	<p>Annals of Social Sciences and Perspective</p> <p>ISSN (Print): 2707-7063, ISSN (Online): 2788-8797 Volume 4, Number 2, July-December 2023, Pages 397-414 Journal homepage: http://assap.wum.edu.pk/index.php/ojs</p>
---	--

Academic Tracking Needs among High School Students

Misbah Manzoor¹, Muhammad Samiullah^{2*}, Sajid Manzoor³

¹Lecturer , Department of Education, Hamdard University Islamabad Campus, Pakistan.
 misbahmanzoorawan@gmail.com

²Assistant Professor (ECE&ETE) Allama Iqbal Open University Islamabad, Pakistan.

³Assistant Professor, Media & Communication Studies, NUML Islamabad, Pakistan. sajidmanzoorawan@gmail.com

*Corresponding Author’s Email Address: sami.ullah@aiou.edu.pk

ARTICLE DETAILS	ABSTRACT
<p>History:</p> <p>Received: September 26, 2023 Accepted: December 28, 2023</p>	<p>The purpose of this research project is to investigate how secondary school teachers and principals view the necessity of academic tracking. The study's goals were to (a) ascertain teachers' and principals' opinions about the importance of academic tracking for secondary school students and (b) design a framework for academic tracking. The study was designed with a descriptive approach. The study used a mixed-methodologies strategy that combines both qualitative and quantitative methods. 163 instructors and 7 principals from Islamabad Model Schools and Colleges for Girls made up the study's population. Teachers' quantitative data was gathered through a questionnaire, and Principals' qualitative data was gathered through interviews. Data were gathered through the researcher's personal visits. The quantitative data were analyzed using mean and percentage. While N Vivo software was used to conduct a theme analysis on the qualitative data. The study's findings indicated that teachers have a favourable opinion on the need for academic tracking. The majority of those surveyed concurred that monitoring is necessary because it fosters healthy competition among students and known as necessary for the their motivation and growth. It was recommended that uniform tracking system may be executed across the country.</p> <p>© 2023 The Authors, Published by WUM. This is an Open Access Article under the Creative Common Attribution Non Commercial 4.0</p>
<p>Keywords:</p> <p>Academic Tracking Needs Student' Performances Framework</p>	
<p>DOI:</p> <p>10.52700/assap.v4i2.318</p>	

1. Introduction

Academic monitoring is a useful tool for achieving educational objectives. Education is one of the primary factors in a nation's ability to alter its course of history. Academic tracking can have a number of implications on students' academic achievement, depending on how pupils are put into tracks. Each student is unique in terms of personality, aptitude, and talents. Teachers in schools also make an effort to formulate each student in a unique way in order to ensure that they can learn effectively and improve or build the essential no cognitive abilities. Every educational institution groups pupils in some way, at the very least by putting them in the same class according to age and grade. This practice of formally differentiating children based on ability level within grades is known as tracking or formal differentiation. According to the students' skill levels, the placement

of students into several tracks has adapted instructional pedagogy. Thus, it has been suggested that this tailoring, along with a uniform ability to follow students, will improve students' achievement. Additionally, academic tracking could affect students in both good and bad ways. Slavin (1990) proposed various approaches to improving academic monitoring in schools because it is crucial to building a more educated society. Additionally, Hanushek and Woessmann's analysis of the impact of academic tracking on students' performance in 2007 revealed that there significant performance diversity among students. Higher educational standards provide the foundation for economic progress, but as the population grows and more people seek education, it becomes more difficult to guarantee every student the same access to school.

If we think back to the idea of a school class in the present, we can perceive it as the class of the diligent and the slackers (Bygren, 2016; Ali, Nosheen & Naveed 2020). Since early education, academic monitoring has been a part of life because it helps assess the performance and aptitude of the pupils. There is still debate over whether academic tracking is necessary for students at the school level because it can have both positive and negative consequences over time. Academic monitoring is said to have benefited students of all skill levels, according to numerous studies. According to Loveless (1999), academic monitoring affects pupils differently depending on the class level. While there is variation among kids as a result of certain school divisions, this is detrimental to schools. According to Figlio (2002), pupils who are tracked early on are more likely to succeed in higher education due to various educational systems or by their control, instrumental variable preferences. Betts and Shkolnik (2000) examined the secondary academic tracking that directs a student to better job options. For instance, pupils who successfully complete an academic track will have the opportunity to attend college as opposed to those who do not. Academic tracking places students in a group, which has an impact on their academic performance.

Academic tracking is used to keep students motivated by using the same instructional strategy and maintaining their attention. Students without a common interest are being driven to study under such an academic tracking structure, claim Oakes (1985) and Shkolnik (2000). Slave (1990) investigated how academic tracking affected students' performance in secondary schools. He asserted that effects on overall achievement were discovered to be considerably more obvious at the secondary level and concluded that tracking had a beneficial effect on students' achievement. Academic monitoring in Pakistan is focused on ability-based assignments or classes are designed based on the academic records of the students, allowing teachers to better target the top pupils. There is no proof of the effects of academic tracking in Pakistan because the need for it among students has not received any attention.

The higher educational system provides the foundation for the nation's economic development. As the population grows, more students are pursuing education, and it is increasingly difficult to guarantee every student the same access to education. If you think back to the time when education was a concept, class one would be considered the class of the diligent and the lazy. Worldwide, academic tracking has been shown to be a powerful tool for enhancing students' efforts towards extended learning goals. It is necessary to use this technology in Pakistan in an efficient and methodical manner. Scholarly outcomes are based on the school's pedagogical framework. Every student has equal possibilities to succeed at various levels in an efficient educational system. Academic tracking is a useful technique that aids teachers in monitoring students' performance and capacity to handle individual variances. Because of the ambiguous results, its strength for children at school level has been called into question for a considerable amount of time. Researchers generally agree that putting students in groups with shared interests helps them learn more effectively, however some may have different opinions. The study's objectives were to investigate the value of tracking academic at the secondary school level and to create a design for improving results.

2. Statement of Research Problem

Academic results are based on the school's pedagogical framework. Student-centered instruction that offers each student an equal chance at success at various levels is a component of an efficient educational system. Pakistan is a developing nation that deals with a variety of concerns and problems, but it is striving hard to advance and compete with other nations worldwide in the

field of education. Numerous adjustments must be made to the educational system in order to meet the problems of the modern world, including the use of cutting-edge technologies, fresh approaches to teaching and learning, efficient evaluation and assessment techniques, chances, etc. Numerous techniques have been employed in classrooms to help pupils become successful scholars and future professionals. Academic tracking is a useful technique that aids teachers in monitoring students' performance and capacity to handle individual variances. Because of the ambiguous results, its effectiveness for children at the school level has been called into question for a considerable amount of time. Academic monitoring has proven to be a successful method for addressing both individual variations and specific academic demands. Researchers generally agree that putting students in groups with shared interests helps them learn more effectively, however some may have different opinions. Furthermore, a great deal of study has been done to determine the importance of monitoring students' academic progress, but the findings are conflicting because some academics are clearly in favour of tracking and others are against it. The literature gap and the hazy impact of tracking are thus identified. Therefore, the study's main goal was to investigate the necessity for academic tracking and provide a framework for more effective and conclusive results.

2.1. Delimitation

The study's scope was restricted to Islamabad's urban region. The principals and teachers at the secondary school level.

2.2. Objectives of the Research

Objectives of the study were to:

1. Learn what teachers' and principals' opinions are on the value of academic tracking for kids.
2. Discover what instructors' and principals' opinions are regarding how tracking affects students' performance.

2.3. Significance of the Study

One significant structural factor that affects how students do academically has been identified is academic tracking. Pakistan, meanwhile, is far behind in fully implementing the tracking framework. Academic results are based on the school's pedagogical framework. An efficient technique for managing individual differences and academic needs is the academic tracking structure. The gap on the necessity for academic tracking at the school level is examined in this study. Academic tracking aims to assist students and teachers in advancing their academic careers by allowing them to see the advantages and disadvantages of the educational system. The study's findings will eventually assist teachers better understand students' needs and academic capabilities, enabling them to design courses for their classes in accordance with students' abilities. The study will be helpful to principals and administrators because they are in charge of overseeing the educational structure and fostering a supportive learning environment through the uniform and methodical grouping of students that ensures higher educational outcomes. Additionally, it helps them to create an academic environment that guarantees successful learning outcomes and improves their institution's chances of winning the top board seats. This study will also make recommendations for methods to close the achievement gap in academic tracking results.

3. Literature Review

The primary goals of the literature review are to define academic tracking and demonstrate why kids need it. In an effort to create the framework for academic tracking, previous research that had been previously examined in connection to academic performance were reviewed to ascertain the requirement for academic tracking. Additionally, a consistent definition must be examined and defined as part of the academic tracking process. Academic tracking results were addressed in order to ascertain how it affects students and the necessity of assessing the need for tracking pupils in the first place. Academic tracking is the grouping of students according to their academic

aptitude. Based on prior accomplishment, grades, and teacher recommendations, students are classified as above-average or below-average. Slavin (1990) asserts that academic tracking aids in the creation of a study schedule for each monitored course.

Academic tracking, according to Wheelock (1992), is a method of classifying children with varying abilities, backgrounds, and racial and ethnic origins with a focus on providing them with a rigorous education and preparation for the future.

According to Oakes (1985), academic tracking was used in America from the late 18th through the middle of the 19th century. He looked at 38 schools across the nation, from varied socioeconomic backgrounds, and his main goal was to clearly grasp the effects of academic monitoring. He came to the conclusion that academic tracking, which divides students into distinct groups based on knowledge, aptitude, and career preferences, has a big impact on students' performance and accomplishments. Academic tracking is a technique for classifying or grouping pupils into uniform groups based on their skill and knowledge levels. Academic monitoring also serves the instructional goal of classifying pupils into groups according to their level of intellect (Pekkarinen, 2009).

The National Education Association initiated a formal discussion in 1982 to kick off the notion of academic tracking. The ten-panel commission was led by Harvard President Charles Eliot (Wheelock, 1994). This panel discussed the necessity for changing educational policies in order to give students a solid foundation for getting a decent college degree and finding better employment. Academic tracking raises students' spirits, which encourages them to finish their college degrees (Loveless, 1998; Ali, Kousar & Aisha 2022). The American educational system is now deeply ingrained with the practice of academic tracking depending on pupils' academic performance. The academic tracking assists in identifying the brightest students and the improvement of the pupils in scientific subject, as evidenced by Soviet space advancement in the late 1980s.

As a result, this student sorting produced a superior educational prospectus. Academic tracking was put into place in the 1950s to improve teacher commitment, knowledge, and educational systems. After Oakes (2005) conducted research and came to the conclusion that academic tracking had negative effects on the lower class by widening the achievement gap, academic tracking was devalued in practice. However, Lacy (2004) did not discover any proof suggesting that it encouraged student inequality. Baker (2008) looked into how a student's classification affected the basis of that ability. He discovered that sorting has no effect on a student's aptitude. While it was clear that grouping students in the same class according to their high ability and low ability had a favorable impact on their accomplishment, the opposite was true when the data on ability level was broken down. The following issues were discussed in relation to academic tracking: planning, boosts, different classes based on socioeconomic inequality, label group poorer self-esteem promoting self-fulfilling prophecies in these children (George, 2010; Ali, Nasir & Ali, 2021).

4. Method and Procedure

The details regarding method and procedure are as under:

4.1. Design

The study used a descriptive and survey-style research design. The study uses a mixed- approaches strategy that combines both qualitative and quantitative research methods. The study employed a concurrent triangulation method.

4.2. Sample

Due to the study's small sample size, the entire population was chosen. But a census was used to choose the sample. The study's sample also included 7 principals of Islamabad Model Schools and Colleges for Girls and 163 secondary-level teachers.

4.3. Instrument

Principals participated in semi-structured interviews and teachers completed questionnaires to gather both qualitative and quantitative information from the chosen sample.

4.4. Data Analysis

The quantitative information that was gathered was examined using descriptive statistics (Mean and Percentage). Qualitative information gathered from Principals during semi-structured interviews. The interviews, however, were centered on 12 questions about the necessity for academic tracking at the school level. Following the completion of all interviews, the researcher carefully listened to each interview and created summaries to record the key points and answers to each question. The researcher went over all of the interview audio tapes before analyzing the data in accordance with the study's goal. Additionally, N Vivo software was used to analyze qualitative data through thematic analysis.

As a first stage, the researcher carefully reviewed the summaries of the interviews in order to comprehend and identify the key points. The researcher then picked key themes that can be used as significant headings next to each statement that the respondents responded to. The researcher created a thorough description of the respondents' responses after separating and identifying the topics. The researcher created a theme for each statement at the end in order to appropriately report the responses of the participants, and N Vivo software was used to exhibit the data.

4.5. Overall Results

This chapter covers the in-depth evaluation and interpretation of information gathered through semi-structured interviews and open-ended surveys. To get more information about the necessity of academic tracking at the school level, principals were questioned. The researcher obtained permission from the Federal Directorate of Education to undertake this study and to enlist his support in gathering the information required to finish the investigation. After receiving authorization, the researcher scheduled an interview with chosen principals of colleges and model schools in Islamabad to discuss the necessity for academic tracking. Teachers from classes 9 and 10 may also speak with principals, and data for this research were gathered using an open-ended questionnaire. The qualitative and quantitative portions of the data analysis are given separately. A quantitative section includes an analysis of the open-ended teacher survey, and the qualitative section is based on the results of the semi-structured interviews with principals.

4.6. Data Analysis of Questionnaire

The information was gathered through questionnaires given to IMCG and IMSG secondary school instructors in the ninth and tenth grades. The researcher utilized a five-point Likert scale (SA=5, A=4, N=3, D=2, SD=1) for the questionnaire given to teachers. The mean and percentage were used to investigate how teachers felt about the requirement for academic tracking in schools.

4.7. Findings

The following conclusions were reached based on data gathered and examined using questionnaires:

1. The Mean value of 4.07 showed that academic tracking enables pupils to compete with one another in a realistic manner.
2. The median score of 3.87 demonstrated that following academic progress offers an equal probability of finishing at the top of the class.
3. The median score of 4.12 demonstrated that academic tracking enables pupils to attain greater success.
4. The average result of 4.06 showed that academic tracking improves pupils' creative abilities.
5. The average value of 4.09 indicated that academic tracking helps students build their leadership skills.
6. The average score of 3.87 demonstrated how academic tracking helps students retain what is taught in class.
7. The average result of 3.67 indicated that students are given educational resources based on a tracking system that takes into account their ability.
8. The median score of 3.99 demonstrated how academic tracking equips students for success in any line of study.
9. The median score of 4.00 demonstrated how academic tracking encourages pupils to strive for ambitious goals.
10. The average score of 3.97 showed how academic tracking helps kids grow intellectually.

11. The average score of 3.96 showed that academic tracking gives pupils the capacity to significantly alter their baseline level of ability.
12. The average value of 4.09 showed that academic tracking encourages kids to learn for themselves more.
13. The median result of 3.98 indicated that teachers who watched pupils felt a sense of belonging to the section or group.
14. The median score of 4.09 indicated that academic tracking encourages pupils to excel in a group or class.
15. The median score of 3.71 indicated that academic tracking fosters a desire to engage in extracurricular activities.
16. The Mean value of 3.85 revealed that the administration needs to track academic progress in order to improve students' morale.
17. Academic tracking has an impact on your pupils' motivation, as shown by the mean value of 3.77.
18. Regardless of the group your pupils were assigned to, the Mean value of 3.72 demonstrated that you could see growth in all of them.
19. The average score of 3.85 showed that academic tracking encourages pupils to put in a lot of effort.
20. The study of open-ended questions revealed the necessity for academic tracking for secondary school students. However, according to a number of respondents, tracking is necessary for students to win in healthy competition by improving their morale to meet academic objectives. Students' creativity and leadership skills are also improved by it.

N Vivo software will now show the findings and a discussion of the semi-structured interviews.



Figure 1: Graphical Representation of Academic Tracking

Figure 1 displays most of them. According to 70% of respondents, academic monitoring is decided by classifying, dividing, grouping, segregating, or separating students based on their prior performance or academic accomplishments and is then carried out by the institution's management. While 25% of respondents said that the teacher and institution head make the decision based on the students' performance and ability. The other 15% of respondents indicated that students are divided into different streams at the primary/higher school level based on the administration's determination of their percentages in major courses through internal assessment.

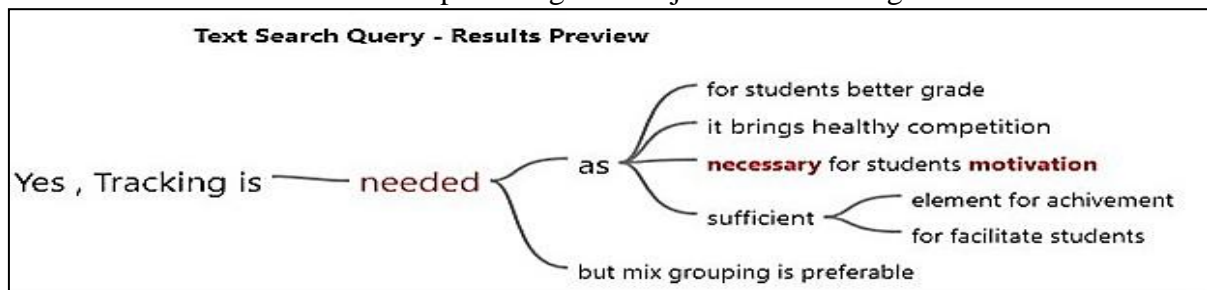


Figure 2: Graphical Representation of Need of Academic Tracking

Figure 2 shows most of them. In order to foster healthy competition among the students, academic tracking is necessary, according to 85% of the respondents. This encourages pupils to work hard and earn higher scores. They argued that academic tracking is both a required and sufficient component for students' motivation and academic success. It enables educators to better identify students' requirements and match learning environments to each student's aptitude. One of the respondents suggested that while academic tracking is necessary, mix grouping is a more effective strategy. Additionally, academic tracking is becoming increasingly important in order to guarantee students' higher marks in future study fields like medicine, engineering, information technology.

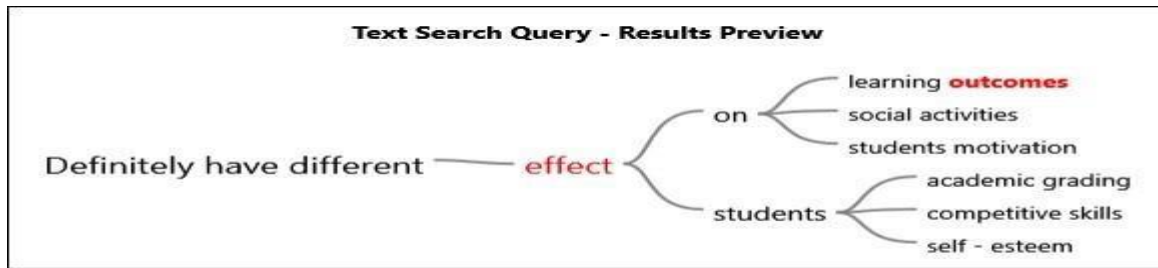


Figure 3: Graphical Representation of Tracking effect on Students

Figure 3 displays most of 85% of principals agreed that academic tracking clearly has a variety of effects on kids' academic grades. Since mixed ability groups demotivate kids in the presence of high ability students, they have a negative impact on students' self-esteem. Therefore, the same ability grouping must be implemented to guarantee good marks in order to foster a healthy environment. They added that there is little doubt that mixed and same ability tracking has varied effects at various academic levels. For instance, pairing students of similar abilities together fosters healthy competition and improves learning outcomes. While 15% of respondents said there might be other effects because mixed-ability grouping keeps kids competitive, academic tracking may have an impact on students' social activities if they are in the same ability group.

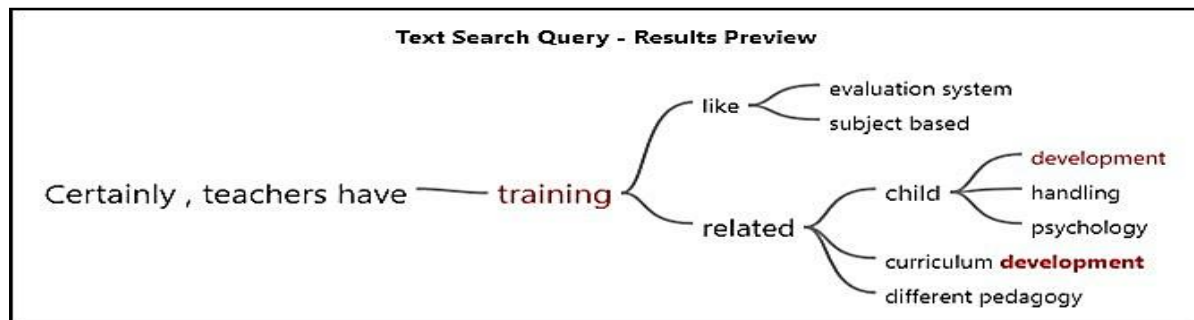


Figure 4: Graphical Representation of Need of Training for Teachers

Figure 4 demonstrates that all respondents concurred that teachers need training in child psychology, growth, and handling. They also recommended that teachers receive training in areas other than academics since, after receiving diversity-related training, they would be better able to comprehend the requirements of their students and create exams that would be appropriate for their skill levels. However, 30% of respondents said that they must have teacher preparation programs that are subject-based, particularly in their subject area and about the evaluation system. One respondent believed that in order for a proper educational system to be established in the society, training relating to pedagogy and curriculum required to be conducted annually.

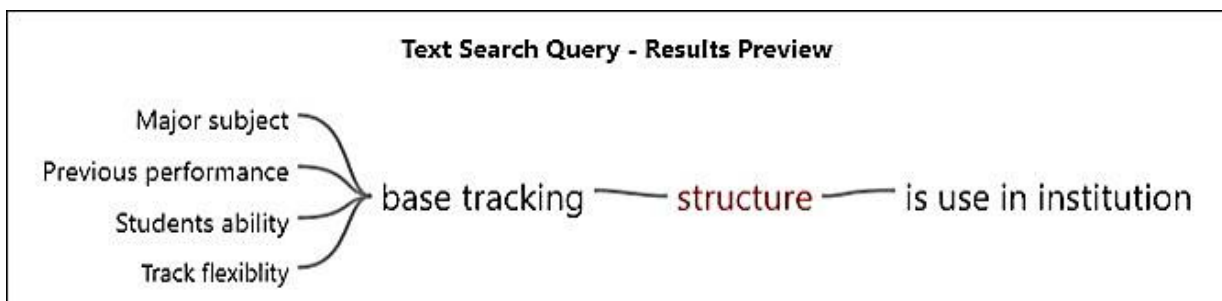


Figure 5: reveals that 50% of respondents

Figure 5 reveals that 50% of respondents indicated their institution used a students' ability-based structure, and 30% said a main subject-based tracking structure based on the students' prior performances is utilized in their institution. 20% of those surveyed said their institution must implement both major topic tracking structures and flexibility.

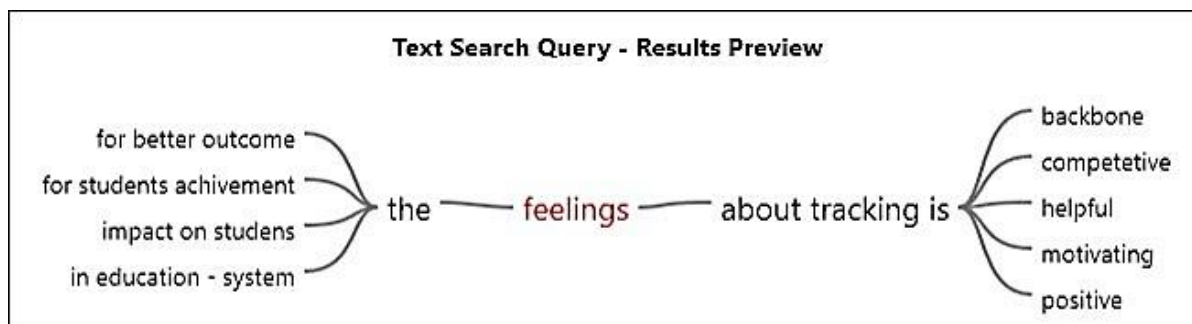


Figure 6: Graphical Representation of Principals’ Feeling about Tracking

Figure shows the vast majority. In order to foster healthy competition among the students, academic tracking is necessary, according to 85% of the respondents. This encourages pupils to work hard and earn higher scores. They argued that academic tracking is both a required and sufficient component for students' motivation and academic success. It enables educators to better identify students' requirements and match learning environments to each student's aptitude. One of the respondents suggested that while academic tracking is necessary, mix grouping is a more effective strategy. Additionally, academic tracking is becoming increasingly important in order to guarantee students' higher marks in future study fields like medicine, engineering, information technology, etc.

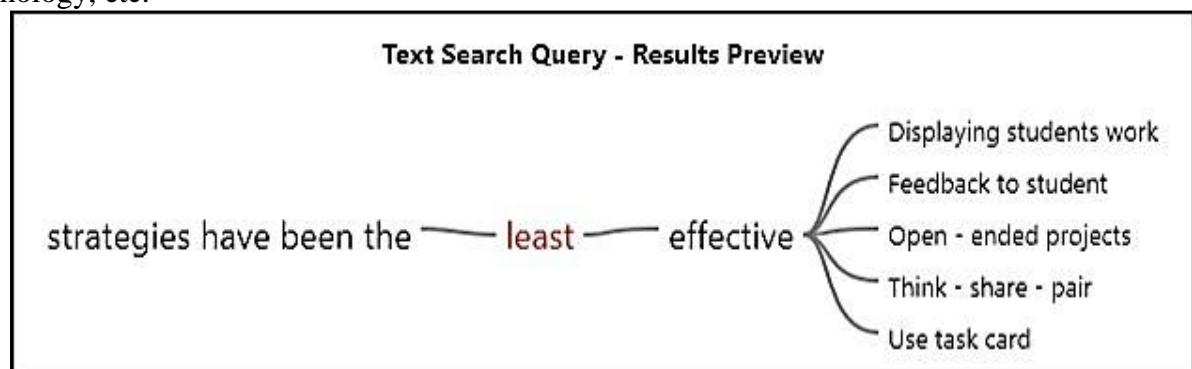


Figure 7: Graphical Representation of Effective Instructional Strategies for students

Figure 7 reveals that just 30% of respondents said the open-ended project method had a positive influence on teaching learning process. However, 40% participants were of the opinion, showing students' work successful for them in each track. While 30% participants thought that different teaching techniques should be used for different age groups because there is no ideal approach. It relies on the learning preferences of the pupils, such as primary school students who are more engaged in the classroom activities. Additionally, they claimed that using task cards in class had been successful, however for secondary and higher levels, lectures, projects, fieldwork, group activities, and peer teaching were the best aids.

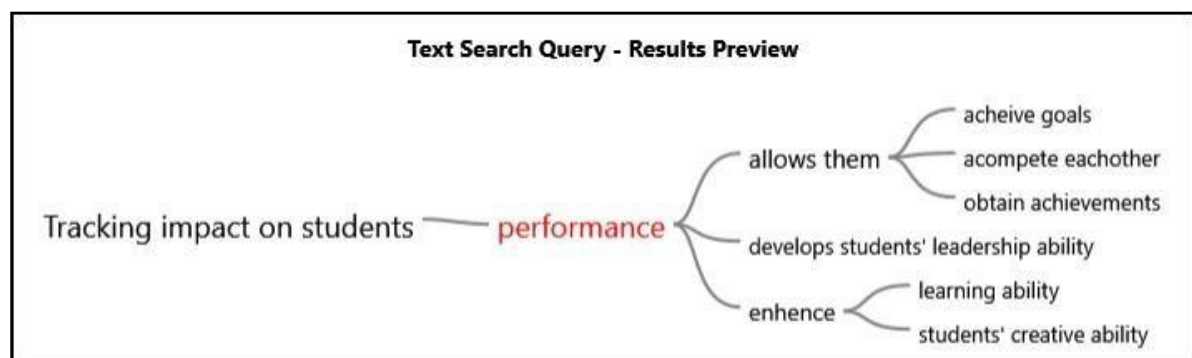


Figure 8: Graphical Representation Tracking Impact on Students’ Performance

Figure 8 demonstrates that all respondents were in agreement that academic monitoring affects students' performance since it enables them to meet academic objectives and fairly compete with one another. While 40% of principals recommended academic tracking to help pupils become more innovative and strengthen their leadership skills. Additionally, tracking improves pupils' capacity for learning and inspires them to achieve high standards.

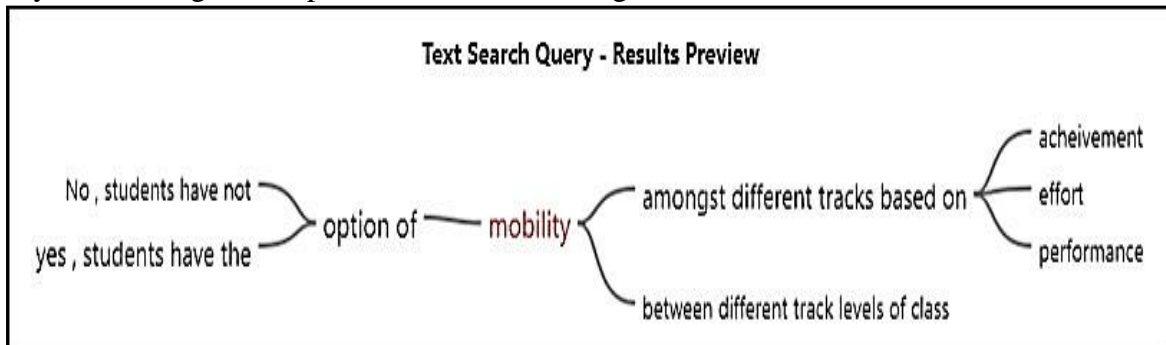


Figure 9: Graphical Representation of Students have the Option of Mobility

Figure 9 represents the vast majority. According to 70% of respondents, pupils do not have the option of switching between different paths based on their achievement and performance. While 20% of respondents claimed that mobility occurs when students work hard and are subsequently moved to a higher or lower track by verifying grades at a different level. However, this option was just recently made available because it encourages students and is available at the beginning of the session, which lasts only 15 days depending on their effort. One of the respondents responded that there isn't a chance for pupils to move between different track levels of the class since it would affect the performance of the other students.

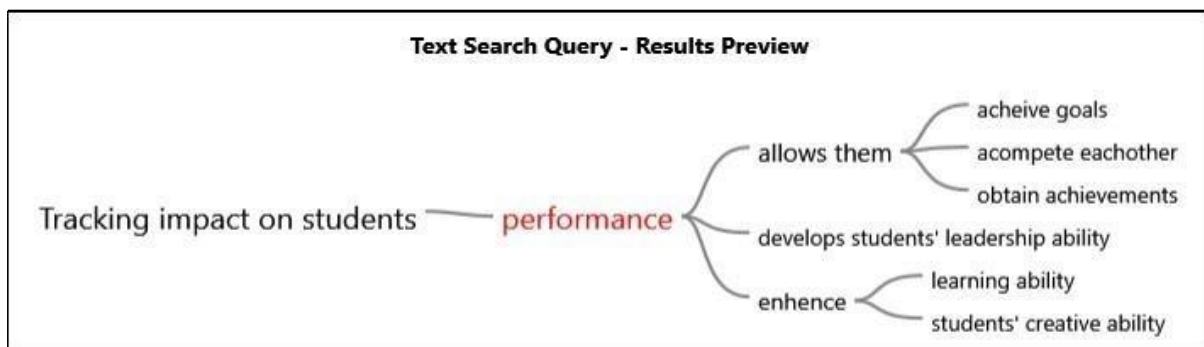
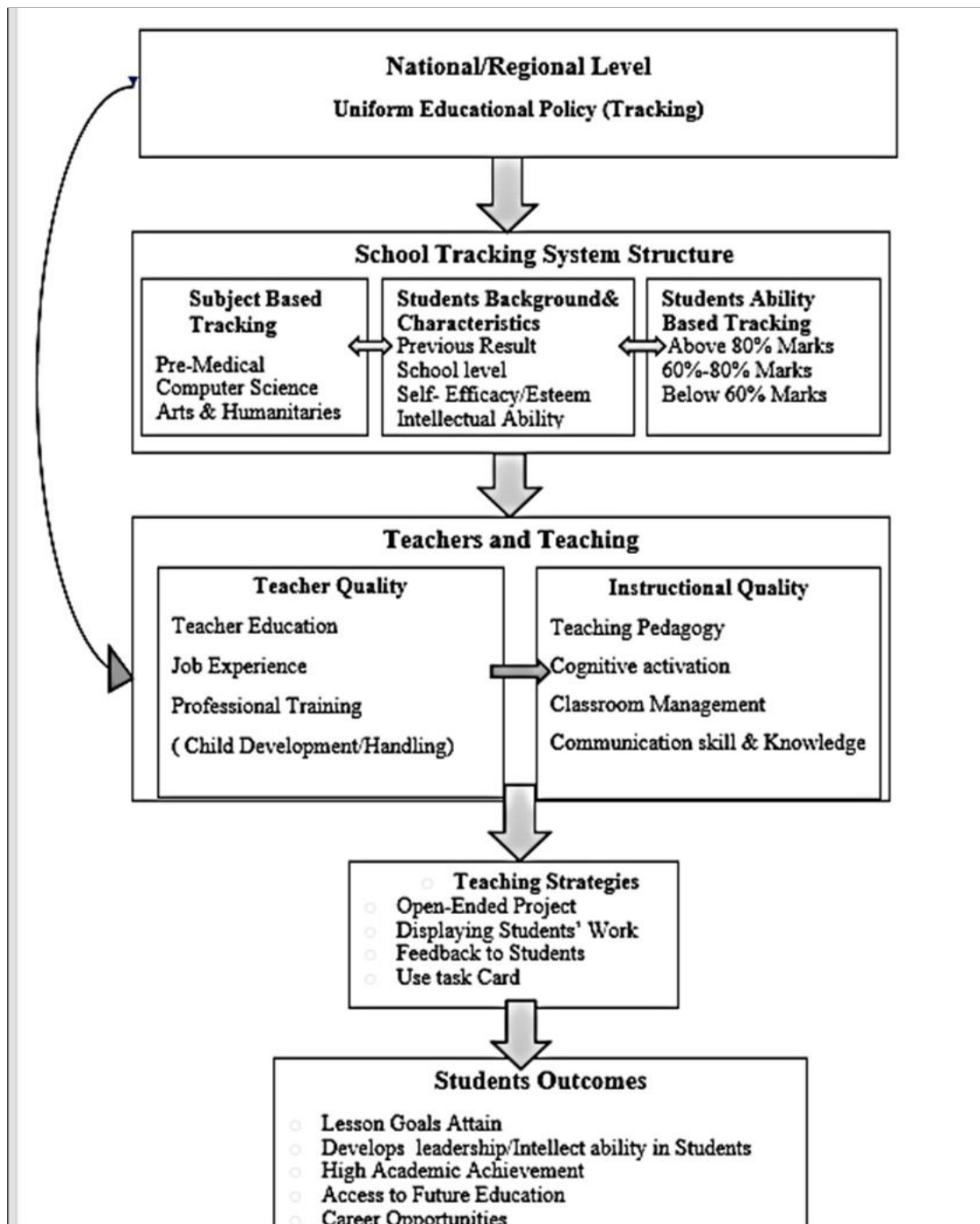


Figure 10: Graphical Representation of Students have the Option of Mobility

Figure 10 represents the vast majority. According to 70% of respondents, pupils do not have the option of switching between different paths based on their achievement and performance. While 20% of respondents claimed that mobility occurs when students work hard and are subsequently moved to a higher or lower track by verifying grades at a different level. However, this option was just recently made available because it encourages students and is available at the beginning of the session, which lasts only 15 days depending on their effort. One of the respondents responded that there isn't a chance for pupils to move between different track levels of the class since it would affect the performance of the other students.



The creation of a framework for academic tracking was the third goal of this research project. Two instruments were utilized in this study to gather data, and the following academic framework was created using the results of data analysis. A national or regional tracking policy should be implemented at the secondary school level, according to the current quantitative and qualitative analysis. However, taking into consideration the complex web of relationships between structures and events at the school, Oakes (1987) proposed a conceptual framework for tracking. The academic tracking framework illustrates that the adoption of national or regional educational tracking policies is the first stage. The results of the study's data analysis suggest that there may be a standard tracking policy for schooling. For instance, if a student transfers from one institution to another, he or she might have no trouble adjusting and being assigned to the same course.

The second step is the organization and tracking system for the school. The examination of study findings reveals that secondary school tracking systems have a number of features in common and significant differences. There are two different forms of tracking structures and systems, including classifying students according to their aptitude (above 80%, between 60% and 80%, and below 60%) and subject-based tracking (pre-medical, computer science, and arts and humanities).

According to the study's findings, there are three student characteristics and backgrounds that were used to group and position them in various tracks. These characteristics and backgrounds include the students' prior academic performance, educational level, self-efficacy, self-esteem, and intellectual ability. The study's findings, however, indicated that school factors may also have an impact on track placements in addition to student attributes. Thus, as indicated by the tracking framework, these rules and tactics result in the kids' track placement.

The second stage of the tracking framework focuses on the teachers and instructional characteristics that the school adopts in accordance with the regional or national education policy. However, as noted in the study's findings, the secondary school's track system and a student's placement within it have an impact on the learning possibilities available to them. The first way that tracking systems and regulations in schools affect opportunities is by having an impact on instructors' teaching styles, and learning possibilities for students are further dictated by teachers' daily decisions about what information and classroom experiences are appropriate. Teachers at different levels implementing the predefined curriculum while drawing on their training and professional expertise do not automatically produce track-specific learning opportunities. The study's findings indicate that teachers need to undergo training in areas like child development, handling, physiology, and teaching pedagogy. Additionally, teachers' qualifications, resource quality, and instructional quality—such as class management, communication skills, and cognitive activation—help students learn better and maintain the better learning opportunities.

The teaching methods used in the next stage of the tracking framework, such as task cards, open-ended projects, displaying student work, and providing feedback to students, are likely to have an impact on students' attendance, time spent on homework, attention in class, and motivation to achieve academic goals. As indicated by the study's findings, these tactics have helped pupils achieve. Last but not least, Figure 5.1 suggests that the relationship between education policy and schooling organization, teacher effectiveness, and instructional methodologies mediates the effects on students' outcomes. The study's findings also imply that tracking fosters leadership and intellectual development in students, high academic accomplishment, access to further education, and better career prospects in addition to helping pupils meet their lesson objectives.

This study's findings suggest a connection between a chain of factors ranging from national and regional education policies to student outcomes, via track-specific course-taking habits. As a result, this framework for academic tracking makes it possible for Pakistan's educational policymakers to implement academic monitoring as a regular procedure in educational institutions. Give every student the same educational chances in order to promote healthy competition among the students. As a result, monitoring is crucial to children's educational development because it fosters growth and has a significant impact on their education.

6. Conclusions

The following conclusions are drawn based on the analysis of data and findings.

1. According to principals, academic monitoring is determined by classifying students into groups based on their prior grades or academic accomplishments, and is then carried out by the institution's administration. Teachers concurred that academic tracking is necessary for the administration to assess students' progress and establish future directions.
2. Principals suggested that educational resources, such as more seasoned instructors with good pedagogy, be made available to students based on their abilities with the tracking system. Facilities are thought to groom pupils and polish their aptitude for the field into which they are admitted. However, it's possible that facilities have a significant impact on both teachers' and students' performance. Teachers concurred that tracking helps kids by giving them an equal opportunity to succeed in the classroom.
3. Teachers and principals asserted that academic tracking affects students' grades in many ways. Principals claim that mixed ability groups lower kids' self-esteem because they demotivate them in the presence of high-level students. Therefore, same ability grouping must be implemented to help kids receive higher grades and achieve their potential.

4. Academic tracking fosters healthy competition among students and encourages them to rise to the top of the class. It encourages pupils to work hard and earn better grades. The principal suggested that tracking encourage students to meet their academic objectives. Teachers, however, suggested that tracking would improve pupils' abilities.
5. Major subject-based tracking systems have reportedly been implemented at the universities, and they are based on the students' prior performances and aptitude.
6. Teachers must have training in child psychology, growth, and management. The principals believe that instructors should receive training in areas other than academics because, after receiving diversity-related training, they will be better able to identify the needs of their students and create tests that take advantage of their abilities.
7. It was shown that the majority of administrators concurred that academic tracking is necessary since it fosters healthy competitiveness among pupils. Furthermore, they made the argument that academic tracking is both a necessary and sufficient component for students' motivation and academic success. Teachers concurred that kids need to be tracked in order to improve their grades because it affects their academic performance.
8. Teachers must have training in child psychology, growth, and management. The principals believe that instructors should receive training in areas other than academics because, after receiving diversity-related training, they will be better able to identify the needs of their students and create tests that take advantage of their abilities.
9. It was shown that the majority of administrators concurred that academic tracking is necessary since it fosters healthy competitiveness among pupils. Furthermore, they made the argument that academic tracking is both a necessary and sufficient component for students' motivation and academic success. Teachers concurred that kids need to be tracked in order to improve their grades because it affects their academic performance.

7. Recommendations

Based on the findings of this study, the following recommendations were derived.

1. Academic tracking is necessary at the secondary level. Therefore, it is advised that all institutions employ a single tracking policy. Students therefore have no problems switching from one intuition to another.
2. The decision on academic tracking is made by the administrator or school administration, disregarding teachers' perceptions. Therefore, it is advised that while making decisions about academic tracking, the perception of the teachers be taken into account.
3. Parents do not agree on the grade level for their child's track. It is advised that the principle let the parents know about their child's performance and abilities. to guarantee that parents have faith in the tracking system
4. Students are unable to move freely between different tracks. As a result, it is advised that administrators and the principal implement a flexible academic tracking structure because it encourages pupils to earn better marks and move up the track.
5. Teachers lack adequate training on how to meet the needs of their students. Therefore, it is advised that teachers pursue training in child psychology, child development, and teaching pedagogy, as these subjects have a greater impact on students' learning than other subjects.
6. There aren't enough academically oriented facilities for students. Therefore, it is advised that administrators offer students amenities such knowledgeable teaching staff who have effective pedagogy and knowledge of cutting-edge teaching technology. The kids were so prepared in accordance with their ability level.

References

- Abadzi, H. (1984). Ability grouping effects on academic achievement and self-esteem in a southwestern school district. *The Journal of Educational Research*, 77(5), 287-292.
- Academic Engagement: A Longitudinal Study of School Engagement using a Multidimensional Perspective. *Learning Instruction* 28, 12-23
- Academically Selective Schools', *American Psychologist*, 58(5), pp. 364-376. Marsh, R.

- S., & Raywid, M. A. (1994). How to Make Detracting Work? *The Phi Delta Kappan*, 76(4), 314-317.
- Adams-Byers, J., Whitsell, S. S., & Moon, S. M. (2004). Gifted students' perceptions of the academic and social/emotional effects of homogeneous and heterogeneous grouping. *Gifted child quarterly*, 48(1), 7-20.
- Algebra. University of Chicago Consortium on Chicago School Research Working Paper.
- Ansalone, G. (2001). Schooling, Tracking, and Inequality. *Journal of Children and Poverty*, 7(1), 33-47. Doi: 10.1080/10796120120038028
- Ali, H., Ali, M. Z., Nasir, N., & Ali, H. (2021). An Assessment of Sustainable Economic Growth: The Role of Poverty and Education Revisited. *Review of Applied Management and Social Sciences*, 4(1), 215-222.
- Ali, H., Kousar, S., & Aisha, Z. (2022). Education Returns Amid the Employed and the Self-Employed Sectors: An Empirical Evidence from Pakistan's Economy. *Pakistan Journal of Social Research*, 4(2), 85-98.
- Ali, H., Nosheen, F., & Naveed, T. (2020). Gender Differences in Relation with Locus of Control and Self-Assertiveness in Colleges and University Teachers. *Pakistan Social Sciences Review*, 4(2), 1017-1029.
- Allen Worth, E. M. & Nomi, T., (2010). The Effects of Tracking with Supports on Instructional Climate and Student outcomes in High School and Classroom Practices. *Teacher Development*, 13(1), 1-16. Doi:10.1080/13664530902858469.
- Antikainen, A. (2006) In Search of The Nordic Model in Education. *Scandinavian Journal of Educational Research* 50: 229-243
- Anzalone, G. (2003). Poverty, Tracking, and the Social Construction of Failure: International Perspectives on Tracking. *Journal of Children and Poverty*, 9, 3-20. Ansalone, G. (2010). Tracking: Educational Differentiation or Defective Strategy. *Educational Research Quarterly*, 34(2), 3-17.
- Argys, L. M., Brewer, D. J., & Rees, D. I. (1996, October). Detracking America's Schools: Equity at Zero Cost? *Journal of Policy Analysis and Management*, 15(4), 623-645
- Atkins, J. & Ellsesser, J. (2003). Tracking: The Good, The Bad, and the Questions. *Educational Leadership*, 61(2), 44-47.
- Bandura, A. & Schunk, D.H. (1981) Cultivating Competence, Self-Efficacy, and Intrinsic Interest through Proximal Self-Motivation, *Journal of Personality and Social Psychology*, 41(3), 586-598.
- Bandura, A. (1997). *La Auto-Efficacy: El Ejercicio Del Control*. Nueva York: WH Freeman.
- Baumert, J. & Becker.(2008). The Differential Effects of School Tracking on Psychometric Intelligence: Academic Track Schools Make Students Smarter? *Journal of Educational Psychology*, 104(3).
- Betts, Julian R., Jamie & Shkolnik (2000). The Effects of Ability Grouping on Student Achievement and Resource Allocation in Secondary Schools. *Economics of Education Review* 19 (1): 1-15.
- Bracey, G. W. (2003). Tracking, by Accident and by Design. *Phi Delta Kaplan*, 85, 332-333
- Broussard, S.C. & Garrison, M.E.B. (2004) 'The Relationship between Classroom Motivation and Academic Achievement in Elementary School Aged Children', *Family and Consumer Sciences Research Journal*, 33(2), pp. 106-120
- Brunello, G. & D. Checchi (2007). Does School Tracking Affect Equality of

- Opportunity New International Evidence? *Economic Policy* (52), 781–861.
- Burke, M. A., & Sass, T. R. (2013). Classroom Peer Effects and Student Achievement. *Journal of Labor Economics*, 31(1), 51-82.
- Bygren, M. (2016). Ability Groupings Effects on Grades and the Attainment of Higher Education: A Natural Experiment. *Sociology of Education*, 89(2), 118– 136.
- Carbonaro, W. (2005) Tracking, Students' Effort, and Academic Achievement. *Sociology of Education* 78(1): 27–49. Retrieved from [Http://Search.Ebscohost.Com](http://Search.Ebscohost.Com)
- Card, D., & Giuliano, L. (2016). Can Tracking Raise the Test Scores of High-Ability
- Davis, G. A., Rimm, S. B., & Siegle, D. (2011). *Education of The Gifted and Talented* (6th Ed.). London, United Kingdom: Pearson.
- Deci, E.L. & Ryan, R.M. (1985) *Intrinsic Motivation and Self-Determination in Human Behavior*. First end. New York: Plenum Press.
- Delacy, M. (2004). The 'No Child'law's biggest Victims? An answer that May Surprise. *Education Week*, 23(41), 40.
- Domina, T., Mceachin, A., Hanselman, P., Agarwal, P., Hwang, N., & Lewis, R. W. (2018). Beyond Tracking and Detracking: The Dimensions of Organizational Differentiation in Schools. *Sociology of Education*. *Economic Journal*, 63-76.
- Esteem: Who Performs in the Long Run as Expected. *The Journal of Educational Research*, 79(1), 36-40.
- Figlio, D. N., & Page, M. E. (2002). School Choice and The Distributional Effects of Ability Tracking: Does Separation Increase Inequality? *Journal of Urban Economics*, 51, 497-514.
- Finley, M.K (1984) Teachers and Tracking in A Comprehensive High School. *Sociology of Education*, 57, 233-243.
- Gamoran, A. (1992) The Variable Effects of High School Tracking. *American Sociological Review*, 57, 812-818.
- Gamoran, A. (2010). Tracking and Inequality. *The Routledge International Handbook of The Sociology of Education*, 213.
- Gamoran, A., & Mare, R. D. (1989). Secondary School Tracking and Educational Inequality: Compensation, Reinforcement, or Neutrality? *American Journal of Sociology*, 94(5), 1146-1183.
- Garrity, D & Burris, C. (2008). Detracting for Excellence and Equity. *Alexandria*, 80, 135-145.
- Gay, L. R. (2000). *Student Guide to Company Research* (5th Ed.). Prentice Hall PTR.
- George Anzalone. (2001) Schooling, Tracking, and Inequality. *Journal of Children and Poverty*, Pages 33-47.
- George, P. S. (2010). Tracking and Ability Grouping in the Middle School: Ten Tentative Truths. *Middle School Journal*, 24(4), 17-24.
- German States as a Microcosm for OECD Countries. *Journal of Economics and Statistics* 230: 234–270
- Hallam, S. & Ireson, J. (2003) 'Secondary School Teachers' Attitudes Towards and Beliefs about Ability Grouping', *British Journal of Educational Psychology*,
- Hallinan, M. (1994). Tracking: From Theory to Practice. *Sociology of Education*, 67(2) 79-84. Retrieved from [Http://Search.Ebscohost.Com](http://Search.Ebscohost.Com).
- Hanushek & L. Weissman 2007. Does Educational Tracking Affect Performance and

- Inequality? Differences-in-Differences Evidence Across Countries. The
Hardré & Sullivan, D. (2009). Motivating Adolescents: High School Teachers'
Hattie, J. (2008). Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement.
Routledge.
- IEEE Conference on Decision and Control (Pp. 564-569). IEEE.
- Ireson & Hallam, S. (2005). Pupils' Liking for School: Ability Grouping, Self- Concept
and Perceptions of Teaching. British Journal of Educational
- Ireson, J., & Hallam, S. (2009). Academic Self-Concepts in Adolescence: Relations with
Achievement and Ability Grouping in Schools. Learning and Instruction, 19(3),
201-213.
- Ireson, J., Hallam, S. & Plewis, I. (2001) Ability Grouping in Secondary Schools:
Effects on Pupils' Self-Concepts', British Journal of Educational Psychology,
71(2), pp. 315-326
- Jackson, Basso, B., & Hedrick, J. K. (2008, December). Tracking Controllers for Small
Uavs With Wind Disturbances: Theory and Flight Results. In 2008 47th
- Kerr, S., T. Pekkarinen, (2013) School Tracking and Development of Cognitive Skills.
Journal of Labor Economics, 31(3), Pp. 577-602.
- Kim, Y. (2008) 'Implementing Ability Grouping in EFL Contexts: Perceptions of
Teachers and Students', Language Teaching Research, (3), Pp. 289-315.
- Klapproth, F. (2015). Do Algorithms Homogenize Students' Achievements in
Secondary School Better than Teachers' Tracking Decisions? Education
Policy Analysis Archives, 23, 62.
- Kolb, A. Y. (2011). Kolb Learning Style Inventory 4.0. Boston, MA: Hay. Kulik, J.
A., & Kulik, C. L. C. (1991). Ability Grouping and Gifted Students.
Handbook of Gifted Education, 178-19.
- Leicht, E. A. (2013). Effects of Different Types of Educational Tracking on
Achievement and Achievement Variance. VURJ Vanderbilt Undergraduate
Research Journal, 9. Retrieved October 18, 2016, From
[Http://Ejournals.Library.Vanderbilt.Ed/Index./Article/View/3795](http://Ejournals.Library.Vanderbilt.Ed/Index./Article/View/3795)
- Letendre, G. K., Hofer, B. K., & Shimizu, H. (2003). What is Tracking? Cultural
Expectations in The United States, Germany, and Japan. American Educational
Research Journal, 40(1), 43-89.
- Lewis, T., & Cheng, S. Y. (2006). Tracking, Expectations, and the Transformation of
Vocational Education. American Journal of Education, 113(1), 67-99
- Loveless, T. (1998). Making Sense of The Tracking and Ability Grouping Debate.
Fordham Report, 8(2), 4-30.
- Loveless, T. (2013, March). The Resurgence of Ability Grouping and Persistence of Tracking.
Part II of Brown Center Report on American Education.
- Maaz, K., Baumert, J. & Trautwein, U., Ludtke, O. (2008). Educational Transitions and
Differential Learning Environments: How Explicit Between- School
- Marsh, H.W. & Hua, K. (2003) 'Big Fish Little Pond Effect on Academic Self- Concept.
A Cross-Cultural (26 country) Test of the Negative Effects of
- Melendez III, H. (2012). The Impact of Student Tracking on Latino/a Students at WHS.
- Mills, R. (1998). Grouping Students for Instruction in Middle Schools. ERIC Clearing House
on Elementary and Early Childhood Education, University of Illinois.
- Minority Students? American Economic Review, 106(10), 2783-2816.
- Moon, T. R., Callahan, C. M., Tomlinson, C. A., & Miller, E. M. (2004). Middle School
Classrooms: Teachers' Reported Practices and Student Perceptions Classrooms:

Teachers' Reported Practices and Student Perceptions

- Muijs, D. & Dunne, M. (2010) 'Setting by ability – or is it? A Quantitative Study of Determinant of Set Placement in English Secondary Schools', *Educational Research*, 52(4), pp. 391-407.
- Mulkey, & Crain, R. L. (2005). The Long-Term Effects of Ability Grouping in Mathematics: A National Investigation. *Social Psychology of Education*, 8(2), 137-177.
- Neihart, M. (2007). The Socio Affective Impact of Acceleration and Ability Grouping: Recommendations for Best Practice. *Gifted Child Quarterly*, 51, 330-341. doi:10.1177/0016986207306319
- Noguera, P. & Rubin, B. (2004). Tracking Detracking: Sorting Through the Dilemmas and Possibilities of Detracking in Practice. *Equity & Excellence in Education*,
- Oakes, J., & Lipton, M. (1990). Detracting Schools: Early Lessons from the Field. *The Phi Delta Kappan*, 73(6), 448-454.
- Oakes, Jean. (1985). *Keeping Track: How Schools Structure Inequality*. Yale University Press New Haven, CT.
- Oakes, Jean. (1987). *Tracking in secondary schools: A contextual perspective*. Santa Monica, CA: The Rand Corporation.
- Oakes, Jean. (2005). *Keeping Track: How Schools Structure Inequality*. New Haven, Conn: Yale University Press.
- of Economics, 110(4) 807- 825
- of the Academic and Social/Emotional Effects of Homogeneous and Heterogeneous Grouping. *Gifted Child Quarterly*, 48(1), 7-20.
- omunističke Vlade.
- Opdenakker, M. C., & Van Damme, J. (2006). Differences between Secondary Schools: A Study about School Context, Group Composition, School Practice, and School Effects with Special Attention to Public and Catholic Schools and Types of Schools. *School Effectiveness and School Improvement*, 17(1), 87-117.
- Özelçi, S & Çengel, (2016). Rethinking Tracking Practices: What Teachers Say. *Universal Journal of Educational Research*, 4(10), 2341-2352.
- Pallas, A. M., Alexander, K. L Entwisle, D. R., & Stluka, M. F. (1994, January). Ability Group Effects: Instructional, Social, or Institutional? *Sociology of Education*, 67(1)27
- Pekkarinen T, Kerr's (2009) *School Tracking and Development of Cognitive Skills*. IZA Discussion Paper No. 4058, Bonn, March.
- Pekkarinen, T. (2008) *Gender Differences in Educational Attainment: Evidence on the Role of Tracking from a Finnish Quasi-Experiment*. *Scandinavian Journal Perceptions*.
- Protheroe, N. (2008). Teacher Efficacy: What Is It and Does It Matter?. *Principal*, 87(5), 42-45.
- Reed, D. K., & Wexler, J. (2014). "Our Teachers... Don't Give Us No Help, No Nothing": Juvenile Offenders' Perceptions of Academic Support. *Residential Treatment for Children & Youth*, 31(3), 188-218.
- Retrieved from [Http://Search.Ebscohost.Co](http://Search.Ebscohost.Co)
- Rist, R. (1970). Student Social Class and Teacher Expectations: The Self-Fulfilling Prophecy in Ghetto Education. *Harvard Educational Review*, 40, 411-451.
- Rubin, B. C., & Noguera, P. A. (2004). Tracking Detracking: Sorting through the

- Dilemmas and Possibilities of Detracking in Practice. *Equity & Excellence in Education*, 37(1), 92-101.
- Rumbley, L. E. Reisberg, L., & Altbach, P. G., (2009). *Trends in Global Higher Education: Tracking an Academic Revolution*.
- Schofield, J. (2010). *International Evidence on Ability Grouping with Curriculum Differentiation and the Achievement Gap in Secondary Schools*. Teachers College
- Schofield, J. W. (2006). *Migration Background, Minority-Group Membership and Academic Achievement: The AKI Research Review in Brief*.
- Slavin, R. E. (1990). *Achievement Effects of Ability Grouping in Secondary Schools: A Best Evidence Synthesis*. *Review of Educational Research* 60(3).
- Tracking Contributes to Social Inequality in Educational Outcomes*. *Child Development Perspectives*, 2(2), 99-106.
- Tschannen-Moran, M., Hoy, W. K. & Hoy, A. W. (1998). *Teacher Efficacy: Its Meaning and Measure*. *Review of Educational Research*, 68(2), 202. doi: 10.2307/1170754
- Van Houtte, M. (2006). *Tracking and Teacher Satisfaction: Role of Study Culture and Trust*. *Journal of Educational Research*, 99(4), 247-254.
- Vanfossen, B. E., Jones, J. D., & Spade, J. Z. (1987). *Curriculum Tracking and Status Maintenance*. *Sociology of Education*, 104-122.
- Wadesango, N., & Bayaga, A. (2013). *Management of Schools: Teachers Involvement in Decision Making Processes*. *African Journal of Business Management*, 7(17), 1689-1694.
- Wang M. T. & Eccles, J. S. (2013). *School Context, Achievement, Motivation, and* Washington, DC: Brookings Institution Press.
- Wheelock, A. (1992). *Crossing the Tracks: How "Untracking" Can Save America's Schools*. New Press, 450 West 41st Street, New York, NY 10036.
- Wheelock, A. (1994). *Chattanooga's Paideia Schools: A Single Track for all--and it's Working*. *The Journal of Negro Education*, 63(1), 77-92.
- Woessmann, (2010) *Institutional Determinants of School Efficiency and Equity*:
- Yonezawa, S., & Jones, M. (2006, January 1). *Students' Perspectives on Tracking and Detracking*. *Theory into Practice*, 45(1). (RM02164). Storrs: University of Connecticut, The National Research Center on the Gifted and Talented. 37(1), 92-101. Retrieved from