

COMPARATIVE EDUCATIONAL EMPOWERMENT AND PERFORMANCE OF RACIAL GROUPS IN AMERICAN SCHOOLS

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Abstract:

The relative differentials in educational empowerment and performance among the different racial groups in American public schools have consistently been in the forefront of public discuss and educational policy. Various reasons have been adduced for the perceived differentials in educational empowerment and performance among racial groups. This study examines and analyzes years of national longitudinal data from the Institute of Educational Studies (IES) on various domains of educational empowerment and performance among the major racial classifications in America. Contrary to popularly construed reasons and innuendos for the perceived differences, the findings revealed some hitherto unconsidered and new underlying contributing factors and parameters. Possible changes in public discuss and national policy on education, regarding the relative differentials in educational empowerment and performance among racial groups in America, are suggested.

Keywords: educational empowerment, performance, policy.

Remarks: Full paper is in a research stage and will be published after the discussion at the MakeLearn 2012 conference presentation.