathematics, biology and physical education, that all students may be required to take.

The track system included four separate curriculum programs: Basic or Special Academic for slow learners or the academically retarded; General, a terminal program of vocational preparation for students who were not expected to continue their education beyond high school graduation; Regular, a college preparatory program for students expected to continue their education at the college level; and Honors, an accelerated program for intellectually gifted students. The criteria used for assigning students to the four tracks are: aptitude, achievement, teacher recommendations, prior academic record (that is in junior high school), social maturity and pupil preferences or interests.§ Judgements by counselors about the social character and adjustment of students also played an important part in the determination of whether or not the student was college material. Classroom teachers' opinions are also a primary source of student evaluations leading to track assignment.⁶


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Several different rationales are given by schools for track systems. In addition to the assumptions that educational potential will be accurately measured and that students will be assigned appropriately, common to most is the assumption that learning can progress more efficiently and effectively when all members of the instructional group are relatively homogeneous in level of ability and performance. While students considered bright are expected to learn more efficiently and effectively when instructed in homogeneous ability groups, those considered dull are also expected to benefit. The track system is expected to enhance the likelihood that the school will be able to remedy the slow or dull students' educational deficiencies.

One criticism is that the procedures for assigning students to a track at the beginning of high school (or earlier) intentionally or unintentionally discriminate against those from lower-income or minority-group families. One form of this argument is that the tests on which track assignment is based are weighted in favor of White middle-class students. Many tests actually measure verbal skills rather than the intellectual potential for acquiring those skills, and more White middle-class students than minority-group, lower-class students have acquired competence in those skills, partly because of differences in the quality of previous schooling.\(^7\)

\(^7\)Ibid., 65.
Critics further point out that regardless of ability, past performance, or aspirations, the White middle-class student is more likely than the minority-group, lower-income student to be assigned to the college-prep track. This situation may result from direct discrimination by a counselor or teacher from unintended and unrecognized race or class bias from differing parental pressures on counselors or teachers, or from different projections of the student’s college chances, based on knowledge of the school careers of older siblings or on perceptions of family resources for college."

Another criticism is that through the economic and racial segregation imposed on the classroom by the track system and through the influence of the track system on friendship patterns, the educational system fails to prepare students for effective living in an open, multiethnic society. Rather, they are led to accept separation along economic and racial lines as normal and acceptable, all the while failing to learn through daily contact about those from other backgrounds."

Finally, it is sometimes contended that, through tracking, the schools actually contribute to the problems they seek to prevent: rebelliousness, dropping out, and

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"Ibid., 67.

delinquency. As already noted, many critics argue that lower-track students are more likely to fail, become alienated and develop a pessimistic attitude toward themselves and their future, partly because of the track system itself.10 Insofar as these factors contribute to deviance in school, dropping out, and delinquency, the school, through its track system is said to help generate, rather than deter, youth problems.

Educational tracking as it relates to social mobility is that track position may have effected academic achievement, involvement, conformity, and persistence in school, as well as delinquency, partly because the negative expectations by teachers of non-college students in turn leads to a deterioration of commitment, motivation, self-esteem, performance, and conduct. Lower-tracked students who are perceived and perceive themselves as having a dimmer educational future, tend to drop out of school which has a negative effect on potential financial success.11 Most of the higher paying jobs require some college. With African Americans disproportionately tracked into non-college-prep curricula, their potential opportunities for increased economic outcomes become problematic, and this is translated into very few opportunities for upward social mobility.


11Schafer and Olexa, Tracking and Opportunity: The Locking Out Process and Beyond, 118.
Minorities have historically perceived formal education as one, and perhaps the best, means of becoming fully assimilated into American society, as well as a good way of achieving upward social mobility. However, this has not been the case for substantial numbers of Black people in America.

Ever since the first enslaved Africans landed on Virginia shores, where the dominant residents were English, their education has been of primary importance. It was important to the English because it properly conditioned the Africans, and it was important to the enslaved Africans because it could prolong their lives by being good slaves. The education the researcher is referring to, of course, is not the structured, formal education African Americans now receive, but it was education nonetheless.

The first stop for the enslaved Africans was the Virginia ports. The treatment at these ports were designed to socialize the Africans into a slave personality. They were given Christian names and were not allowed to speak their languages or maintain any other noticeable African cultural ties. They were educated to be good slaves. Their very lives depended on how well they did in school. By this the researcher means that the slaves must be good in learning how to serve their masters. This was the first attempt by Americans to educate Africans, but it was an education with the specific purpose of maintaining slavery.
As a result of this racist background, educational tracking was introduced.

**Background**

Since the arrival of Blacks in America, racism has existed. Through a review of the relevant historical relations, as well as an analysis of the current status of African Americans, the researcher may begin to ask the critical questions concerning their education.

As this land became an industrialized nation, the need to educate its masses properly became the responsibility of institutions, i.e., family and schools. Societies use institutions to facilitate the socialization of individuals into its accepted beliefs, values, and behavior patterns. Such beliefs and values are steeped in tradition and require a significant amount of conflict in order to change. To understand the impact of institutional racism on African Americans, the researcher needs to define racism and distinguish between individual and institutional racism.

Racism occurs when one group discriminates against another on the basis of some distinct physical racial characteristics. Individual racism is generally characterized by overt actions directed at a racial group by individuals, whereas, institutional racism tends to be

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covert with no one individual responsible. When White terrorists bombed a Black church and killed five Black children, that was an act of individual racism, wildly deplored by most of society. But when in the same society, in Birmingham, Alabama, five hundred Black babies die each year because of the lack of proper food, shelter and medical facilities, and thousands more are destroyed and maimed physically, emotionally and intellectually because of conditions of poverty and discrimination in the Black community, that is a function of institutional racism.  

The history of this country has been a history of both individual and institutional racism. The focus of this study was on the effects of institutional racism in education on the potential financial success of African Americans. Institutional America has supported the practice of racism or the maintenance of racist ideas since this country’s inception.

The constitution of the United States legalized both Black inferiority and White superiority. Slaves were not legal persons nor were they perceived as full human beings. Instead, they were classified as three-fifth of a man and could not own property or enter contracts. In short, they

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were property not belonging to themselves but to another human being.\textsuperscript{14}

By social mobility the researcher means a shift (by an individual or a group) from one social position to another. An individual’s movement from a professional to a managerial occupation group or from low income to high income, or from a position of no political influence to one of great influence is an example of individual social mobility. A shift in the social position of a group, say from a position of no power, or no wealth, or no command of resources to one of great power, wealth, or command of resources, for instance, the achievements of organized labor in the first half of the twentieth century, or of America’s black population since 1960, would be examples of social mobility among groups.

Mobility does not necessarily entail improvement of social position. For this reason the researcher distinguish between upward mobility (movement to a better social position) and downward mobility. Similarly, mobility may be reckoned with reference to an individual’s own initial social position (intragenational mobility) or with reference to his parents’ social position, or his social origin (intergenerational mobility). Both intragenerational and intergenerational social mobility are characterized by

recurrent patterns of movement among social positions or categories of positions.\textsuperscript{15}

Educational tracking results in counseling because most of the people that were tracked did not have any counseling at all which was a serious problem. Educational tracking ruined a lot of African Americans who dropped out of schools as a result. Counselors could do a lot to help the track victims by providing one-on-one or group counseling, counseling the parents, helping the school system to develop curriculum and programs that would help the students in their future careers, help them to develop study and test taking skills and improve their self-esteem. Students may not understand or correctly perceive their track placements. Tracking has an important influence on students college attendance after controlling for student plans. Counselors could help the victims to solve the problems of frustrations and incorrect perceptions of their track placements.

\textbf{Need for the Study}

This study was focused on the impact of educational tracking on the social mobility of African American high school students. Different tracks effect opportunities for mobility differently. For example, those in the higher

tracks were seen as possessing a brighter future and were encouraged to continue their education, which was reflected in the number of former college prep-track students who attended four and two year colleges. Lower-tracked students who were perceived and perceived themselves as having a dimmer educational future tend to drop out of school which has a negative effect on potential financial success (potential life earnings).

The researcher used critical and historical analysis to identify contradictions between education and opportunities for income among African American high school students. Historically, racism has resulted in a significant overrepresentation of Blacks in lower classes, contemporary racism locks them in. Some students in the lower class are victims of race, gender, and class oppression. If they happen to be Black, single female parents in the lower class, they can become severely oppressed and deeper into poverty.

**Purpose of the Study**

The purpose of this study was to assess the effects of educational tracking on a selected group of African American high school students in Atlanta, Georgia,

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particularly, in ABC school system in east Metro Atlanta. This study addressed the concepts of institutional and individual racism as it interfaced with social mobility in educational tracking.

**Evolution of the Problem**

The researcher has developed an interest in this area as a result of working as a high school counselor in the public schools of Georgia. Over the years this researcher has had the opportunity to work with high school students. Many students that the researcher has encountered or counseled have been tracked or they knew students who were tracked, particularly among African American high school students, and the impact it has on secondary school careers.

**Statement of Hypothesis**

This study was descriptive in nature which means there was no hypothesis to study and that the results from the interviewees will be described and interfaced with frequency analysis, number of occurrences and percentages.

**Research Question**

1. Is there a difference in the effects of educational tracking between Black and White high school students in America in terms of social mobility?

2. Why some African American high school students income level are lower than White high school students income level?
3. Why are Black American high school students not experiencing consistent upward mobility?

4. Has educational tracking accomplished what the advocates designed it to accomplish?

5. Do school counselors contribute to track process?

**Problem Statement**

Some high school track classifications have an important negative influence in frustrating the college bound plans of many high school students.

**Definition of Terms**

Social mobility: A shift by an individual or a group from one social position to another. Mobility does not necessarily mean improvement of social position, which is movement to a better social position. It also could be downward mobility which is also movement to a lower social position.

Tracking: This could be referred to any of the courses of study continuing through succeeding grades in an educational structure. Tracking is arranged according to various levels of mastery, to which students are assigned on the basis of test performance, abilities, needs, and/or race.\(^\text{18}\)

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\(^{18}\)Ibid., 84.
Victim: In this study, the victim was referred to as the individuals (Black Americans) who were tracked as a result of racism.

Racism: Any program or practice of racial discrimination, segregation, etc. A doctrine without scientific support, that claims to find racial differences in character, intelligence, etc. that asserts the superiority of one race over another with reference to White Americans over Black Americans.

Attitude: For the purpose of this study, attitude was the behaviors and position the participants took toward being educationally tracked and its effects upon high school matriculation.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

Booker T. Washington stressed the importance of economic integration while also emphasizing political and social segregation. He stressed the oppressive education received by Blacks. He said it was oppressive because it stressed political nonparticipation in a democratic society, emphasized racial separation, prevented a group of people from realizing their full potential as human beings and it forced Black Americans into low-paying, low-status jobs without much opportunity for upward social mobility.¹ Those students who are tracked into the non-college curricula are generally perceived by their teachers as possessing less academic ability than those in the college-preparatory tracks.² When students are tracked into faster or slower tracks, they tend to support the accepted behavior of the students in that track. The negative expectation held by teachers tended to produce the result the teachers expected. Track position may have affected academic achievement, involvement, conformity, and persistence in school, as well as delinquency, partly because the negative expectations by teachers of non-college students in turn led


to a deterioration of commitment, motivation, self-esteem, performance, and conduct.

Kerckhoff said,

In the school settings, teachers make decisions when assigning grades, dividing a class into reading group or other functional units, or singling out individual students for special attention—in a critical or laudatory way. These decisions not only provide the individuals involved with some information about themselves and their probable future, but also create socially significant classifications on the basis of which others will respond to them differentially.  

James E. Rosenbaum in his study titled "Track Misperceptions and Frustrated College Plans: An Analysis of the Effects of Tracks and Track Perceptions in the National Longitudinal Survey," said

Social allocation process in schools have recently attracted interest in the status-attainment literature, particularly in the studies of the effects of high school tracking. However, although studies of tracking have often taken students' reports as indicators of their track placements, some case studies have suggested that students may not understand or correctly perceive their track placements. Using data from the national longitudinal survey, the study compares the effects of tracking in two versions of a status-attainment model, one using students' track perceptions and the other using their actual tracks (taken from school records), and then combines the two in a single model. The study finds that students often misperceive their track and that students' track perceptions significantly underestimate tracking's relationship with important antecedents and outcomes. In particular, it finds that tracking has an important influence on students' college attendance after controlling for students' plans, but track perceptions do not. This suggests that although, tracking frustrates many students' plans

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to attend college, students incorrect perceptions of their track placements make them less able to anticipate that this will happen. The methodological implications of this analysis for tracking research are considered, and some speculations are offered about how track misperceptions may originate and how they may influence the operations and stability of track systems.4

Donna Eder,5 in her study "Ability Grouping as a Self-Fulfilling Prophecy, a micro-analysis of teacher-student interaction," examined the nature and extent of differences in the learning contexts of ability groups in a first-grade classroom. Observations, interviewing and analysis of video-taped interaction during group lessons were then coded to determine the relative frequency of certain behaviors across group levels. Lower ability groups were found to have more inattentiveness, teacher management, and reading turn disruptions and violations, contributing to lower levels of reading achievement. Those students who were likely to have more difficulty learning were assigned to groups whose social contexts were much less conducive for learning. Those results question the utility grouping for instructing low ability students and indicates the

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importance of examining the impact of differential learning environments within schools.

Terry Kershaw,⁶ in his studies of the effects of tracking, said that the gap between median education of Black and White in America closed between 1960 and 1963, while the gap between median family income between Black and White has increased. He used Census data to show the median family income by race.⁷ In 1964, the median family income was $10,903, while that of Black family was $5,921, a difference of $4,982; in 1967, White was $12,162, Black was $7,201, a difference of $4,961; in 1977, White was $16,740, while Black was $9,560, a difference of $7,180; and in 1983, White was $25,707, Black was $14,506, a difference of $11,201. Level of school completed by race: in 1960, White was 10.9, Black was 8.2, a difference of 2.7; in 1975, White was 12.4, Black was 10.9, a difference of 1.5; in 1983, White was 12.6 while Black was 12.2, a difference of 0.4. The best indicator of an individual’s potential for upward social mobility is the individual’s education. If this applied to African Americans, then the closing of education


gap should mean a related closing of the median family income gap."

The advocates of tracking perceived it as a positive and viable system. They argued that the track system will help brighter students as well as slow students because each is able to move at his or her own pace. Once students are tracked into a curriculum, they take classes that ensure they will remain in that track. The negative effects of tracking on a group of people sociologically perceived as racial inferiors far outweigh the above stated positive effects for African American high school students.

Students have very little power to effect policies, such as, who gets tracked into what curriculum of the above mentioned criteria. Pupil preferences seems to be least significant. The real power lies with the principals, counselors, and teachers, their perception of a student’s potential activities, and the student’s behavior as a result. Most African Americans are tracked in a non-college preparatory. If the school tends to generate negative attitudes towards the non-college tracked students and to emphasize higher grades, gratification, and social involvement for the college-tracked students, then the non-

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college tracked students would tend to emphasize the positive values and would be more likely to drop out.9

Some analysis explained that tracking provides for a fair assessment and neutral accommodations of students' interests and needs. Other analyses explained that tracking furnishes teachers with ready-made hierarchical labels and expectations. Accordingly, teachers expect trouble and therefore emphasize discipline with lower-track students but they expect regular-track students to be good and consequently, emphasize academic progress.10 Some data indicate that teachers' characterizations of students by track are veiled references to students' social-class characteristics.11

Grouping theory suggests that when teachers and students are placed at the bottom of the school hierarchy, they develop antisocial attitudes, even students who are socially advantaged and who should be educationally committed may be alienated by placement in the lower track.12

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9Ibid., 38.


11Jeannie Oakes, Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn (Santa Monica, CA: The Rand Corporation, 1990), 53.

CHAPTER THREE

METHODOLOGY

Descriptive research techniques was used as the method for obtaining data for this research study. The research period commenced on May 7, 1993 and ended on May 14, 1993. Research methods utilized in this study are detailed below.

Site

The site for the study was ABC High School in metro Atlanta. Atlanta is the largest city in the southeast and is the thirteenth largest city in the United States. The Atlanta metropolitan area is comprised of 18 counties with a population of three million. The minority population of the Atlanta metropolitan area is 25%.1 The site was chosen because of its accessibility to the researcher and the availability of research subjects.

Setting

The setting for this study was ABC High School in Metro east suburban Atlanta, Georgia. ABC School System is located in Metro east suburban Atlanta, Georgia. ABC High School has 1240 students. The school is staffed with one principal, two assistant principals, three counselors, 50 teachers, and 15 other support personnel.

Subject Pool

The subject pool in this study consisted of a group of selective high school students in ABC High School in east Metro Atlanta. All of these students were tracked beginning in their elementary through middle or high school years.

Sample

The sample consisted of 50 students from ABC High School in the ABC School System from the subject pool who were available at the time of this study and willing to participate in the study by completing the survey. All the students who completed the survey must have been tracked.

Research Team

The research team consisted of the Principal Investigator (PI) or the researcher and five school counselors selected from the ABC School System among other counselors in the school system. Rules and responsibilities are detailed below.

Principal Investigator (PI) or Researcher

The Principal Investigator was responsible for conducting all phases of the research. The PI was also responsible for training the five other research team members (i.e., the school counselors selected from ABC School System).
Counselors

The counselors had Masters and Ph.D. degrees and were certified to practice in the state of Georgia school systems. The counselors' responsibilities were to provide support and counseling services to the students at the ABC School System. Five counselors were selected and trained by the PI to help in the study.

In recognition of their important role in this study, the principal investigator met with the counselors prior to the inception of this study to ensure that they familiarize themselves with the survey and survey items. The purpose of this meeting was to train the counselors so they would know how to answer any questions the survey respondents might have regarding the study. In addition, they were familiarized by the principal investigator or researcher with the survey itself in order to respond correctly to any questions that arose regarding the survey. Finally, the counselors reiterated to the survey respondents guaranties of confidentiality and anonymity while they also explained that participation in the study would in no way effect them.

Instrumentation

The instrument to be utilized for this study was the Survey of the Attitudes of High School Tracking (SAHST) (see Appendix C). The SAHST was designed by the researcher or PI for this study. The SAHST was designed to be self-administered. It was pilot tested with 5 high school
students in ABC High School in the ABC School System for face and content validity.

The survey contained a demographic section and also two other sections which were the perceptions of educational tracking and the effects of counseling in a tracking system. There were 45 closed-ended items. The instrument is described below.

Section A: Demographics

The demographics section had 18 closed-ended and open-ended items which served to provide a profile of the survey respondents. Close-ended and open-ended items were used in this section. In terms of scoring, the questions yield qualitative information and were not assigned score values.

Section B: Perceptions of Educational Tracking

This section had 16 closed-ended items which examined behaviors and attitudes that are generally associated with educational tracking. There were four possible Likert-type responses. They were: "Strongly Agree" (SA); "Agree" (A); "Disagree" (DA); and "Strongly Disagree" (SDA). For scoring, the questions were intended to yield subjects' responses to the perceptions of educational tracking. Since no comparisons were made, percentages were used to analyze each item.
Section C: The Effects of Counseling in a Tracking System

This section had 11 closed-ended items which were designed to examine the counseling effects in a school system where tracking was practiced. There were four possible Likert-type responses. They were: "Strongly Agree" (SA); "Agree" (A); "Disagree" (DA); and "Strongly Disagree" (SDA). The questions were intended to yield subjects' responses to the effects of counseling in a tracking system. Since no comparisons were made, percentages were used to analyze each item.

Procedures

There were three research periods in this study: the pre-research, research, and the post-research periods. These research periods are detailed below along with procedures for each period.

Pre-Research Period

Procedure 1. The principal investigator or researcher contacted the Director of Personnel of ABC School System and the Director of Research regarding the participation of a research site and also to explain the purpose of the study. The PI wrote a letter for research approval by the ABC School System.

Procedure 2. The counselors were selected by the researcher and they were informed of meetings with the
Research Director and the Director of Personnel about the study and also of their participation in the study.

Procedure 3. The principal investigator telephoned the counselors and set up a meeting time for the training session. At this meeting, the principal investigator informed the counselors of the purpose of the research, their role in the research, and familiarized them with the survey. The principal investigator trained the counselors to be familiar with the survey items.

Procedure 4. Assignments were made to the research team by the principal investigator to take the surveys to the ABC High School students of the ABC School System.

Research Period

Procedure 5. The counselors went to the students, introduced themselves, and explained the purpose of the study. The counselors asked the students if they were willing to complete the survey. Survey respondents were given assurance of anonymity and confidentiality and also were told that their decision to participate would not interfere with their education. Those who agreed to participate in the study were given the SAHST to complete. The survey respondents were instructed as to how to complete the survey. The students were selected because they were tracked or still tracked.

Procedure 6. The research team answered all the questions from the respondents as posed.
**Procedure 7.** After the survey respondents returned the completed surveys to the research team, the research team examined the surveys to ensure that they had been fully completed by the survey respondents. If the survey respondents did not complete all the survey items, the research team verbally asked them to complete the survey. The research team also assisted with any other questions posed at this time by survey respondents regarding the SAHST and/or the study. The research team thanked the survey respondents.

**Procedure 8.** The school counselors stored the completed surveys in a safe place for later collection by the principal investigator or the researcher.

**Procedure 9.** These procedures were not completed until all surveys were collected.

**Post-Research Period**

**Procedure 10.** The study then terminated.

**Data Collection**

All data were collected by the principal investigator.

**Data Analysis**

The statistical procedure utilized for this study was frequency analysis in numbers and percentages. Number of respondents for each question was counted and the percentage of the number was given.
Human Subjects Contract

A Human Subjects Contract was not necessary because subjects did not receiving any treatment. The subjects were not exposed to any physical or mental harm due to participation in the study. They were given anonymity and confidentiality. Further, they were assured that participation in the study would not affect them in any way.
CHAPTER IV
RESULTS

This study investigated the effects of educational tracking on African American high school students and the effects it has on their social mobility. It also examined the effects of counseling in tracking systems. A self administered survey was attributed to ABC High School in ABC School System, in east Metro Atlanta, Georgia. Since no comparisons were made in this research, percentages was used. The problem and research questions require simple description of the subjects responses. Results from the 50 surveys are detailed below. They are presented in the order in which survey items appeared. This order is: (a) Demographics, (b) Perceptions of educational tracking, and (c) the effects of counseling in tracking systems.

Section A: Demographic Data

Demographic data included eighteen variables presented by frequency analysis. They are: sex, father’s level of education, age, mother’s level of education, race, and childhood family structure. Others are parents’ salary, city raised, dominant race of high school, religious affiliation, frequency of expulsion or suspension from school, and extra curricula activities. Other demographic data included preschool or headstart school information, elementary school attended in ABC School System, middle
school attended in ABC School System, which of the following best describes your current academic/employment status, summer job income and was your summer job pay commensurate with your educational achievement. Survey results are detailed below.

**Sex**

Of fifty survey respondents, 34 (or 68%) reported being male, while 16 (or 32%) reported being female. Therefore the typical survey respondent reported being male (see Table 1).

**Father’s Level of Education**

Of the fifty survey respondents, 16 (or 32%) reported that their fathers had high school education or GED, 13 (or 26%) reported that their fathers had vocational certification, 6 (or 12%) reported that their fathers had Associate degree, 11 (or 22%) reported that their fathers had college degree, and 4 (or 8%) reported that their fathers went to graduate or professional school. Therefore, the typical survey respondent reported that his father had a high school education or GED (see Table 1).

**Age**

Of fifty survey respondents, 8 (or 16%) reported being under 18 years of age, 24 (or 48%) reported being between 18 and 19 years old, 17 (or 34%) reported being between 20 and 24 years old, and 1 (or 2%) reported being
TABLE 1

DESCRIPTIVE ANALYSIS: SEX, AGE, FATHER’S AND MOTHER’S EDUCATION, RACE AND CHILDHOOD FAMILY STRUCTURE
IN NUMBERS (#) AND PERCENTAGES (%)
(N = 50)

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sex</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>32</td>
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<tr>
<td>Male</td>
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<td>68</td>
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<td>100</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under 18</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>18 - 19</td>
<td>24</td>
<td>48</td>
</tr>
<tr>
<td>20 - 21</td>
<td>17</td>
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<td>Over 21</td>
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<td>2</td>
</tr>
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<td>Total</td>
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<td>100</td>
</tr>
<tr>
<td><strong>Father’s Level of Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School/GED</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>Vocational certificate</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Associate degree</td>
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<td>12</td>
</tr>
<tr>
<td>College degree</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Graduate/Professional School</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td><strong>Mother’s Level of Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School/GED</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Vocational certificate</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Associate degree</td>
<td>16</td>
<td>32</td>
</tr>
<tr>
<td>College degree</td>
<td>19</td>
<td>38</td>
</tr>
<tr>
<td>Graduate/Professional School</td>
<td>5</td>
<td>10</td>
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<tr>
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TABLE 1 (Continued)

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<thead>
<tr>
<th></th>
<th>#</th>
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</thead>
<tbody>
<tr>
<td>Race</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>34</td>
<td>68</td>
</tr>
<tr>
<td>Black American</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Mixed</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>While Growing Up, My Family Structure Included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Both Parents/Biological</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Father and Stepmother</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Mother and Stepfather</td>
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<td>30</td>
</tr>
<tr>
<td>Father only</td>
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<td>0</td>
</tr>
<tr>
<td>Mother only</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>Male Guardian</td>
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<tr>
<td>Female Guardian</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

over 21. Therefore the typical survey respondent reported being between 18 and 19 years old (see Table 1).

Mother’s Level of Education

Of the fifty survey respondents, 6 (or 12%) reported that their mothers had high school education or GED, 4 (or 8%) reported that their mothers had vocational certificate, 16 (or 32%) reported that their mothers had Associate degree, and 19 (or 38%) reported that their mothers had college degree, and 5 (or 10%) reported that their mothers went to graduate or professional school. Therefore, the
typical survey respondent reported that his mother had a college degree (see Table 1).

**Race**

Of fifty respondents, 34 (or 68%) reported being African-American, 2 (or 4%) reported being Black Americans, 11 (or 22%) reported being White-American, and 3 (or 6%) reported being Mixed. Therefore the typical survey respondent reported being African-American (see Table 1).

**While Growing Up, My Family Structure Included**

Of fifty survey respondents, 14 (or 28%) reported that their family structure included both parents/biological, 3 (or 6%) reported their family structure included father and stepmother, 15 (or 30%) reported that their family structure included mother and stepfather, none (or 0%) reported that their family structured included father only, 18 (or 36%) reported that their family structure included mother only when they were growing up, none (or 0%) reported family structure included male guardian while growing up, and none (or 0%) reported family structure included a female guardian. Therefore the typical survey respondent reported family structure being mother only (see Table 1).

**Parents’ Salary**

Of fifty survey respondents, 3 (or 6%) reported their parents’ salary being less than $10,000, 13 (or 26%)
reported their parents' salary being between $10,000 and $19,999. 20 (or 40%) reported their parents' salary being between $20,000 and $39,000, 10 (or 20%) reported their parents' salary being between $40,000 and $59,999 and 4 (or 8%) reported their salary being over $60,000. Therefore the typical survey respondent reported his parents' salary being between $20,000 and $39,999 (see Table 2).

I Grew Up In

Of fifty survey respondents, 34 (68%) reported growing up in an urban area, 11 (or 22%) reported growing up in a suburban area, and 5 (or 10%) reported growing up in a rural area. Therefore the typical survey respondent reported growing up in an urban area (see Table 2).

High School Make-Up

Of fifty survey respondents, 50 (or 100%) reported high school being majority Black, none (or 0%) reported high school being majority White, and none (or 0%) reported high school being equally mixed. Therefore the typical survey respondent reported high school being majority Black (see Table 2).

Religious Affiliation

Of fifty survey respondents, 1 (or 2%) reported having no religious affiliation, 6 (or 12%) reported being Catholic/Jewish, 32 (or 64%) reported being Baptist/Holiness, 9 (or 18%) reported being AME/AME Zion and 2 (or
TABLE 2

DESCRIPTIVE ANALYSIS: PARENTS' SALARY, CITY RAISED, DOMINANT RACE IN HIGH SCHOOL, RELIGIOUS AFFILIATION, FREQUENCY OF EXPULSION OR SUSPENSION AND EXTRA CURRICULAR ACTIVITIES IN NUMBERS (#) AND PERCENTAGES (%)
(N = 50)

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents' Salary</td>
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<td></td>
</tr>
<tr>
<td>Less than $10,000</td>
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<td>6</td>
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<tr>
<td>$10,000 - $19,999</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>$20,000 - $39,999</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>$40,000 - $59,999</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>$60,000 +</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>I Grew Up In</td>
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<td></td>
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<tr>
<td>Urban area</td>
<td>34</td>
<td>68</td>
</tr>
<tr>
<td>Suburban area</td>
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<td>Rural area</td>
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</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
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<tr>
<td>High School Make-Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majority Black</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>Majority White</td>
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<td>0</td>
</tr>
<tr>
<td>Equally Mixed</td>
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<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
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<tr>
<td>Religious Affiliation</td>
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<td></td>
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<tr>
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<td>2</td>
</tr>
<tr>
<td>Catholic/Jewish</td>
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<td>12</td>
</tr>
<tr>
<td>Baptist/Holiness</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>AME/AME Zion</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>How Many Times Have You Been Expelled or Suspended From School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>#</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>18</td>
<td></td>
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<td>4</td>
<td></td>
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<tr>
<td>50</td>
<td>100</td>
<td></td>
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<table>
<thead>
<tr>
<th>What Kind of Extra Curriculum Activities Do You Participate In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
</tr>
<tr>
<td>Football</td>
</tr>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>#</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>50</td>
</tr>
</tbody>
</table>

4% reported other affiliations. Therefore the typical survey respondent reported being Baptist/Holiness (see Table 2).

**How Many Times Have You Been Expelled or Suspended From School**

Of fifty survey respondents, 36 (or 72%) reported they have not been expelled or suspended from school before, 1 student (or 2%) reported being suspended or expelled four times from school before, 9 or (18%) reported being suspended or expelled from school two times before and 4 students (or 8%) reported being expelled or suspended from school once. Therefore the typical survey respondent
reported he has not been expelled or suspended from school before (see Table 2).

**What Kind of Extra Curricula Activities Do You Participate In**

Of fifty survey respondents, 18 (or 36%) reported playing basketball, 11 (or 22%) reported playing football and 21 (or 42%) reported being in the school band. Therefore the typical survey respondent reported being in the school band (see Table 2).

**Did You Attend a Headstart School**

Of fifty survey respondents, 28 (or 56%) reported they attended headstart school while 22 (or 44%) reported they did not attend a headstart school. Therefore the typical survey respondent reported he attended a headstart school (see Table 3).

**I Attended Elementary School in the ABC School System**

Of fifty survey respondents, 29 (or 58%) reported that they attended elementary school in ABC School System while 21 (or 42%) reported they did not attend elementary school in the ABC School System. Therefore the typical survey respondent reported attending elementary school in ABC School System (see Table 3).
### Table 3

**Descriptive Analysis: Headstart School Information, Elementary and Middle Schools Attended, Summer Job Income and Summer Job Pay Commensuration with Education in Numbers (#) and Percentages (%)**

(N = 50)

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Did You Attend a Headstart School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>No</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
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</table>

<table>
<thead>
<tr>
<th><strong>I Attended Elementary School</strong> in ABC School System</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>42</td>
</tr>
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<td><strong>Total</strong></td>
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<td>100</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I Attended Middle School</strong> in ABC School System</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td>No</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Which of the Following Best Describes Your Current Academic/Employment Status</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time student only</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>Full-time student and part-time job</td>
<td>20</td>
<td>40</td>
</tr>
<tr>
<td>Full-time student and full-time job</td>
<td>16</td>
<td>32</td>
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<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>If You Had a Summer Job What Kind of Income Did You Make</strong></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$500 or less per month</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>$500 to $799</td>
<td>21</td>
<td>42</td>
</tr>
<tr>
<td>$800 to $999</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>$1000 to $1299</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>$1300+</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>100</td>
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</table>

40
TABLE 3 (Continued)

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td><strong>Was Your Summer Job Pay In Line With Your Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>64</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

**I Attended Middle School in the ABC School System**

Of fifty survey respondents, 32 (or 64%) reported they attended Middle School in ABC School System while 18 (or 36%) reported they did not attend Middle School in ABC School System. Therefore the typical survey respondent reported he attended Middle School in ABC School System (see Table 3).

**Which of the Following Best Describes Your Current Academic/Employment Status**

Of fifty survey respondents, 14 (or 28%) reported being full-time students only, 20 (or 40%) reported being full-time students and having part-time job and 16 (or 32%) reported being full-time students and having full-time job. Therefore, the typical survey respondent reported being full-time student and having part-time job (see Table 3).

**If You Had a Summer Job What Kind of Income Did You Make**

Of fifty survey respondents, 8 (or 16%) reported they made $500 per month, 21 (or 42%) reported making between
$500 and $799, 12 (or 24%) reported making between $800 and
$999, 6 (or 12%) reported making between $1000 and $1299 per
month, and 3 (or 6%) reported making $1300 and over.
Therefore the typical survey respondent reported making
between $500 and $799 per month (see Table 3).

Was Your Summer Job Pay In Line With Your Education

Of the fifty survey respondents, 18 (or 36%) reported
that their summer job pay was in line with their education
while 32 (or 64%) reported that their summer job pay was not
in line with their education. Therefore the typical survey
respondent reported that his summer job pay was not in line
with his education (see Table 3).

Section B: Perceptions of Educational Tracking

This section presented by frequency analysis included
sixteen variables. They are: my parents were against
tracking, tracking effected me positively, tracking effected
me negatively, I was tracked in elementary school, I was
tracked in middle school, I was tracked in high school and I
was tracked because of racism discrimination or prejudice.
Others are: I was tracked because I was not doing well in
school, I was tracked because my teacher did not like me, my
parents were persuaded to have me tracked and some of my
relatives dropped out of school because of tracking. Others
in this section includes: perception of your tracking has
effected your academic performance, did your mother feel
negative about your being tracked, did your father feel negative about your being tracked, was your mother’s reaction over your income on your first job negative, and was your father’s reaction over your income on your first job negative. The score value of strongly agree (SA), agree (A), disagree (DA) and strongly disagree (SDA) were attributed to each response.

My Parents Were Against Tracking

Of fifty survey respondents, 6 (or 12%) strongly agreed their parents were against tracking, 28 (or 56%) agreed, 11 (or 22%) disagreed and 5 (or 10%) strongly disagreed. Therefore the typical survey respondent reported that he agreed his parents were against educational tracking (see Table 4).

Tracking Effected Me Positively

Of fifty survey respondents, 3 (or 6%) strongly agreed that educational tracking affected them positively, 4 (or 8%) agreed, 11 (or 22%) disagreed and 32 (or 64%) strongly disagreed. Therefore the typical survey respondent reported strongly disagreed that educational tracking effected him positively (see Table 4).

Tracking Effected Me Negatively

Of fifty survey respondents, 32 (or 64%) reported that they strongly agreed that educational tracking affected them negatively, 11 (or 22%) agreed, 4 (or 8%) reported that
TABLE 4

DESCRIPTIVE ANALYSIS: PARENTS AGAINST TRACKING, TRACKING EFFECTS, TRACKED IN ELEMENTARY, MIDDLE AND HIGH SCHOOLS, TRACKED FOR DISCRIMINATION OR NOT DOING WELL IN SCHOOL IN SCHOOL IN NUMBERS (#) AND PERCENTAGES (%)
(N = 50)

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* SA = Strongly Agree; A = Agree; DA = Disagree; SDA = Strongly Disagree
they disagreed and 3 (or 6%) reported strongly disagreed. Therefore the typical survey respondent reported that he strongly agreed that educational tracking affected him negatively (see Table 4).

**I Was Tracked in the Elementary School**

Of fifty survey respondents, none (or 0%) reported strongly agreed being tracked in the elementary school, 14 (or 28%) reported agreed, 36 (or 72%) reported disagreed and none (or 0%) reported strongly disagreed being tracked in elementary school. Therefore the typical survey respondent reported disagreed being tracked in elementary school (see Table 4).

**I Was Tracked in the Middle School**

Of fifty survey respondents, none (or 0%) reported strongly agreed being tracked in the middle school, 46 (or 92%) reported agreed being tracked in the middle school, 4 (or 8%) reported disagreed and none (or 0%) reported strongly disagreed being tracked in the middle school. Therefore the typical survey respondent reported agreed being tracked in the middle school (see Table 4).

**I Was Tracked in the High School**

Of fifty survey respondents, none (or 0%) reported strongly agreed being tracked in the high school, 42 (or 84%) reported agreed being tracked in the high school, 8 (or 16%) reported disagreed and none (or 0%) reported strongly
disagreed being tracked in the high school. Therefore the typical survey respondent reported agreed being tracked in the high school (see Table 4).

_I Was Tracked Because of Racism, Discrimination or Prejudice_

Of fifty survey respondents, 27 (or 54%) reported strongly agreed that they were tracked because of racism, 5 (or 10%) reported agreed that they were tracked because of racism, 10 (or 20%) reported disagreed and 8 (or 16%) reported strongly disagreed that they were tracked because of racism. Therefore the typical survey respondent reported strongly agreed being tracked because of racism, discrimination or prejudice (see Table 4).

_I Was Tracked Because I Was Not Doing Well In School_

Of fifty survey respondents, 1 (or 2%) reported strongly agreed being tracked for not doing well in school, 4 (or 8%) reported agreed being tracked for not doing well in school, 16 (or 32%) reported disagreed and 29 (58%) reported strongly disagreed being tracked for not doing well in school. Therefore the typical survey respondent reported strongly disagreed being tracked for not doing well in school (see Table 4).

_I Was Tracked Because My Teacher Did Not Like Me_

Of fifty survey respondents, 24 (or 48%) reported strongly agreed being tracked because their teachers did not
like them, 16 (or 32%) reported agreed being tracked because their teachers did not like them, 7 (or 14%) reported disagreed being tracked because their teachers did not like them and 3 (or 6%) reported strongly disagreed being tracked because their teachers did not like them. Therefore the typical survey respondent reported strongly agreed being tracked because their teacher did not like them (see Table 5).

My Parents Were Persuaded to Have Me Tracked

Of fifty survey respondents, 29 (or 58%) reported strongly agreed that their parents were persuaded to have them tracked, 2 (or 4%) reported agreed that their parents were persuaded to have them tracked, 16 (or 32%) reported disagreed that their parents were persuaded to have them tracked and 3 (or 6%) reported strongly disagreed that their parents were persuaded to have them tracked. Therefore the typical survey respondent reported that he strongly agreed to his parents being persuaded to have him tracked (see Table 5).

Some of My Relatives Dropped Out of School Because of Educational Tracking

Of fifty survey respondents, 39 (or 78%) reported strongly agreed that some of their friends or relatives dropped out of school because of educational tracking, 1 (or 2%) reported agreed, 5 (or 10%) reported disagreed and 5 (or 10%) reported strongly disagreed. Therefore the typical
TABLE 5

DESCRIPTIVE ANALYSIS: TRACKED BECAUSE OF TEACHER, PARENTS PERSUADED, RELATIVES DROPPED OUT, PERCEPTIONS EFFECTED ACADEMIC PERFORMANCE, MOTHER'S AND FATHER'S FEELINGS AND FATHER'S AND MOTHER'S REACTION ON FIRST INCOME IN NUMBERS (#) AND PERCENTAGES (%) (N = 50)

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* SA = Strongly Agree; A = Agree; DA = Disagree; SDA = Strongly Disagree
survey respondent reported strongly agreed that some of his relatives dropped out of school because of educational tracking (see Table 5).

**Perceptions of Your Educational Tracking Has Effected Your Academic Performance**

Of fifty survey respondents, 32 (or 64%) reported strongly agreed that perceptions of their educational tracking has affected their academic performance, 11 (or 22%) reported agreed, 4 (or 8%) reported disagreed and 3 (or 6%) reported strongly disagreed. Therefore the typical survey respondent reported strongly agreed that perceptions of his educational tracking has effected his academic performance (see Table 5).

**Did Your Mother Feel Negative About You Being Tracked**

Of fifty survey respondents, 10 (or 20%) reported strongly agreed that their mothers felt negative about them being tracked, 11 (or 22%) reported agreed, 16 (or 32%) reported disagreed and 13 (or 26%) reported strongly disagreed. Therefore the typical survey respondent reported that their mothers felt negative about them being tracked (see Table 5).

**Did Your Father Feel Negative About You Being Tracked**

Of the fifty survey respondents, 41 (or 82%) reported strongly agreed, 4 (or 8%) reported agreed, 3 (or 6%)

49
reported disagreed and 2 (or 4%) reported strongly disagreed. Therefore the typical survey respondent reported strongly agreed that his father felt negative about him being tracked (see Table 5).

Was Your Mother’s Reaction Over Your Income on Your First Job Negative

Of fifty survey respondents, 10 (or 20%) reported strongly agreed that their mothers reacted negatively over their first job income, 11 (or 22%) agreed, 16 (or 32%) disagreed and 13 (or 26%) reported strongly disagreed. Therefore the typical survey respondent reported disagreed that their mothers reacted negatively over their first job income (see Table 5).

Was Your Father’s Reaction Over Your Income on Your First Job Negative

Of fifty survey respondents, 41 (or 82%) reported strongly agreed that their fathers reacted negatively over their first job income, 4 (or 8%) reported agreed, 3 (or 6%) reported disagreed and 2 (or 4%) reported strongly disagreed. Therefore the typical survey respondent reported strongly agreed that their fathers reacted negatively over their first job income (see Table 5).

Section C: The Effects of Counseling In Tracking Systems

This section presented by frequency analysis included eleven variables. They are: There was a counselor in my
elementary school, there was a counselor in my middle school, the counselor in my high school is racist, the gender of my high school counselors are two females and one male, we have one Black and two White counselors in my high school, the counselors adhere to the teachers recommendations, without my school counselor I would have dropped out of school, my school counselors helped me with my career planning, my school counselors are the ones who tracked me, Black students feel more comfortable with Black counselors while White students feel more comfortable with White counselors and counselors can help to stop educational tracking. The score value of (SA) strongly agree, (A) agree, (DA) disagree, and (SDA) strongly disagree were attributed to each response.

There Was a Counselor in My Elementary School

Of fifty survey respondents, 7 (or 14%) reported strongly agreed that there was a counselor in their elementary school, 9 (or 18%) reported agreed, 13 (or 26%) reported disagreed and 21 (or 42%) reported strongly disagreed. Therefore the typical survey respondent reported strongly disagreed that there was a counselor in his elementary school (see Table 6).

There Was a Counselor in My Middle School

Of fifty survey respondents, 29 (or 58%) reported strongly agreed that there was a counselor in their middle
**TABLE 6**

**DESCRIPTIVE ANALYSIS:** HAD COUNSELORS IN ELEMENTARY AND MIDDLE SCHOOLS, HIGH SCHOOL COUNSELOR DISCRIMINATES, COUNSELORS' GENDER AND RACE IN HIGH SCHOOL, COUNSELORS ADHERED TO TEACHERS' RECOMMENDATIONS, COUNSELORS HELPED TO STAY IN SCHOOL AND CAREER PLANNING, TRACKED BY SCHOOL COUNSELORS, PREFERENCE FOR COUNSELOR AND COUNSELORS CAN HELP TO STOP TRACKING IN NUMBERS (#) AND PERCENTAGES (%)

(N = 50)

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* SA = Strongly Agree; A = Agree; DA = Disagree; SDA = Strongly Disagree
school, 21 (or 42%) reported agreed, none (or 0%) reported disagreed and none (or 0%) reported strongly disagreed. Therefore the typical survey respondent reported strongly agreed that there was a counselor in his middle school (see Table 6).

The Counselor in My High School is Racist, Discriminates or Prejudice

Of fifty survey respondents, 19 (or 38%) reported strongly agreed that their high school counselor was racist, discriminates or prejudice, 16 (or 32%) reported agreed, 9 (or 18%) reported disagreed and 6 (or 12%) reported strongly disagreed. Therefore the typical survey respondent reported strongly agreed that his high school counselor was racist, discriminates or prejudice (see Table 6).

The Gender of Your High School Counselors Were Female and Male

Of fifty survey respondents, 29 (or 58%) reported strongly agreed that the gender of their high school counselors were two female and one male, 21 (or 42%) reported agreed, none (or 0%) reported disagreed and none (0%) reported strongly disagreed. Therefore the typical survey respondent reported the gender of his high school counselors being two female and one male (see Table 6).
In Your High School You Had
Black and White Counselors

Of fifty survey respondents, 29 (or 58%) reported strongly agreed their high school counselors being one Black and two White, 21 (or 42%) reported agreed, none (or 0%) reported disagreed and none (or 0%) reported strongly disagreed. Therefore the typical survey respondent reported strongly agreed his high school counselors being one Black and two White (see Table 6).

The Counselors Adhered to the Teachers Recommendations

Of fifty survey respondents, 9 (or 18%) reported strongly agreed that counselors adhered to the teachers recommendations, 10 (or 20%) reported agreed, 21 (or 42%) reported disagreed and 10 (or 20%) reported strongly disagreed. Therefore, the typical survey respondent reported disagreed that counselors adhered to the teachers' recommendations (see Table 6).

Without the Guidance of My School Counselors, I Would Have Dropped Out of School

Of fifty survey respondents, 6 (or 12%) reported strongly agreed that without the guidance of their school counselors, they would have dropped out of school, 18 (or 36%) reported agreed, 15 (or 30%) reported disagreed and 11 (or 22%) reported strongly disagreed. Therefore the typical survey respondent reported agreed that without the guidance
of his school counselors, he would have dropped out of school (see Table 6).

**My School Counselors Helped Me With My Career Planning**

Of fifty survey respondents, 6 (or 12%) reported strongly agreed being helped with their career planning by their school counselors, 28 (or 56%) reported agreed, 11 (or 22%) reported disagreed and 5 (or 10%) reported strongly disagreed. Therefore the typical survey respondent reported agreed being helped with his career planning by his school counselor (see Table 6).

**My School Counselors Were the Ones Who Tracked Me**

Of fifty survey respondents, 14 (or 28%) reported strongly agreed being tracked by their school counselors, 11 (or 22%) reported agreed, 19 (or 38%) reported disagreed and 6 (or 12%) reported strongly disagreed. Therefore the typical survey respondent reported disagreed being tracked by his school counselor (see Table 6).

**As a Black High School Student, My Preference for Counselors are African Americans**

Of fifty survey respondents, 29 (or 58%) reported strongly agreed that Black students feel more comfortable with Black counselors while White students feel more comfortable with White students, 12 (or 24%) reported agreed, 6 (or 12%) reported disagreed and 3 (or 6%) reported strongly disagreed. Therefore the typical survey respondent
reported strongly agreed that Black students feel more comfortable with Black counselors while White students feel more comfortable with White counselors (see Table 6).

**Counselors Can Help to Stop Educational Tracking**

Of fifty survey respondents, 22 (or 44%) reported strongly agreed that counselors could help to stop educational tracking, 19 (or 38%) reported agreed, 8 (or 16%) reported disagreed and 1 (or 2%) reported strongly disagreed. Therefore the typical survey respondent reported strongly agreed that counselors can help to stop educational tracking (see Table 6).
CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS,
IMPLICATIONS FOR COUNSELORS AND LIMITATIONS
TO THE STUDY

Summary

The purpose of the study was to assess the effects of educational tracking on African American high school students in Atlanta, Georgia, particularly in ABC School System in the east Metro Atlanta. This researcher specifically was interested in how educational tracking impacts student social mobility. The study examined the perceptions of educational tracking and the role counseling played in tracking process.

The number of students surveyed from ABC High School was fifty and these students were surveyed because of their availability and willingness to participate in this study.

The characteristics of the survey respondents in the survey were as follows. A typical survey respondent was an African-American male in high school of majority Black student population and between 18 and 19 years old. His mother had college education and father had high school diploma or GED. He was Baptist/Holiness and was raised by his mother only in an urban area with a salary of between $20,000 and $39,999.

The typical survey respondent had not been expelled or suspended from school before and was a member of school band. He attended both elementary and middle schools in ABC
school system, and had attended headstart school. He also had a part-time job as well as was a full-time student and made between $500 and $799 which was not commensurate with his educational achievement.

Perceptions of Educational Tracking

Educational tracking refers to the process of assigning a student to a specific program of study based on academic performance and/or results from standardized scores. It is arranged according to various levels of mastery, in which students are assigned on the basis of test performance, abilities, needs and/or race.

Referring to the research questions, is there a difference in the effects of educational tracking between Black and White American high school students in terms of social mobility, obviously there is a difference. Studies have shown that through a review of the relevant historical relations, as well as an analysis of the current status of African American status, the best indicator of an individual’s potential for upward social mobility is the individual’s education. If this applied to African Americans, then the closing of the education gap should mean a related closing of the median family income gap. The gap between median education of Blacks and Whites in America
closed between 1960 and 1983 while the gap between median family income between Blacks and Whites has increased.¹

Two major explanations are possible for this apparent contradiction between subjective achievement and objective social expectations. One emphasizes the importance of individual factors, for example, motivation, attitude, values, and work habits. The second focuses on institutional and structural factors.²

Education of African Americans has been of primary importance to the White since the first enslaved Africans landed in America. It was important to the White people because it properly conditioned the Africans and it was important to the enslaved Africans because it could prolong their lives by being good slaves. The education the researcher is referring to, of course, is not the structured formal education Black American high school students now receive but it was education nonetheless.

As time went by things began to change. Black Americans education was nowhere near the equal of the school of most White Americans. The standardized tests are taken from curricula that most White Americans and a few Blacks have been exposed to. Consequently, most Black Americans,


when compared to most White Americans, do not perform as well academically but almost always do better in actual performance. Therefore, most Black American students are not seen as bright and gifted students, rather they tend to be seen as dull, slow or marginal. They tend to be placed in a non-college prep track; the status quo, slavery, is reinforced.\(^3\) The effects of tracking on some outcome variables, such as self-esteem or life chances are mostly negative.\(^4\)

Another question, why African American high school students have not yet matched up their income with the Whites since educational gap leveled up, and why are they not experiencing relatively upward mobility. African Americans are still referred to by the White as minority, inferior and unintelligent.\(^5\) Most Blacks still find it difficult to find jobs or to find jobs that will match up their educational qualifications, therefore, they tend to accept any pay for any job that they are lucky to find. Educational tracking put a lot of Blacks out of school thereby preparing the Whites for college and other professional schools. That college education prepared the White people for some high positions in high class jobs

\(^3\)Ibid., 14.


\(^5\)Ibid., 28.
where they are in the position to make decisions on who to
hire. As a result, the few Blacks who are opportuned to be
hired because of Equal Employment Opportunities which
mandates the employers to hire minorities, and because of
their (Black) education, they accept or are offered less pay
than their White counterpart with the same level of
education and they are asked not to discuss their salaries.
Socially they have to lie in the areas they could afford
which is really the areas designated for them. Those people
who have the most formal education tend to get the higher
paying jobs. Most of the higher paying jobs require some
college education. With African American high school
students disproportionately tracked into non-college prep
curricula, their potential opportunities for increased
economic outcomes become problematic and this is translated
into very few opportunities for upward social mobility. ⁶

Other questions, has educational tracking
accomplished what the advocates designed it to accomplish,
that is by helping the faster students to move up and also
the slower student move at their own pace, and do school
counselors help to track students? Studies have shown that
the criteria used for assigning students to the track system
are: aptitude, achievement, teacher recommendations, prior
academic record, social maturity, pupil preferences or
interest and judgements by counselors about the social

⁶Ibid., 17.
character and adjustment of students played an important part in the determination of whether or not the student is college material."

These procedures for assigning students to a track at the beginning of high school or earlier intentionally or unintentionally discriminate against those from lower-income or minority-group families. This could be applied that the tests on which track assignment is based are weighted in favor of White middle class students. Many tests actually measure verbal skills rather than the intellectual potential for acquiring those skills, and more White middle-class students than minority group, lower class students have acquired competence in those skills, partly because of differences in the quality of previous schooling." It is sometimes contended that, through tracking, the schools actually contribute to the problems they seek to prevent: rebelliousness, dropping out, and delinquency. As noted already, many critics argue that lower-track students are more likely to fail, become alienated and develop a pessimistic attitude toward themselves and their future, partly because of the track system itself. Insofar as these factors contribute to deviance in school, dropping out, and delinquency, the school, through its track system is said to

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8Ibid., 65.
help generate, rather than deter, youth problems.\textsuperscript{9}
Research shows that counselors were not really the ones that tracked the students but their decisions had a lot of contributions. If bad teachers could just be weeded out or if all teachers would be trained to greater sensitivity and higher expectations then all students would receive a good, equal education.\textsuperscript{10}

The typical survey respondent reported strongly agreed to some items, such as: tracking effected him negatively, he was tracked because of racism, discrimination, or prejudice, he was tracked because his teacher did not like him, his parents were persuaded to have him tracked, perceptions of his tracking has effected his academic performance, some of his relatives dropped out of school because of tracking, his father felt negative about him being tracked and that his father's reaction over the income of his first job was negative. He agreed to such items as his parents were against tracking and he was tracked in the middle school and in high school. The typical respondent also reported that he strongly disagreed to such items, such as: tracking effected him positively and he was tracked for not doing well in school. He also disagreed to such items as: he was tracked in elementary

\textsuperscript{9}Arthur Pearl and Frank Reissman, \textit{New Careers for the Poor} (New York: Free Press, 1965), 92.


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school, his mother felt negative about him being tracked and that his mother’s reaction over the income of his first job was negative.

The Effects of Counseling in Tracking Systems

The typical survey respondent reported strongly agreed in items such as, there was a counselor in his middle school and his high school counselor was racist or discriminative, the gender of his high school counselors were two female and one male and one Black and two White counselors in his high school, as a Black high school student, my preference for counselors are African Americans and that counselors can help to stop educational tracking. He also reported agreed to without the guidance of his school counselors, he would have dropped out of school, and that his school counselors help his career planning.

The typical survey respondents reported disagreed to such items as, the counselors adhered to the teachers’ recommendations and that he was tracked by his school counselors. He also reported strongly disagreed to the items such as, there was a counselor in his elementary school.

If students get proper counseling in high school, it would reduce the high rate of school misconduct, dropout, delinquency, etc. When a student misbehaves and violates school rules, most teachers, counselors, and principals blame his parents, bad influences from his friends or his
own personality defects. Rate of dropout goes high when the students get tracked or put in non-college prep track. It is possible that it was not track position itself that exerted this negative effect on the non-college bound, but rather that the percentage difference resulted from differences in educational ability, aspiration, or commitment which students brought with them at the beginning of high school or from the simultaneous influence of other factors related to peers, family, or self as a result of lack of counseling.\textsuperscript{11} The non-college prep experience has a dampening effect on commitment to school and that it independently contributes to resentment, frustration, and hostility, finally ending for many youth in active withdrawal from the alienating situation of school.\textsuperscript{12} If non-college prep track position generates a sense of stigma, frustration, and marginality resulting in higher rates of misconduct in school and in a higher dropout rate, then it also contributes to delinquency outside the school. With good and effective counseling most negative stigma could be eliminated.

\textsuperscript{11}Ibid., 68.

\textsuperscript{12}Walter E. Schafer and Carol Olexa, Tracking and Opportunity: The Locking-Out Process and Beyond (Oregon: Chandler Publishing Co., 1971), 47.
Conclusions

Tracking systems are cumulative. Tracking does not start in high school but at the elementary school level. Tracking systems are designed to help prepare students to reach their fullest potential relative to their contribution to society. From the first grade, students begin to get tracked into faster or slower classes, as well as being sorted within each class. When students get tracked into a faster or slower class at such an early age, their chance of changing their track position becomes increasingly more difficult for each succeeding year of school. Once students are tracked into a curriculum, they take classes that ensure they will remain in that track. The longer the students remain in a particular track, the harder it is for them to move into another. Consequently, by the time students enter junior high school, their track has pretty much been determined, and by the time they enter high school, their educational future has long since been chosen for them.

Records of past academic achievement are another means of perpetuating the status quo. Those students who have participated in college prep curricula will be preferred over those who didn’t in each succeeding year. Also past academic achievement depends on an interpretation of historical factors. Historically, there was a deliberate attempt to miseducate some Black Americans.
Teacher recommendations are also significantly tied to historical race relations. Teacher recommendations are the interaction of experience and preconceived expectations. Teacher comes into the classroom with expectations about student abilities. Those students who are tracked into the non-college curriculum are generally perceived by their teacher as possessing less academic ability than those in the college-prep tracks. It was found by Kelly that lower class and minority group students generally get tracked into the non-college curriculum. Students from lower class and minority group families are, in most instances, perceived by teachers as having less academic ability than students from middle and upper class families and therefore they are the most likely students to be placed in non-college prep tracks.\textsuperscript{13}

This perception tends to be connected with both the perceived social character of the student and the parents' social status. American society has certain values that can be identified as American values. Hard work, success, and individualism are three examples. Most Americans assume that an individual who is poor in America must not be willing to work hard enough or sacrifice enough to become successful. Success is relative, and in education it is manifested in good grades. When students don't get good

grades, then it must be a defect in character or a result of low family status. The cumulative effect of institutional and individual racism are seen as the cause of the problems associated with racism. Their characters become suspect, and their families become problems. One of the results of this relationship tends to be overrepresentation of African Americans in the non-college prep tracks. Teachers may be making recommendations assuming that they are doing what's best for the student. However, what they are doing is reinforcing the status quo, racial stratification, by recommending that most African American students be placed in non-college prep tracks.

The final factor is pupil preferences. Students are obviously in the worst status position. They have very little power to effect policies such as who gets tracked into what curricula. Of the above-mentioned criteria, pupil preferences seem to be the least significant. The real power lies with the principals, counselors, and teachers, their perceptions of a student's potential abilities, and their behavior as a result.

Track-related subcultures are another negative effect of tracking. As students are tracked into a faster or slower track, they tend to support the accepted behavior of the students in that track. If the accepted behavior is

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negative toward the school system, then new students in that track will tend to support the normative behavior. Katz and Kahn found that individuals develop loyalty and commitment to a group or organization to the extent that the group generates in the person positive feelings about himself.\textsuperscript{15} Therefore if the school tends to generate negative attitudes towards the non-college tracked students and tends to emphasize high grades, graduation, and social involvement for the college-tracked students, then the non-college-tracked student would tend to emphasize the opposite values and would be more likely to drop out.\textsuperscript{16}

Another negative effect of tracking is that quality of teachers tend to vary with the level of curricula (college or non-college). For example, the better teachers are assigned to teach the brighter students because the better teachers can push these students to their maximum potential. Meanwhile, the less competent teachers are assigned to teach the slower students because the students are going to achieve minimum potential. Therefore, why waste the good teachers on students who are not able to maximize their potential? It becomes quite evident that the status quo (racial oppression) is being reinforced.


\textsuperscript{16}Ibid., 68.
The effects of tracking that this study focused on was its impact on the social mobility of African American high school students. Different tracks effect opportunities for mobility differently; for example, those in the higher tracks are seen as possessing a brighter future and are encouraged to continue their education, which is reflected in the number of former college prep-tracked students who attend four and two-year colleges. With African American high school students disproportionately tracked into non-college prep curricula, their potential opportunities for increased economic outcomes become problematic, and this is translated into very few opportunities for upward social mobility.

Recommendations for Future Research

Some of the literature has suggested the use of heterogeneous classrooms as a way of discarding tracks. Marascuilo and McSweeney found that the maintenance of tracking was not necessary for effective learning, but rather expectations were a more significant factor.17 Students who were expected to do as well as the other students in that class would tend to measure up to the ability level of the other students. It was assumed that unless students have birth defects that hamper their learning ability, they should have normal academic ability.


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with the difference in performance due primarily to the exposure to different material and the skill of the presenter.\textsuperscript{18}

The advocates of tracking perceived it as a positive and viable system. They contended that learning could develop more effectively and efficiently with students who are equal in ability and performance. On the surface, this seems to be a national and logical evaluation of tracking, but when we introduced a historical component to this type of analysis, we can see that the actual practice did not work for African Americans.

Around the turn of the century, a great influx of immigrants entered the public schools, leading to increase the enrollments. For example, in 1890 6.7% of potential high school students were actually enrolled, while in 1975 86.5% were enrolled.\textsuperscript{19} As a result of these steady increases, the schools had to provide for students of diverse backgrounds, abilities, and aspirations, with the bulk of the increase coming from minority groups and blue-collar families.\textsuperscript{20} One of the solutions the educational system devised was the formation of comprehensive high

\textsuperscript{18}Ibid., 132.


schools. Comprehensive high schools were supposed to alleviate the problem of diversity among students by having something for everyone.

The following recommendations are made for future research.

1. To look into the basic or special academic for the slow learners or academically retarded.
2. To look into the program of vocational preparation for students who were not expected to continue their education beyond high school.
3. To examine a preparatory program for college-bound students.
4. To examine the accelerated program for the intellectually gifted students including African Americans.
5. To look into why African Americans have not yet matched up their income with the White since educational gap has leveled up.
6. To find out why African Americans are not experiencing relative upward mobility.
7. To find out how counselors can help to stop educational tracking.

**Implications for Counselors**

The following recommendations are made for counselors:

1. Counselors should help to offset the negative effects of tracking, teacher attitudes, teacher competency,
and the self-fulfilling prophecy by advocating a strong family orientation toward education. Education is a high priority for African American parents. One cannot underestimate the importance of the role of the family in educational achievement. In a recent newspaper article the point was made that Asian Americans have consistently outscored all other racial and ethnic groups on the math section and also do quite well on the verbal section. When Asian American parents were surveyed and asked why they thought their children did so well, they responded that they spend two to three hours a day helping their children with their homework.

2. Counselors should encourage parents to take a more active role in the school system. They must participate in more teacher/parent conferences to find out what is being taught and who is teaching it. It becomes increasingly more difficult for teachers, counselors, and principals to dismiss a child whose parents are regular visitors to the school. By this the parents would be aware of what the school should be teaching and to be aware of how their children view school. This will help the African American families to take an active role in the education of their children.

3. Counselors should change and advise the African American families that while the outside struggles is going on, they should use a diversified plan of action (i.e.,
changing particular racist behavior by advising their children not to be discouraged or biased, have positive attitude towards education and towards people of other races) to effect significant change in the type of education they receive.

4. Counselors should help and advise the students who may not understand or correctly perceive their track placements.

**Limitations to the Study**

Most research studies have limitations which must be recognized in order to facilitate future research. The present study incorporated survey research to gather information about the effects of educational tracking on African Americans in terms of social mobility. A limitation in any self-reported research is that the survey respondents are subject to reporting information that they may view as acceptable and therefore expected of them. Some of them may not read the survey right and do not have the patience to think, therefore say anything. Most school systems in particular the ABC School System is consisted of Blacks and Whites. The White people are hesitant to give out information concerning tracking particularly when it involves racism. They give you only the information they want to give you. Some of the survey respondents were afraid, therefore withheld information. Consequently, we should always be careful with survey results and make
recommendations for future study for anything we find that needs to be corrected in order to get good results.
APPENDICES
APPENDIX A

LETTER TO THE DIRECTOR OF RESEARCH
FOR ABC SCHOOL SYSTEM

Mr. John Doe
Director of Research
ABC School System
Metro East Sub
Atlanta, GA 30322

Dear Mr. Doe:

I am a doctoral student in the Department of Counseling and Human Development at Clark Atlanta University, in Atlanta, Georgia. I am conducting a survey and would appreciate it if you would allow the ABC high school students to participate. This study is concerned with the effects of educational tracking on African-American students in terms of social mobility. The purpose of my study is to examine the attitudes and perceptions of high school students towards educational tracking. Approximately twenty minutes will be required to complete this survey. All data collected will be kept in the strictest of confidentiality and anonymity.

Enclosed is a copy of the survey. I would appreciate if you would grant permission for me to administer this survey in the month of May 1993.

Sincerely yours,

Emmanuel Oduah
Doctoral Candidate

EO:trp
APPENDIX B

ADMINISTRATIVE AGREEMENT

As Administrative Designer, I hereby grant permission to Mr. Emmanuel Oduah to administer the survey on the affects of educational tracking on African-American students in terms of social mobility. This survey is to be administered on:

DATE: ____________________________

TIME: ____________________________

LOCATION: _______________________

All data collected will be kept in the strictest of confidentiality and anonymity.

______________________________  _________________________
(Signature)                     (Date)

Administrative Designee
ABC School System

______________________________  _________________________
(Signature)                     (Date)

Emmanuel Oduah
Doctoral Candidate
Counseling and Human Development
Clark Atlanta University
**APPENDIX C**

**SURVEY OF EFFECTS TOWARD HIGH SCHOOL TRACKING**

**Instructions:** Please place a check mark by the one response you feel is most appropriate, unless you are otherwise instructed.

Thank you in advance for your cooperation in completing this survey. This information will be held in the strictest confidence.

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**SECTION A: DEMOGRAPHICS**

1. **Sex**
   - (1) ____ Female
   - (2) ____ Male

2. **Father's Level of Education**
   - (1) ____ High School/GED
   - (2) ____ Vocational Certificate
   - (3) ____ Associate Degree
   - (4) ____ College Degree
   - (5) ____ Graduate/Professional School

3. **Age**
   - (1) ____ Under 18
   - (2) ____ 18 - 19
   - (3) ____ 20 - 21
   - (4) ____ Over 21

4. **Mother's Level of Education**
   - (1) ____ High School/GED
   - (2) ____ Vocational Certificate
   - (3) ____ Associate Degree
   - (4) ____ College Degree
   - (5) ____ Graduate/Professional School

5. **Race**
   - (1) ____ African-American
   - (2) ____ Black American
   - (3) ____ White
   - (4) ____ Mixed

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6. While growing up, my family structure included

(1) ___ Both parents/biological
(2) ___ Father and Stepmother
(3) ___ Mother and Stepfather
(4) ___ Father only
(5) ___ Mother only
(6) ___ Male guardian
(7) ___ Female guardian

7. Parents' salary

(1) ___ Less than $10,000
(2) ___ $10,000 - $19,999
(3) ___ $20,000 - $39,999
(4) ___ $40,000 - $59,999
(5) ___ $60,000 +

8. I grew up in

(1) ___ An urban area
(2) ___ A suburban area
(3) ___ A rural area

9. High school make up

(1) ___ Majority Black
(2) ___ Majority White
(3) ___ Equally Mixed

10. Religious affiliation

(1) ___ No affiliation
(2) ___ Catholic/Jewish
(3) ___ Baptist/Holiness
(4) ___ AME/AME Zion
(5) ___ Other

11. How many times have you been expelled or suspended from school?

____________________

12. What kind of extra curriculum activities do you participate in?

____________________

13. Did you attend a headstart school? ________

15. I attended middle school in the ABC School System.

16. Which of the following best describes your current academic/employment status?
   (1) ___ Full-time student only
   (2) ___ Full-time student and part-time job
   (3) ___ Full-time student and full-time job

17. If you had a summer job what kind of income did you make?
   (1) ___ $500 per mo.
   (2) ___ $500 to $799
   (3) ___ $800 to $999
   (4) ___ $1,000 to $1,299
   (5) ___ $1,300 +

18. Was your summer job pay in line with your education?
   (1) ___ Yes        (2) ___ No

SECTION B

PERCEPTIONS OF EDUCATIONAL TRACKING

Instructions: Please circle your one response to each of the items.

CHOOSE EITHER:

Agree (A)          Disagree (DA)
Strongly Agree (SA) Strongly Disagree (SDA)

19. My parents were against tracking.
   SA   A   DA   SDA

20. Tracking effected me positively.
   SA   A   DA   SDA
21. Tracking effected me negatively.
   SA      A      DA      SDA

22. I was tracked in elementary school.
   SA      A      DA      SDA

23. I was tracked in middle school.
   SA      A      DA      SDA

24. I was tracked in high school.
   SA      A      DA      SDA

25. I was tracked because of racism, discrimination or prejudice.
   SA      A      DA      SDA

26. I was tracked because I was not doing well in school.
   SA      A      DA      SDA

27. I was tracked because my teacher did not like me.
   SA      A      DA      SDA

28. My parents were persuaded to have me tracked.
   SA      A      DA      SDA

29. Some of my relatives dropped out of school because of tracking.
   SA      A      DA      SDA

30. Perception of your tracking has effected your academic performance.
   SA      A      DA      SDA

31. Did your mother feel negative about you being tracked?
    SA      A      DA      SDA

32. Did your father feel negative about you being tracked?
    SA      A      DA      SDA
33. Was your mother's reaction over your income on your first job negative?

SA A DA SDA

34. Was your father's reaction over your income on your first job negative?

SA A DA SDA

SECTION C

THE EFFECTS OF COUNSELING IN TRACKING SYSTEMS

Instructions: Please circle your one response to each of the items.

35. There was a counselor in my elementary school.

SA A DA SDA

36. There was a counselor in my middle school.

SA A DA SDA

37. The counselor in my high school is racist, discrimination or prejudice.

SA A DA SDA

38. The gender of your high school counselors were ___ female and ___ male.

SA A DA SDA

39. In your high school you have ___ White counselors and ___ Black counselors.

SA A DA SDA

40. The counselors adhere to the teachers recommendations.

SA A DA SDA

41. Without the guidance of my school counselors, I would have dropped out of school.

SA A DA SDA
42. My school counselors helped me with my career planning.
   SA       A       DA       SDA

43. My school counselors are the ones who tracked me.
   SA       A       DA       SDA

44. As a Black high school student my preference for counselors are African Americans.
   SA       A       DA       SDA

45. Counselors can help to stop educational tracking.
   SA       A       DA       SDA
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Atlanta Chamber of Commerce, 1990.


