

1991

A Survey of the Student Attitudes Toward Woodworking Technology at F. E. Kellam High School

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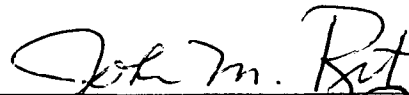
A SURVEY OF THE STUDENT ATTITUDES
TOWARD WOODWORKING TECHNOLOGY
AT F. E. KELLAM HIGH SCHOOL

A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the Degree for
Master of Science
Old Dominion University

Michael R. Vanture
May 1991

This project was prepared by Michael R. Vanture under the direction of Dr. John M. Ritz in VTE 636, Problems in Education. It was submitted to the Graduate Program Director as a partial fulfillment of the requirements for the Master of Science in Education Degree.

Approved:


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Graduate Program Director

Date: 6-11-91

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CHAPTER I

INTRODUCTION

Many students seek technology education courses for various reasons throughout their junior and senior high years. Teachers often feel that many are placed in technology education for lack of any other curriculum that might take care of their needs. Others possibly choose technology education because it was an enjoyable experience in junior high school, and they wish to continue it in senior high school. Popularity of the instructor is another influencing factor that causes many students to make a decision in the selection of a technology education course.

In technology education, teachers are concerned with the impact of technology on society, consumer education, perfection of skills and hopefully opening minds to the world of work. Teachers would like to think that their courses have some correlation between what the student does in the classroom and how well he will perform in an occupational role in the future. The student's perception of the course might be totally different from the teacher's point of view.

Statement of the Problem

The problem of this study was to determine factors that influenced students to choose woods technology for their technology education experience at Floyd E. Kellam High School.

Research Goals

The problems of this study was to determine the reason or reasons behind the selection of woods technology by those students who were fulfilling an elective course credit at Kellam High School. Among those ideas that were being examined were (1) the student's attraction to the material and the product that results from the material, (2) other influences such as parents, peers, and school counselors, and (3) to what degree does occupational or vocational intent interest the student.

Background and Significance of the Study

From casual observation, teachers assume that many of our students appear to be taking woods technology for the sheer enjoyment of working with a natural material that lends itself to functional use and at the same time has appealing qualities. Underlying all of this could be many other reasons that were not apparent as to why the student had selected this particular course.

It was possible that our ideas for curriculum goals were not the same as our students who expected other things from the course. Therefore, the teachers' expectations fall short because the pupils' expectations differ from what our curriculum goals were designed to fulfill.

Assumptions

Based on past experiences and observations, teachers who deal with these courses have some preconceived ideas about students' preferences for taking technology education courses.

The following are basic assumptions that were felt to have some influence on the program:

- (1) The students represent a cross section of academic ability and their choices for selecting woods technology probably vary from student to student.
- (2) There will be a certain percentage who take woods technology because it fulfills their elective qualifications in order to graduate on schedule.
- (3) Occupations and careers related to wood-working skills have a low priority.
- (4) Guidance personnel emphasized to some students to take woods technology because of their marginal academic ability.
- (5) Motivation was based on their previous junior high experiences which were of short duration.

Limitations

This study will be limited to high school students enrolled at F. E. Kellam High School in Virginia Beach, Virginia. It was also limited to students enrolled in the technology education program in woodworking technology.

Procedures

A survey was designed and prepared to determine what factors influenced students to enroll in woods technology. The survey was administered by the researcher to uncover these characteristics.

Definition of Terms

Following is a list of terms that will assist the reader as he/she reviews this paper:

Curriculum applies to the first level of woodworking as taught to students at F. E. Kellam High School. It is an introductory hands on experience involving materials, tools, machines and processes involved with beginning woodworking.

Woods technology is the amended title for what was previously known as Woods I and is now the accepted title in the state's technology education curriculum (T.E. 8449).

Factor's of Influence refers to various influences such as previous influences in Junior High School, peer influence, guidance and parental suggestive influences, or any influential factors that would persuade the student to enroll in woods technology

Summary and Overview

Previous experience has indicated that students select woods technology for various reasons in order to complete their elective requirements. The fulfillment of the curriculum may or may not contribute to the students' expectations while the teacher was concerned primarily with relating skills and technology. The problem was to determine which factors placed the most emphasis on making the course selection.

The second chapter was a literature search to provide information on what others have discovered concerning student course selection. The third chapter dealt with methods and procedures that would best elicit factual responses and lead to

the development of an opinionnaire survey. The fourth chapter provides data based on five classes of woods technology student responses. The fifth chapter concluded what the responses indicated and make suggestions regarding future use of the study.

CHAPTER II

A REVIEW OF LITERATURE

The word "attitude" has been used frequently in the past several years to explain one's personal feelings towards one's self and his environment. It has been used to the extent that the word to many people conveys a negative feeling but in actuality, both negative and positive feelings make up one's attitude. This review of literature examined what other educators and psychologists have determined about students' feelings toward their courses in school and what attitudes prevailed that influenced their choices.

Studies that were pertinent to the studies of technology education students were not as prevalent as one might think. Most of the sources of information that were researched did not reveal any great significant information but there were a few facts that merit some interest. Most of the information revealed that students were tracked or mainstreamed into either a vocational-technical or academic type curriculum.

Why do students select technology education? According to Ressler (1975),

Students who are free to select their exploratory experiences, both in and out of school, do so primarily in terms of work environment. Interest in subject matter alone does not determine course selection.

For example, students who select industrial arts (technology education) may do so because of the mechanical work environment, or the absence of the intellectual work environment, rather than merely an interest in construction or woodworking.

According to Halpern and Norris (1970), a typical tenth grade student, when forced to make a decision as to what types of courses he is to pursue, will base his choices on abilities. The value of the course will take second precedent as he desires to achieve in some area that will make him successful.

Researchers in other curriculums such as the sciences also seek out reasons for student choices within certain subject areas. Lawrenz (1976) indicates that the interest or lack of interest is determined by the classroom environment. He purports that this could affect a student's opinion of the course. He clearly states that many student's tend to lose interest in things they find particularly difficult and which they can excel.

The information above seems to indicate that students are attracted to courses which will give them the least bit of difficulty and which will guarantee them success.

Ressler again says that as long as we are primarily engaged in industrial arts (technology education) courses that are primarily mechanical activities, there will be that percentage that will not be interested in industrial arts (technology education) because of that factor. On the other hand, it attracts others because it is the primary function and is not associated with an academic environment.

As we speak of the classroom environment, we must consider if the size of the school has any influence on a student's perception of an industrial arts (technology education) program. An analysis of interests of boys in the eleventh and twelfth grades toward industrial education was undertaken by Jahrman and

Maddox (1965). In their final observations, they concluded that the size of a school is not related to the student's interest toward an industrial education program.

How important is a technology education program to a student when he compares it to the rest of his subjects on his schedule? An investigation by Schab (1974) showed that when students were assigned to list school subjects that would help them most on the job, industrial arts (technology education) placed a low fifth on the list. Those areas that were listed as the most important were mathematics, followed by language and science. Business was listed as fourth followed by industrial arts (technology education).

Summary

We can conclude from this review several factors that influence a student when selecting any course regardless of the curriculum. First, he has been categorized into either an academic or vocational student. Second, his attitude toward himself becomes a factor when making decisions for course selections. Third, courses which represent the least bit of difficulty and guarantee a certain amount of success will be the most attractive. The classroom environment is also to be considered such as a technology education laboratory which generally tends to convey a non-academic environment in the eyes of many students.

CHAPTER III

METHODS AND PROCEDURES

Methods of research vary depending on the application needed. One of the more commonly employed research instruments used today is the survey which is easily administered especially when information is requested from a student body. This information is easily compiled and tabulated and differences or similarities between individuals or groups can be compared.

Population

Students who were enrolled in the five woods technology sections at Kellam High School provided the necessary population. All of these students were taking woodworking for the first time in a senior high school. A certain number of these students had been exposed to some forms of woodworking at the junior high level. The grade levels of these students consisted of the tenth, eleventh and twelfth grades. A total population of one hundred eleven students were surveyed.

Instrument Design

Since there was not a great deal of literature relating to attitudes toward technology education woodworking or technology education in general, a survey instrument was devised in an attempt to see if there were any outside or unknown factors that would reveal traits, qualities or any circumstances that more or less play a role in the selection of woodworking.

Needing a starting point from which to construct some form of test instrument, it was necessary to go directly to the students with a fourteen question open form survey. (Appendix A). From this we could gain some insight as to a basis for formulating a second survey instrument. The second survey was designed as a closed form format based on a Likert-type scale. A sample of the survey used is found in Appendix B.

It was decided to have the open form survey (first part) administered at the beginning of the school year before the students could change any pre-conceived opinions of the course. After the nine weeks grading period ended, the students were administered the second survey and validated some pre-conceived ideas about course selection.

Data Analysis

A twenty question opinionnaire was constructed with questions that were designed to elicit responses from the student regarding his perceptions for taking the course. The responses were identified by indicating whether the student definitely agreed, agreed, undecided, do not agree and definitely did not agree. A scale of five, four, three, two and one were assigned to the responses with definitely agree being a five and definitely do no agree being a one. From this scale, the percentage that responded to each of the responses could be calculated. Using the five responses, a mean was also computed for each question.

Summary

We have concluded that the survey is the more commonly employed research instrument, especially when the population is restricted to a selected student body. In this particular case, the student body was located within Kellam High School, enrolled in five sections of woods technology. The grade levels varied from the tenth through twelfth grades. A survey instrument was devised to reveal any traits or circumstances that would have the student select this particular course.

An open form survey was administered at the beginning of the school year followed by a closed form format consisting of twenty questions which were administered at the end of the first grading period. A scale of five through one was assigned to each response in order to compute the degree of the response along with the mean for each question.

CHAPTER IV

FINDINGS

The purpose of this research was to determine what factors influenced Kellam High School students to select woods technology as an elective. Twenty statements were constructed into an opinionnaire. The questions were derived from an initial open-ended survey completed by a pilot group of students. This chapter will report the data gathered through this research. Percentages were tabulated as to what degree, or lesser degree, that each opinionnaire statement influenced their choice.

Using all five classes of wood technology students that were enrolled in the first two weeks of school, the classes were presented with the opinionnaire survey before they became deeply engrossed in their subject matter. Table I presents the items that were administered to the students. The percentages were tabulated for each column, indicating to what degree, or lesser degree, each item contributed to their decision making. The mean was indicated in the last column based on the participation of one hundred eleven students.

Report of Data

The following twenty questions represent common ideas, opinions, and attitudes that were considered to have some bearing on a student's decision to select woodworking as an elective choice. The following paragraphs include the statements

that were presented in the survey and the results that each statement generated.

Table I - Attitudes Toward Selecting Woods Technology As An Elective
At Floyd E. Keilam H.S.

Item No. Question	Definitely Agree	Agree	Undecided	Do Not Agree	Definitely Do Not Agree	Mean
	5 x No.	4 x No.	3 x No.	2 x No.	1 x No.	
1 I am taking this course for credit only.	5.4%	17.1%	12.6%	50.5%	14.4%	2.7
2 I am taking this course because I like working with this particular material.	22.5%	62.2%	13.5%	1.8%	0.0%	4.05
3 I am taking this course to sharpen my skills in woodworking.	21.6%	59.5%	11.7%	3.6%	1.8%	3.9
4 I am taking this course because it might lead to a vocational career such as a carpenter or cabinet maker.	9.9%	30.6%	23.4%	27.9%	8.1%	3.07
5 I am taking this course because the subject matter is easy.	5.5%	23.9%	27.5%	35.8%	7.3%	2.85
6 Woodworking appeals to me because I like to work with my hands.	27.9%	54.0%	13.5%	3.6%	0.9%	4.04
7 I am taking woodworking because I feel that I can be more successful in this subject than in other courses I am taking.	16.4%	46.4%	12.6%	20.9%	3.6%	3.51
8 I am taking woodworking because I was impressed with what others had previously constructed in this course.	6.3%	33.3%	20.7%	33.3%	6.3%	3.0
9 I am taking woodworking because it was the only course left that I could take.	1.8%	7.2%	2.7%	51.4%	36.9%	1.9

Item No. Question	Definitely Agree	Agree	Undecided	Do Not Agree	Definitely Do Not Agree	Mean
	5 x No.	4 x No.	3 x No.	2 x No.	1 x No.	
10 I like to work with wood because of the types of tools and machines used with type of material.	9.9%	62.2%	18.9%	7.2%	1.8%	3.7
11 My guidance counselor advised me to take this course.	2.7%	7.2%	12.6%	48.6%	28.8%	2.06
12 I became interested in junior high school and wanted to do more of it.	15.3%	45.9%	8.1%	24.3%	6.3%	3.4
13 I am taking this course purely for the fun of it.	6.3%	26.1%	15.3%	38.7%	13.5%	2.7
14 This course was my second choice to some other course that I wanted to take.	5.4%	12.6%	17.1%	51.0%	21.0%	2.5
15 I am taking woodworking because my friends advised me that it was a good elective.	4.5%	25.6%	17.1%	51.0%	21.0%	2.5
16 I am taking this course because I have heard it is an easy grade.	3.6%	15.3%	15.3%	54.0%	11.7%	2.5
17 I am taking this course because I have heard that the instructor is a good teacher.	0.9%	28.8%	21.6%	33.3%	10.8%	2.6
18 I am taking woodworking because my parents advised me to take it.	0.9%	9.0%	9.0%	53.2%	27.9%	2.02
19 I am taking woodworking because of the Technology Student Association (TSA) which provides extra activities.	0.9%	9.9%	25.2%	39.6%	24.3%	2.2
20 I am taking woodworking because I have seen well made projects both in school and at exhibits displayed in shopping malls.	17.1%	35.1%	20.7%	21.6%	5.4%	3.4

Item No. 1, "I am taking this course for credit only," showed a mean score of 2.7 but those who definitely agreed show only 5.4% and those who agreed were only 17.1% which indicated that a total of 22.5% were taking it for credit only. Of those that were in the do not agree category, 50.5% were tabulated and 14.4% definitely did not agree to the statement.

Item No. 2, "I am taking this course because I like working with this particular type material," reflected a very high mean score of 4.5. Zero percent registered under definitely do not agree and only 1.8% indicated they do not agree, leaving 62.2% to agree and 22.5% to definitely agree.

Item No. 3, "I am taking this course to sharpen my skills in woodworking," showed a mean score of 3.9 with only 3.6% that do not agree and 1.8% that definitely do not agree. Those that definitely agreed were 21.6% and those that agreed showed 59.9%.

Item No. 4, "I am taking this course because it might lead to a vocational career such as a carpenter or cabinetmaker," showed a modest mean score of 3.07 with only 9.9% that definitely agreed and 30.6% that agree. Twenty-three and four tenths percent of those surveyed were undecided while 27.9% did not agree and 8.1% definitely did not agree.

Item No. 5, "I am taking this course because the subject matter is easy," revealed a mean score of 2.9 leaving 27.5% undecided. Only 5.5% definitely agreed while 23.9% agreed. Those that did not agree registered 35.8% and definitely do not agree registered 7.3%.

Item No. 6, "Woodworking appeals to me because I like to work with my hands," reflected a high mean score of 4.04 with 27.9% definitely agreeing and 54% agreeing. Only 13.5% were undecided and 3.6% did not agree and only 19% registered under definitely did no agree.

Item No. 7, "I am taking woodworking because I feel that I can be more successful in this subject than in other courses that I am taking," reflects a fairly high mean score of 3.51 with 16.4% definitely agreeing and 46.4% agreeing. Twelve and six tenths percent were undecided leaving 20.9% that do not agree and 3.6% that definitely do not agree.

Item No. 8, "I am taking woodworking because I was impressed with what others had previously constructed in this course," had identical percentages at both ends of the scale with 6.3% definitely agreeing and 6.3% definitely did not agree. The categories of agree and do not agree had identical number of 33.3% leaving 20.7% undecided and a moderate mean score of 3.0.

Item No. 9, "I am taking woodworking because it was the only course left that I could take," had 1.8% definitely agreeing and 7.2% that agree. Only 2.7% were undecided leaving 51.4% that do not agree and 36.9% that definitely do not agree. A very low mean score of 1.9 was tabulated under this item.

Item No. 10, "I like to work with wood because of the types of tools and machines used with this type of material," shows a fairly high mean score of 3.7 with those definitely agreeing at 9.9% and a majority of 62.2% that did agree. Only 1.8% indicated

that they definitely did not agree and 7.2% did not agree. Those that were undecided tabulated at 18.9%.

Item No. 11, "My guidance counselor advised me to take this course," revealed that only 2.7% definitely agreed and 7.2% agreed. Those that do not agree showed 48.6% and definitely did not agree at 28.8%. The mean score came to a moderate 2.06 with 12.6% undecided.

Item No. 12, "I became interested in junior high school and wanted to do more of it," was based on the student's previous exposure to the subject. The percentages did show a high indication of agreement with 15.3% definitely agreeing and 26.1% agreeing. Only 8.1% were undecided with 24.3% that did not agree and 6.3% definitely did not agree. The mean score registered at a moderate 3.4.

Item No. 13, "I am taking this course purely for the fun of it," showed a mean score of 2.7 with 6.3% definitely agreeing and 26.1% agreeing. Those that were undecided tabulated at 15.3%. Those that did not agree tabulated a high 38.7% and 13.5% for those who definitely do not agree.

Item No. 14, "This course was my second choice to some other course that I wanted to take," showed a mean score of 2.5. Definitely agreeing were 5.4% while agreeing showed 12.6% and those that were undecided showed 17.1%. Those that do not agree revealed a high 51% and definitely do not agree at 21%.

Item No. 15, "I am taking woodworking because my friends advised me that it was a good elective" revealed a mean score of 2.7 with 4.5% that definitely agree and 25.2% that agree. Those

that were undecided showed 13.5%. Those that do not agree showed a high 50.5% and those that definitely do not agree showed only 9%.

Item No. 16, "I am taking this course because I have heard it is an easy grade," had only 3.6% that definitely agreed. Agree and undecided both tabulated out at the same with a score of 15.3%. The category of do not agree was the highest with 54% and definitely do not agree was at 11.7%. The mean score was 2.5.

Item No. 17, "I am taking this course because I have heard that the instructor is a good teacher," had only a .9% who definitely agreed, but as much as 28.8% agreed. A substantial 21.6% were undecided while those that do not agree was the highest at 33.3%. Definitely do not agree was a 10.8%. The mean score was a little more than half at 2.6.

Item No. 18, "I am taking woodworking because my parents advised me to take it," had only .9% that definitely agreed and only 9% that agreed with 9% undecided. The highest percentage was do not agree with a score of 53.2% and definitely do not agree was the next highest with 27.9%. The lowest mean score was under this item at a 2.02.

Item No. 19, "I am taking woodworking because of the Technology Student Organization (TSA), which provides extra activities," had only .9% that definitely agreed and a mere 9.9% that agreed. Twenty-five and two-tenths percent were undecided. Do not agree was the highest with 39.6% while definitely do not

agree followed with 24.3%. The next to the lowest mean score of all twenty items tabulated out to 2.2.

Item No. 20, "I am taking woodworking because I have seen well made projects both in school and at exhibits displayed in shopping malls," had definitely agree and agree at 17.1% and 35.1% and were undecided at 20.7%. Do not agree was the next to the highest percentage with 21.6% and definitely do not agree was the lowest percentage with 5.4%. The mean score on this final item tabulated at a 3.4.

Summary

A total of one hundred and eleven students responded to the opinionnaire. Three different woodworking teachers administered the survey to five sections of woods technology students that were being taught at the time. Some students did not respond to all twenty questions due to oversight or indecisiveness, but this occurred only on two items. This, however, did not affect the findings to any degree.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

During our work experiences with students, we often form ideas based on the conclusions of others and how we feel personally about the subjects we teach. In order to verify our opinions and feelings it is necessary to submit our ideas to scientific investigation. Only by this method can we confirm our ideas and theories.

Summary

We assumed that many of our students took woodworking classes for their intrinsic value, but there were other factors that also contributed to their selection besides just pure interest. It was felt that some students could be in woods technology because they did not fit into any other curriculum and were placed there by suggestion. Other possibilities considered were the influence of guidance counselors and parents.

Through methods and procedures, we sampled a section of woods technology students so that we could design an instrument that eventually resulted in a twenty item opinionnaire. The opinionnaire was administered under three different teachers within the first two weeks of school. The information was tabulated and recorded. The findings on most of the twenty items reflected moderate opinions for the most part. Heavy agreement (fifty percent) showed on four items while six items showed disagreement of fifty percent or more.

Conclusions

It was found that the intrinsic nature of the material coupled with the hands on application that accompanies this type of course were the most influential factors for students to enroll in woodworking (question 2 and 6). Other factors such as recommendations from friends (question 15), teacher personality (question 17), guidance personnel suggestions (question 11), and parental influence (question 18), played only minor roles in influencing students to take this course. Consequently the goals of this study were answered. The reasons why students enrolled in woods technology at Kellam High School were determined.

Recommendations

Since this information was documented, many internal changes have taken place in technology education. One of these was the phasing out of woods technology as we know it. However, the following recommendations are still relevant.

- (1) Technology education, in whatever capacity should maintain itself as a hands-on activity with technological applications,
- (2) A laboratory atmosphere should always be present,
- (3) A mechanical environment with technological application is necessary, and
- (4) Success should be insured for those who apply themselves in a technological classroom environment.

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APPENDIX A

PILOT SURVEY

APPENDIX A
PILOT SURVEY

DIRECTIONS TO THE STUDENT: The following statements are examples or reasons for taking woodworking technology. Read each statement thoroughly. Please respond to each question by answering how you feel personally about each question. Please answer all questions.

1. I am taking this course for credit only.
2. I am taking this course because I like working with this particular type of material.
3. I am taking this course to sharpen my skills in woodworking.
4. I am taking this course because it might lead to a vocational career such as a carpenter or cabinetmaker.
5. I am taking this course because the subject matter is easy.
6. Woodworking appeals to me because I like to work with my hands
7. I am taking woodworking because I feel that I can be more successful in this subject than in other courses that I am taking.
8. I am taking woodworking because I was impressed with what other students had previously constructed in this course.
9. I am taking woodworking because it was the only course left that I could take.
10. I like to work with wood because of the types of tools and machines used.
11. My guidance counselor advised me to take this course.
12. I became interested in junior high school and wanted to do more of it.
13. I am taking this course purely for the fun of it.
14. This course was my second choice to some other course that I wanted to take.

APPENDIX B

TECHNOLOGY EDUCATION
WOODWORKING OPINIONNAIRE

APPENDIX B

TECHNOLOGY EDUCATION
WOODWORKING OPINIONNAIRE

DIRECTIONS TO THE STUDENT: The following statements are examples or reasons for taking woodworking technology. Read each statement thoroughly. Choose the response that describes best your feeling about the statement and circle it. Circle only one response per statement. Please answer all questions.

SAMPLE QUESTION:

I am taking woods technology because of my ability and talent.

definitely agree agree undecided do not agree definitely
do not agree

1. I am taking this course for credit only.

definitely agree agree undecided do not agree definitely
do not agree

2. I am taking this course because I like working with this particular type of material.

definitely agree agree undecided do not agree definitely
do not agree

3. I am taking this course to sharpen my skills in woodworking.

definitely agree agree undecided do not agree definitely
do not agree

4. I am taking this course because it might lead to a vocational career such as a carpenter or cabinetmaker.

definitely agree agree undecided do not agree definitely
do not agree

5. I am taking this course because the subject matter is easy.

definitely agree agree undecided do not agree definitely
do not agree

6. Woodworking appeals to me because I like to work with my hands

definitely agree agree undecided do not agree definitely
do not agree

7. I am taking woodworking because I feel that I can be more successful in this subject than in other courses that I am taking.
- definitely agree agree undecided do not agree definitely
do not agree
8. I am taking woodworking because I was impressed with what other students had previously constructed in this course.
- definitely agree agree undecided do not agree definitely
do not agree
9. I am taking woodworking because it was the only course left that I could take.
- definitely agree agree undecided do not agree definitely
do not agree
10. I like to work with wood because of the types of tools and machines used with this type of material.
- definitely agree agree undecided do not agree definitely
do not agree
11. My guidance counselor advised me to take this course.
- definitely agree agree undecided do not agree definitely
do not agree
12. I became interested in junior high school and wanted to do more of it.
- definitely agree agree undecided do not agree definitely
do not agree
13. I am taking this course purely for the fun of it.
- definitely agree agree undecided do not agree definitely
do not agree
14. This course was my second choice to some other course that I wanted to take.
- definitely agree agree undecided do not agree definitely
do not agree
15. I am taking woodworking because my friends advised me that it was a good elective.
- definitely agree agree undecided do not agree definitely
do not agree

Appendix B (Continued)

16. I am taking this course because I have heard it is an easy grade.
definitely agree agree undecided do not agree definitely
do not agree
17. I am taking this course because I have heard that the instructor
is a good teacher.
definitely agree agree undecided do not agree definitely
do not agree
18. I am taking woodworking because my parents advised me to take it.
definitely agree agree undecided do not agree definitely
do not agree
19. I am taking woodworking because of the Technology Student
Association (TSA) which provides extra activities.
definitely agree agree undecided do not agree definitely
do not agree
20. I am taking woodworking because I have seen well made projects
both in school and at exhibits displayed in shopping malls.
definitely agree agree undecided do not agree definitely
do not agree