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A Survey to Determine if the Goals of AIASA are being met by Participating AIASA Students

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A SURVEY TO DETERMINE IF THE GOALS OF AIASA ARE BEING MET BY PARTICIPATING AIASA STUDENTS

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A General Emphasis in Industrial Arts Education

By
Hubert P. Rodriguez
Hubert P. Rodriguez

ACKNOWLEDGEMENT

For her incalculable aid, and critical analysis of this paper, the author wishes to express his love and appreciation to his lovely wife.

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Date: 12-1-81

Approved by: David I. Joyner

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CHAPTER I
INTRODUCTION

Since its inception there has been significant state and national growth in the American Industrial Arts Student Association chapters. The growth of AIASA in Virginia has shown an increase in student membership. However, during the 1979-80 school year there were only 51 active chapters in the state. With an Industrial Arts teacher population of over 1100, this indicates a lack of teacher participation in AIASA.

STATEMENT of the PROBLEM

This problem of this study is to determine if the goals of AIASA are being met by participating industrial arts students. The goals of AIASA are:

1. Students will have contact with industrial and technological personnel, resources and developments to acquire technological understanding, consumer knowledge, and competencies that lead to responsible citizenship and the productive use of leisure time.

2. Students will acquire democratic understanding and practice through leadership and followership activities.

3. Students will plan, organize and carry out worthy activities and projects which contribute to an improvement in or service to the school and/or community.

4. Students will use the free enterprise system to become aware of employment, or self-employment opportunities, and requirements for use in making career choices in determining their educational programs.

5. Students will be recognized for high standards of craftsmanship, scholarship and safety practices. (Virginia Department of Education AIASA Guide Two p. 3, 1979).

SIGNIFICANCE OF THE STUDY

A student survey was prepared to determine whether or not American Industrial Arts Students Association goals were being met by the students who had previous experience in other school clubs and/or organizations.

This survey was constructed to point out any existing strengths, weakness, or noticable defiencies in either state, district, or local levels.

This data may reveal a solution to some of the problems associated with the American Industrial Arts Student Association and assist in constructing a decisive plan to increase student involvement that would meet or surpass anticipated American Industrial Arts Student Association goals.

LIMITATIONS OF THE STUDY

The findings and conclusions reached in this survey were limited to the Tidewater Area Industrial Arts Student Association Advisors and Chapters. Analysis of the survey was limited to information gathered from Tidewater Industrial Arts Students and Advisors. Questions in the survey were purposely addressed to bring out candid opinions and responses of the respondents.

BASIC ASSUMPTIONS

The basic assumptions that were associated with this analysis were as follows:

1. It was assumed that all Tidewater AIASA advisors and students are aware of the American Industrial Arts Student Association and have access to information concerning club information.
2. Active and inactive chapters were surveyed but it is recognized that teacher and student responses will be greatest from teachers and students having active chapters.

PROCEDURES FOR COLLECTING DATA

The procedure for collecting data:

1. AIASA advisors and students were given a brief and easy to answer questionnaire asking them to evaluate student participation in AIASA. The questionnaire was designed to be concise and yet extensive enough to elicit response that the researcher could identify and interpret into valuable information.

2. The student and teacher questionnaire was a modified Likert scale survey instrument that covered such areas as: (a) personal attitudes, (b) attitudes toward work, (c) leadership, (d) attitude toward the public, and (e) attitude toward industrial arts subject.

DEFINITIONS OF TERMS

To clarify the meaning of certain terms associated with this study, the following information is provided:
American Industrial Arts Student Association (AIASA) is an organization of industrial arts students whose responsibility is to acquaint youth with the technological environment through activities which develop an understanding of the free enterprise system. Ideally, American Industrial Arts Student Association reenforces the democratic process of group participation (Student clubs, 1976).

SUMMARY

The preceding is an overview of a survey dealing with the goals of American Industrial Arts Student Association. The purpose of this survey was designed to determine if the goals of the American Industrial Arts Student Association are being met. A statement of the problem, the limitations of the survey, the basic assumptions, the procedure for collecting data, and a definition of the terms used were included.

The following is a review of literature gathered on the history of American Industrial Arts Student Association chapters, procedures for collecting data, previous research if any, the findings, and finally a summary which will include conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

The educational system has a long history of Industrial Arts instruction, although it was classified under various titles. To enable the reader a better understanding of the American Industrial Arts Student Association, the development of vocational and industrial arts approach must be reviewed.

The pilgrims left their home lands for America for many reasons, i.e. freedom of religion, freedom of speech, etc., but none came specifically for education. There were few established public educational institutions from colonial days to the late nineteenth century. During this period, education was attained through Latin grammar schools, practical schooling for mathematics, religious schools for reading and writing, and apprenticeships. (Roberts p. 33). The need for higher education in agriculture and engineering became more acute during the last quarter of the nineteenth century, due to changes brought about by the Industrial Revolution. This need was met in 1862 by the passage of the Morrill Land Grant Act that provided 30,000 acres of public lands to each state senator and representative at the time of passage of the act. The sale of the grants was to provide endowment and support for at least one college in each state. The colleges were to teach subjects related to agriculture and mechanical arts, although other studies were not to be ommitted. The grant was intended to provide liberal and practical education to industrial classes in the profession of life.

Land grant colleges provided studies in vocation and technical education by preparing teachers, developing new sciences, materials, and by helping public schools to increase in numbers and enrollment. These schools were known as "normal schools", and by the end of the nineteenth century more than one hundred of these schools were in full operation. Today, there are few institutions engaged in the education of teachers. (Roberts p. 34-35.)

Reference has been made to the organized apprenticeship programs conducted by the peoples of ancient times. These programs consisted of learning a trade, on-the-job, under supervision. Supervisors ususlly were master craftsmen in specific professional areas, and later were members of the group. Finally the guilds were replaced by craft fraternities. Apprentices and master guilds also maintained Latin secondary schools and apprenticeship schools. The apprenticeship schools were supplemented and sometimes replaced by craftsman associations long after the decline of the guilds.

The apprenticeship program developed in America in the early colonial period. Apprenticeship in America differed from the mother countries because in America there were no guilds or similar craft organizations. There were two kinds of apprenticeships: voluntary and compulsory. Under the voluntary program an individual entered into an agreement to learn a trade. In the compulsary program individuals were bound out as apprentices by

town authorities for the purpose of providing maintenance for poor children. (Roberts, p. 36-39).

The compulsory school laws of the colonies required parents and master craftsmen that were unable to read and write to send apprentices' and children to schools that were established to teach reading and writing. Later, these schools extended their curriculum programs to include ciphering and accounting.

The decline of apprenticeship programs in America began in 1803. Manufacturing in the United States had started primarily with the invention of new machines and other improvements in the manufacturing of agricultural products. The development of coal and iron mines brought about rapid changes in the nation's economy. This, in addition to the Civil War, increased demands for readjustments of labor and started the decline of apprenticeship in the various fields of labor. The demand was met be employment of young children or compulsory apprentices. Compulsory apprentices were usually placed in a factory under a foreman more interested in production than proper training or general education. The development of power machinery and the use of unskilled labor brought about both the need and the decline of the apprentice program. The decline of the apprenticeship program and the increasing interest of education of children made necessary the organization of new types of schools both for vocational and general education. (Roberts p. 41-42).

INDUSTRIAL ARTS AT THE TURN OF THE CENTURY

Practical Arts education, which had its origin in the teachings of Pestalozzi, came to the forefront during the last two decades of the nineteenth century. This was known as the manual arts training movement. This training was designed to provide the student with general knowledge, skills, and attitudes to enable him to meet his responsibilities as a citizen.

The first manual training high school in the United States was established in St. Louis, Missouri in 1880. (Roberts, p. 51). Between 1880 and 1884, revised types of manual training schools were founded in Baltimore, Maryland. This training was part of the public school system.

FROM MANUAL TRAINING TO INDUSTRIAL ARTS

Our present day industrial arts program developed from nineteenth century manual arts training programs in a series of developmental stages. Included in these stages was the Russian Sloyd movements. These movements occured during the period of 1880 and 1920, with each casting some of their characteristics into our present day industrial arts programs.

The passage of the Smith-Hughes Vocationsl Educational Act of 1917 greatly increased the popularity of the industrial arts movements. This law enabled the school shop to become a laboratory in which students use first-hand information and explore fields that appeal to their interests. These courses are now offered in both elementary and secondary schools today. Since 1917, several public laws have been enacted in vocational training to assist states to implement their own industrial arts programs. Of these laws, the most important was the Vocational Act of 1964 that allocated monies for the construction of local vocational education school facilities.

THE AMERICAN INDUSTRIAL ARTS ASSOCIATION (AIAA)

The American Industrial Arts Association is a department of the National Education Association which, in turn, is the parent organization of the American Industrial Arts Student Association. The AIAA was organized in 1939 as a result of the scaricity of new tools, equipment, and materials for laboratory programs that forced many such laboratories to resort to the repairing of existing equipment.

The war years brought about a close relationship with vocational education in helping to prepare skilled workers for defense. Significantly, the number of girls enrolled in industrial arts education increased dramatically. The emphasis of industrial arts education during the war years was placed on the Model Airplane Project for the military services. This marked the beginning of the emphasis on mass production training in industrial arts education.

The launching of the Sputnik in the 1950's, resulted in an intense curriculum reform in America. Funding from the National Defense Education Act led to changes in many phases of curriculum development. Industrial Arts, as a part of this reform movement in formal education, experienced many changes in curriculum.

The American Industrial Arts Association (AIAA) formed the American Industrial Arts Student Association (AIASA) in March 1965, at their annual convention in Tulsa, Oklahoma. Virginia AIASA, in 1969, had five participating chapters when it was chartered in the Commonwealth. But it was 1978 before it was officially incorporated with the United States Office of Education. This recognition provided vocational support funds for AIASA activities.

THE MISSION OF INDUSTRIAL ARTS EDUCATION

The mission of industrial arts education is to assist the student in developing an understanding about industry and technology and the discovery and development of individual potential.

The mission of industrial arts student association in Virginia is to provide students an opportunity to become involved with meaningful activities and experience that helps them to understand, contribute to, and live in a changing technical world. (Virginia Department of Education, 1980).

The goals of the industrial arts students association in Virginia are:

1. Students will have contact with industrial and technological personnel, resources and developments to acquire technological understanding, consumer knowledge, and competencies that lead to responsible citizenship and the productive use of leisure time.
2. Students will acquire democratic understanding and practice through leadership and followership activities.
3. Students will plan, organize and carry out worthy activities and projects which contribute to an improvement in, or service to the school and/or community.
4. Students will use the free enterprise system to become aware of employment opportunities, and requirements for use in making career choices in determining their educational programs, or self-employment opportunities.
5. Students will be recognized for high standards of craftsmanship, scholarship and safety practices.

Nationally, there are approximately 18,500 students from 26 states represented by AIASA. There are 51 Chapters in Virginia AIASA located in 48 school divisions. The Commonwealth is divided into six regions with each region operating in accordance with the Virginia AIASA constitution and bylaws. (Virginia Vocational Student Organization Council, 1979).

SUMMARY

In conclusion, chapter two pointed out how the American Industrial Arts Student Association was formed, and included a short review of the history of Industrial Arts. Also addressed was the advent of greater emphasis in teaching the exploratory aspects of technology in secondary schools, and the information of an American Industrial Arts Student Association Clubs in secondary schools.

CHAPTER III

METHODS AND PROCEDURES

This chapter will describe the basic design of this study. The research procedures and methods of analysis which will be used are presented with five headings: (1) The problem, (2) The sample, (3) Methods, (4) The instrument, and (5) The summary.

THE PROBLEM

The review of literature supported the major emphasis on the importance of clubs and the student's total development. Behind every successful student organization is a hard working advisor who guides the group (Baker & Miller, 1976, p. 254). However, the literature did not clearly define if the AIASA goals were being met. Therefore, this study has attempted to identify the areas lacking support as well as the degree of areas being supported.

THE SAMPLE

This sample was drawn from the population of industrial arts student association advisors and club members in the Southeast Virginia District of American Industrial Arts Student Association.

This survey encompassed the following cities and counties: Chesapeake, Franklin, Hampton, Isle of Wight, Newport News, Portsmouth, South Hampton, Surry, Suffolk, Virginia Beach, Williamsburg, and York. The survey was confined to the American Industrial Arts Student Association advisors and AIASA club members.

METHODS

The questionnaire (Appendix A) was distributed to fifty-two (52) American Industrial Arts Student Association advisors in the Southeast Virginia Region of the American Industrial Arts Student Association. The advisors response was forty-one (41) or seventy-nine percent (79%). The advisor's questionnaires were returned in an enclosed, self addressed envelop.

The questionnaire (Appendix B) was distributed to four hundred-fifty (450) American Industrial Art Student Association members in the Southeast Virginia Region of the American Industrial Arts Student Association. The student response was three hundred-ninety six (396) or eighty-eight percent (88%). The questionnaires were returned in an enclosed, self addressed envelop.

A cover letter (Appendix C) was distributed with each advisors questionnaire. The cover letter included a request of immediate response to the questionnaire.

Due to the quick response of those surveyed, it was not necessary to conduct follow up procedures.

THE INSTRUMENT

A modified Likert scale (Appendix A) was used in gathering the necessary data for this research. A questionnaire was devised by this researcher by using the goals stated in the review of letera-ture, American Industrial Arts Student Association publications, and American Industrial Arts Student Association club guidelines. The questionnaire was reviewed by a selected panel of colleagues and my advisor.

A modified Likert five-point scale of response was used to indicate teacher and club member responses ranging from strongly agree,

agree, undecided, disagree, and, strongly disagree. A point system of +5 and strongly disagree A+1. Identification of all participants was kept confidential.

SUMMARY

The basic design of this study has been stated in this chapter. All samples selected for this research project have been identified. A questionnaire was developed and delivered to the research population to solicit information on the American Industrial Arts Student Association goals. The results of this information have been correlated and thoroughly analyzed.

CHAPTER IV
FINDINGS

The basic purpose of this study was to determine if the goals of AIASA were being met by participating students. The goals of AIASA, namely, the understanding of the meaning of technology, making responsible citizens of students, gaining leadership, organizing activities, and learning the free enterprise system.

In order to determine whether or not the goals of AIASA were being met, a survey was preapred and sent to four hundred-fifty students enrolled in fifty-two AIASA Chapters in the Tidewater area. To achieve a degree of objectivity in this research project, another survey was prepared and sent to the fifty-two chapter advisors in the Tidewater area.

To minimize the time and make it easier for the participants to respond to the questions of the survey, a modified Likert-scale was employed. This modified Likert-scale simplified the evaluation process and added to the objectivity of the survey. The scale utilized was as follows:

5 Strongly Agree
4 Agree
3 Undecided
2 Disagree
1 Strongly Disagree

The following collected data for this survey was presented in the remainder of this chapter.

STUDENT SURVEY

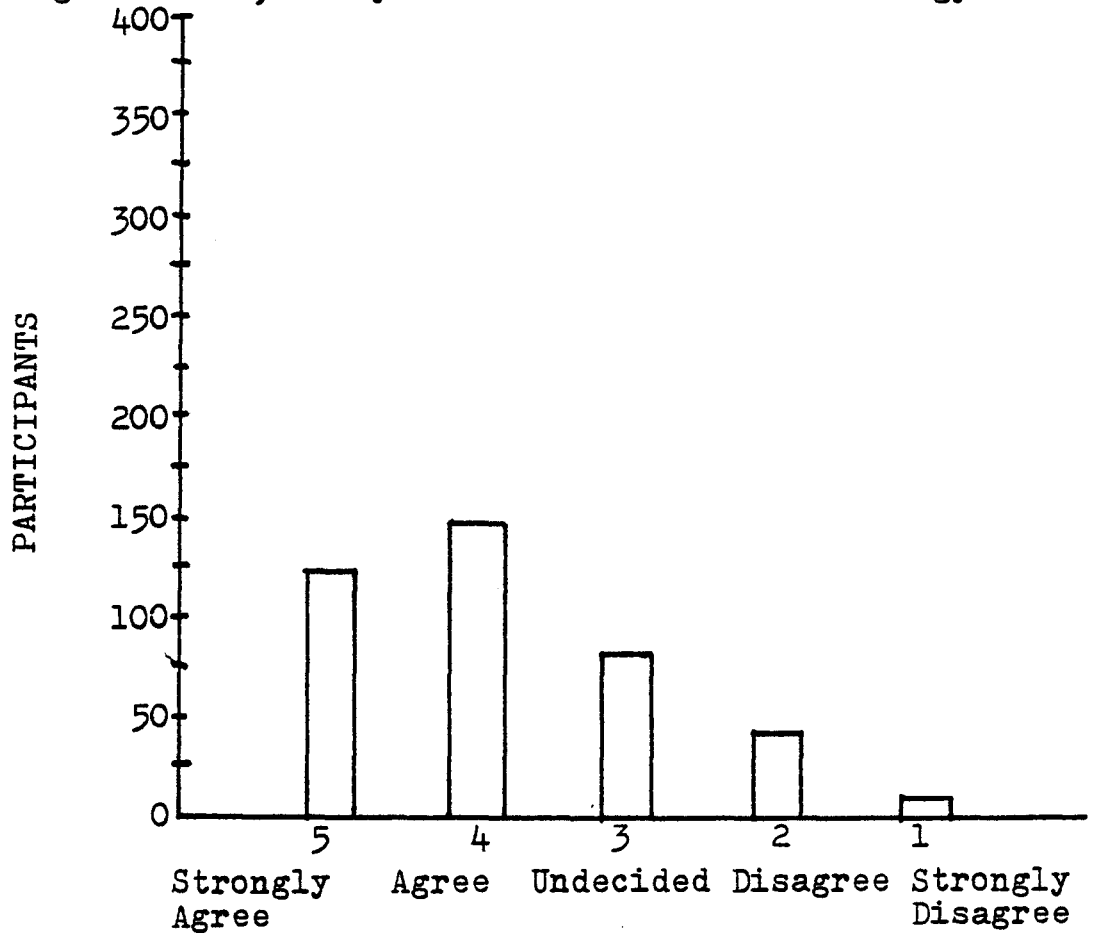
The data presented in Tables 1 through X1 was obtained from the questions on the survey form submitted to the students.

Out of the four hundred-fifty survey forms submitted to the students 396 or eighty-eight percent responses were received. The total responses indicated fifty-four or twelve percent of the students did not respond.

TABLE I

STION I

ore becoming a member, did you understand what technology meant?



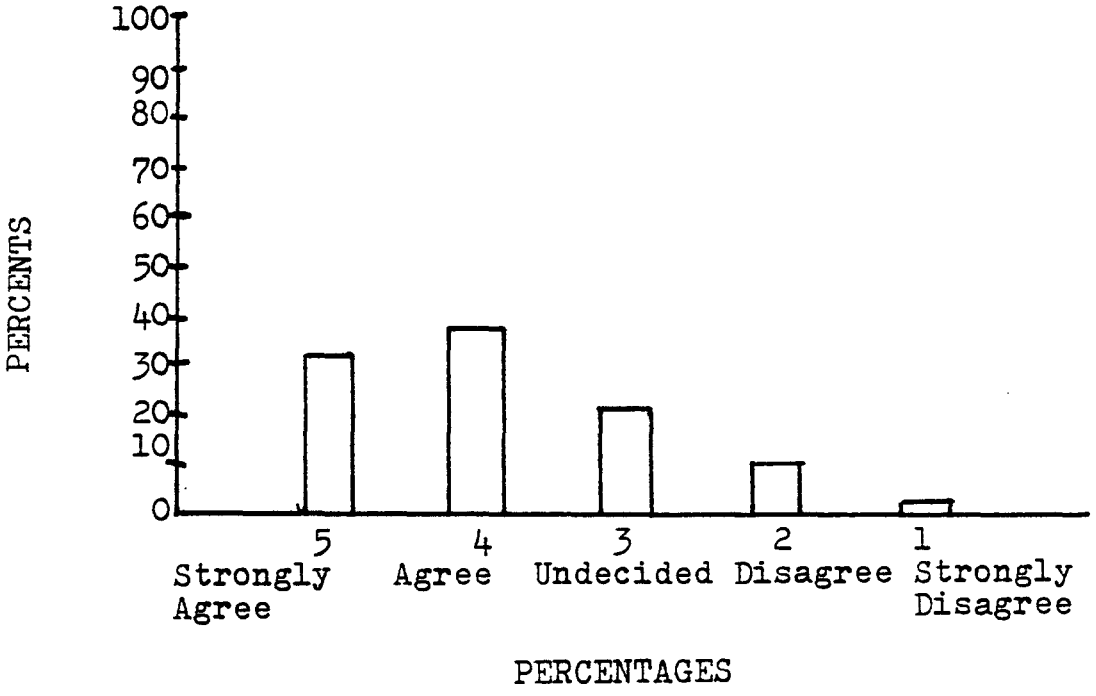
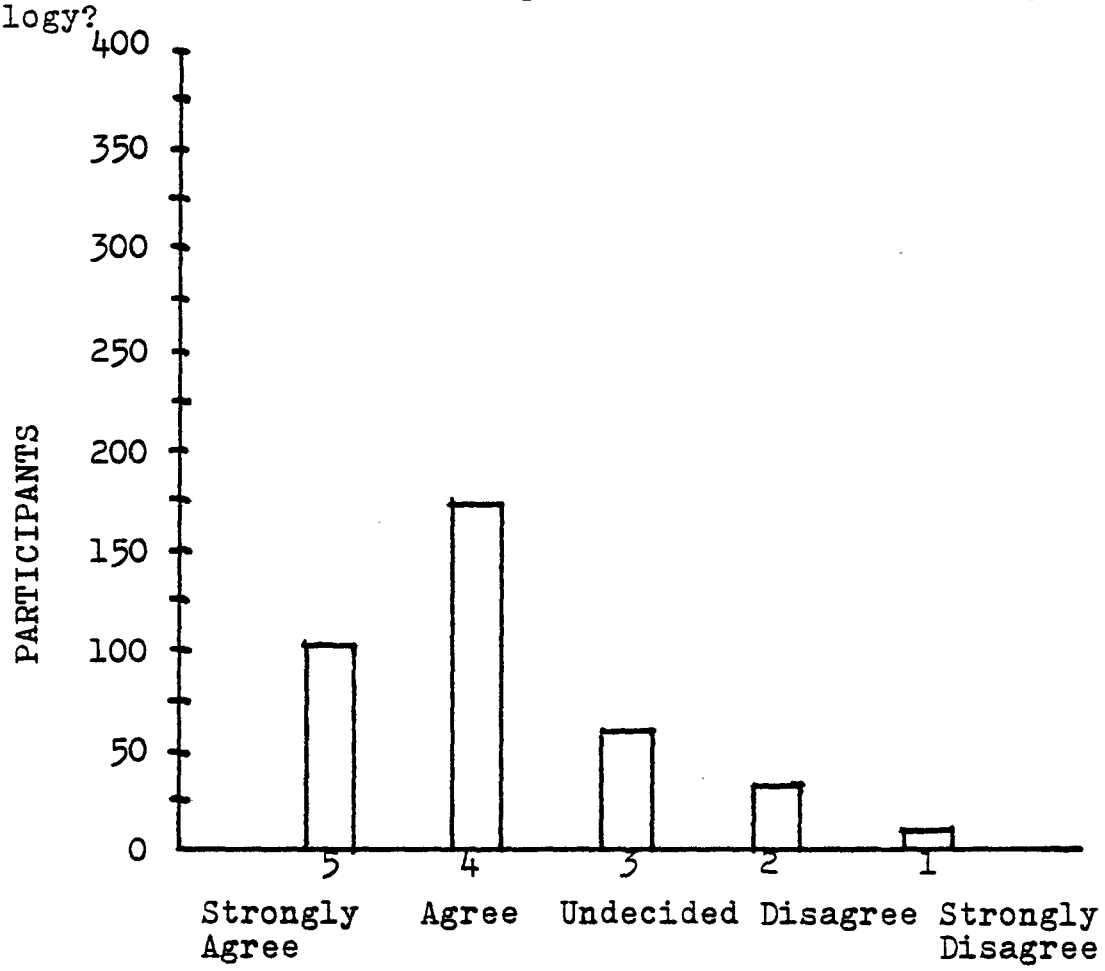


TABLE II

UESTION 2

o you believe AIASA club membership aided your understanding
f technology?



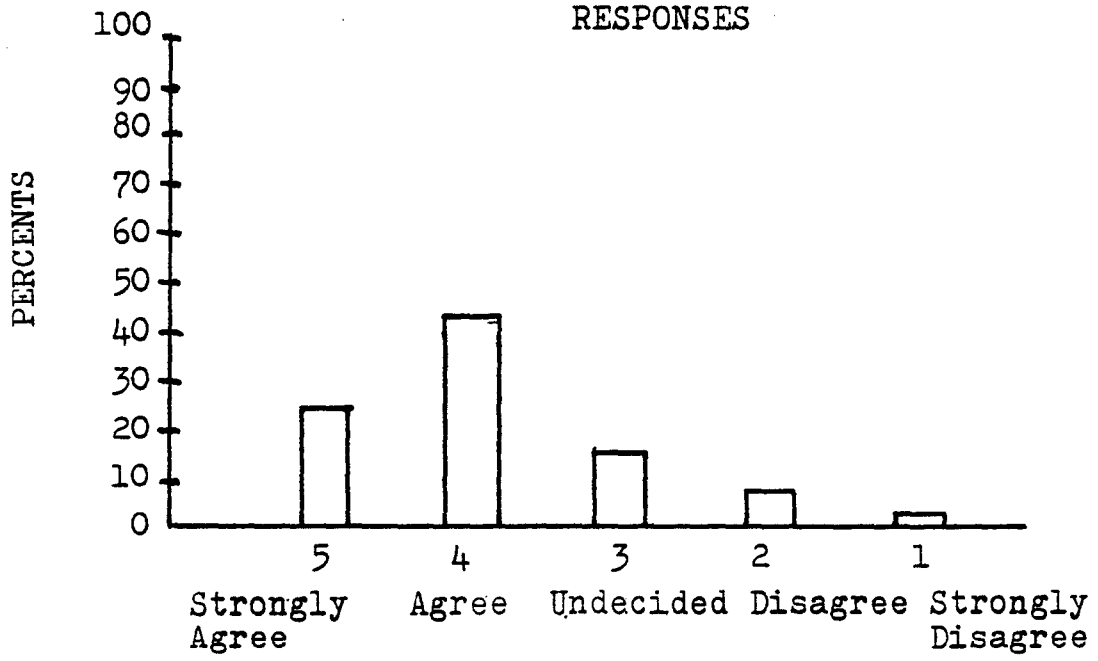
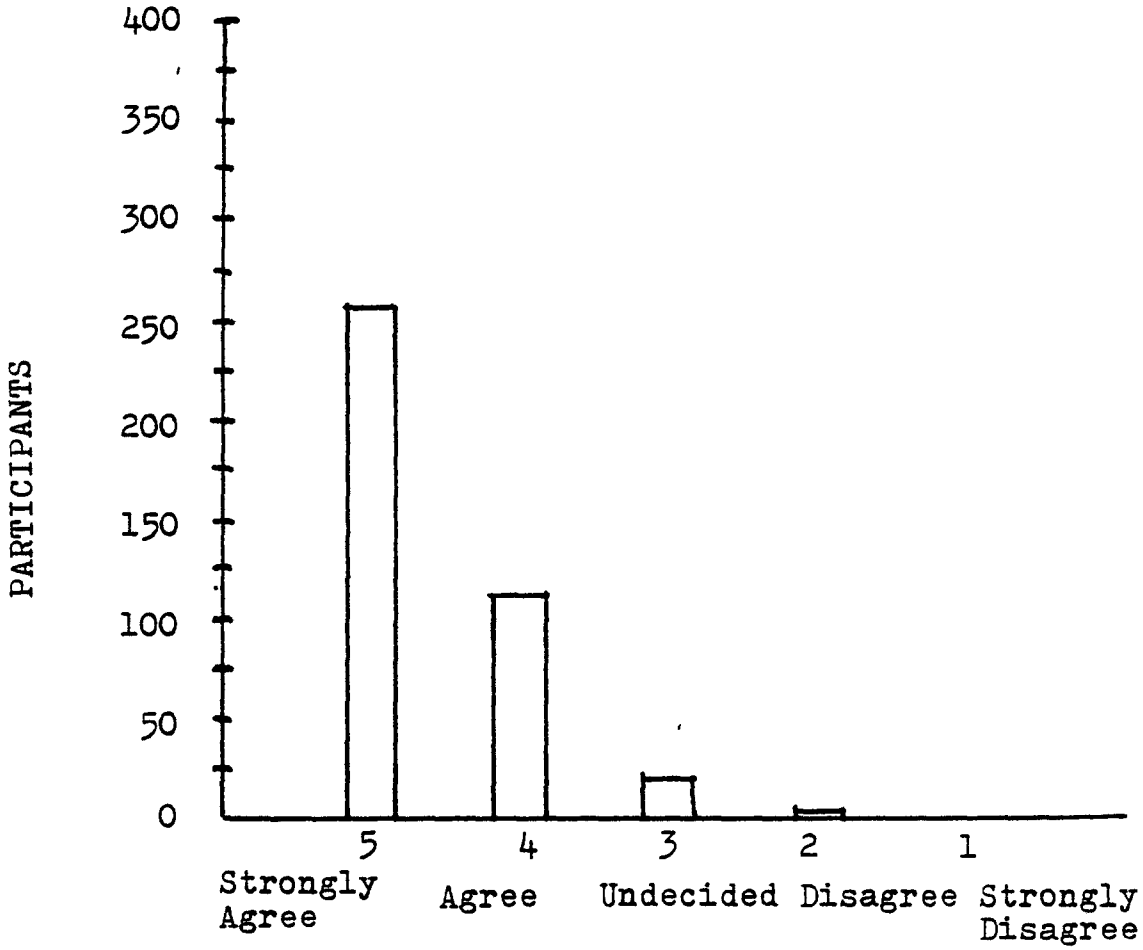


TABLE III

ESTION 3

you enjoy the Industrial Arts courses in your school?



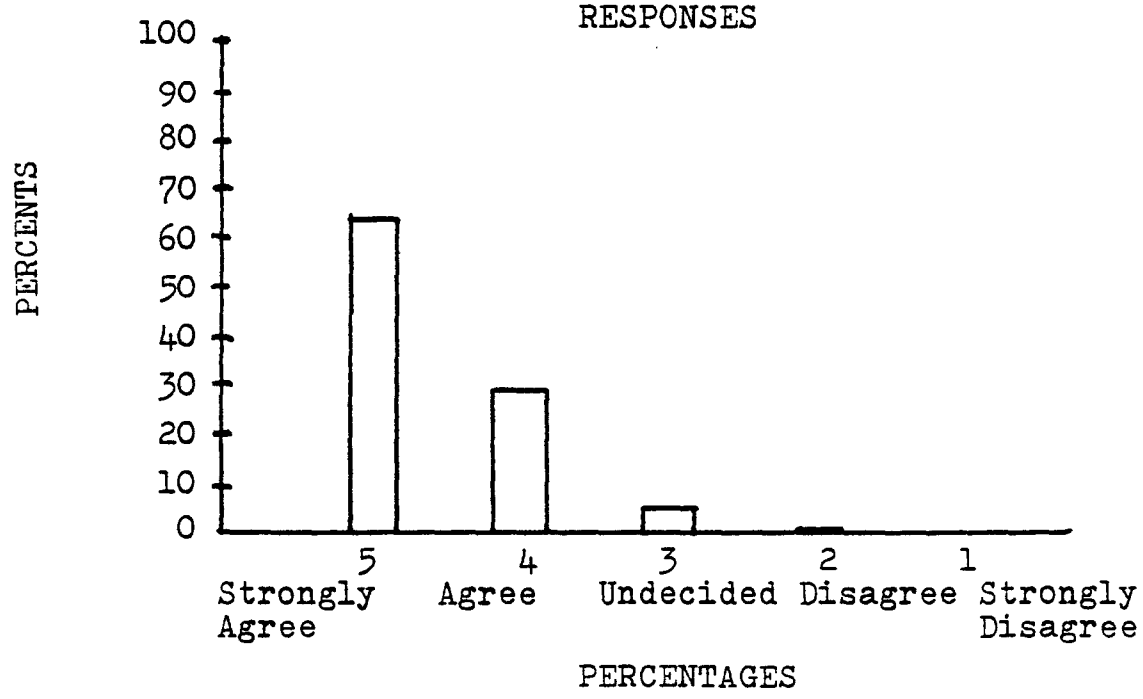


TABLE IV

JESTION 4

) you enjoy working in group projects?

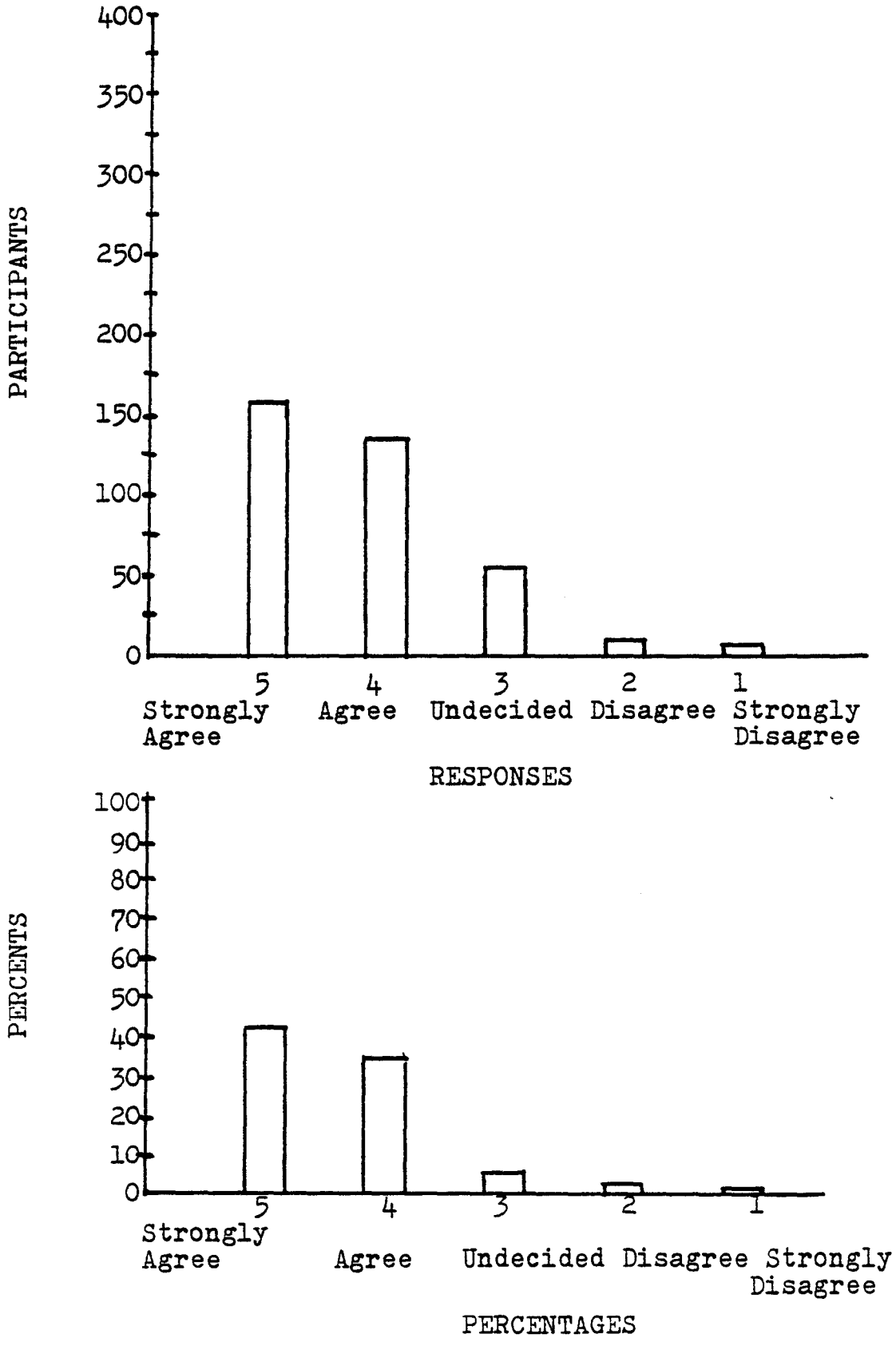


TABLE V

QUESTION 5

Do you feel your grades have improved by participation in AIASA clubs?

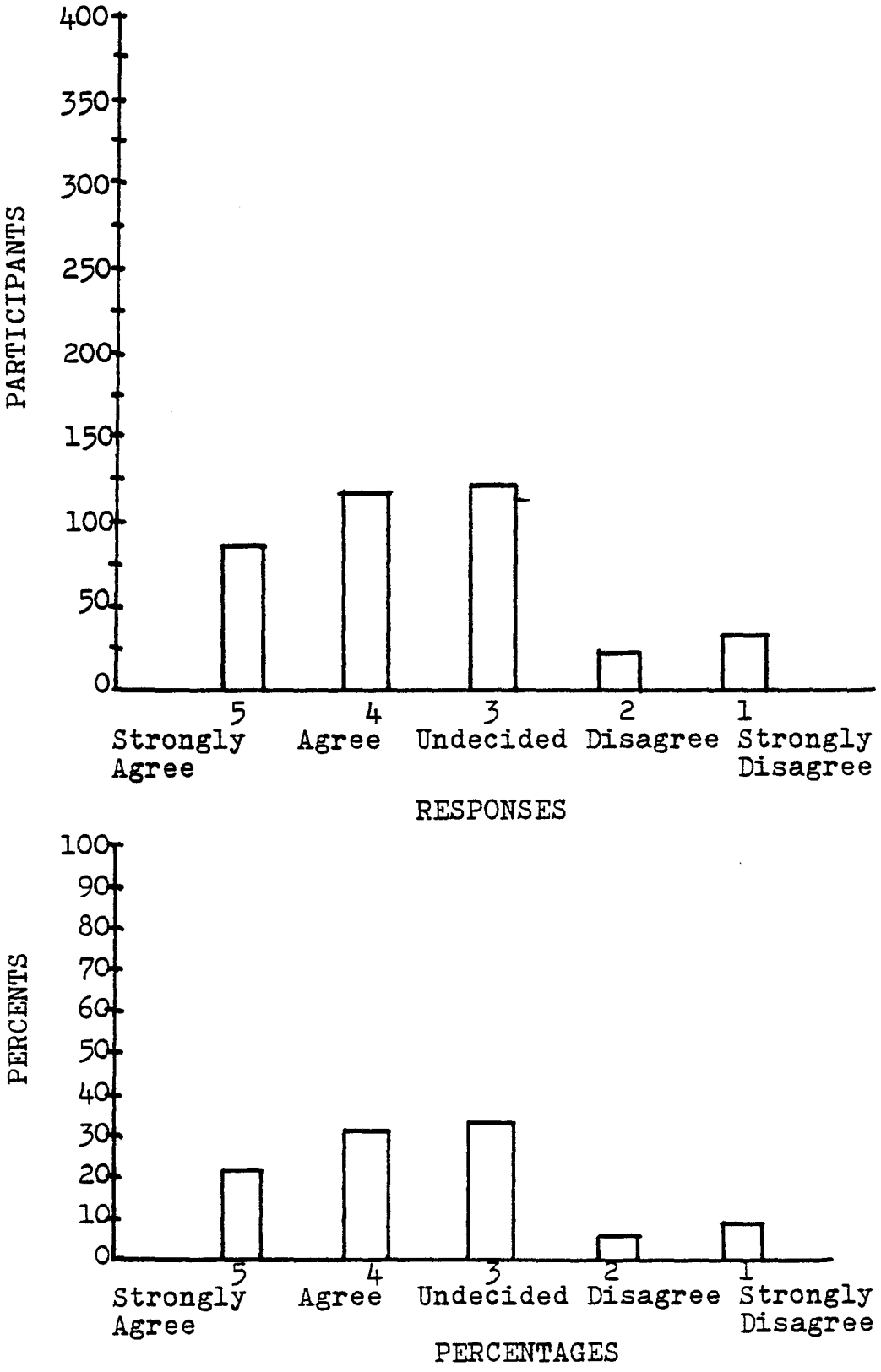
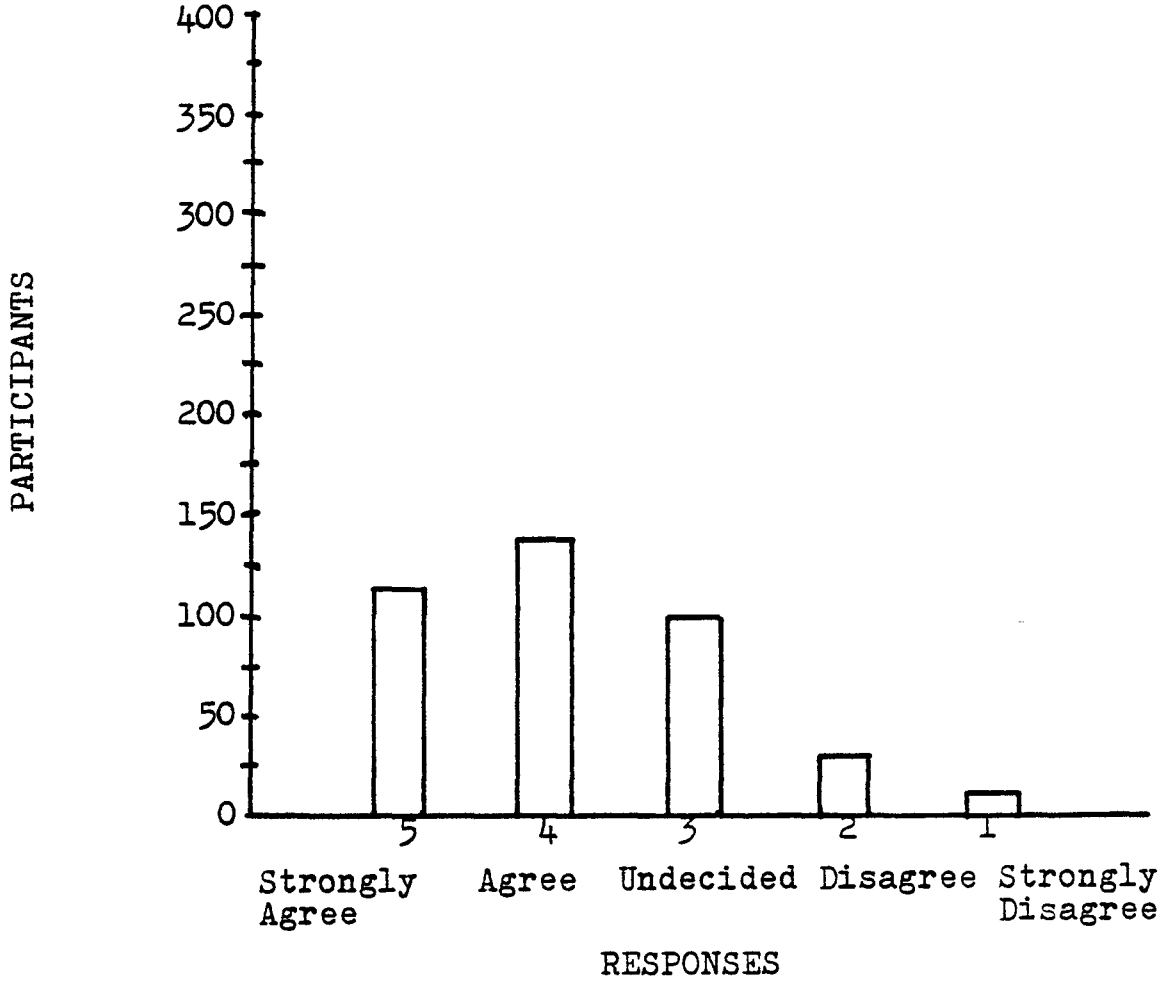


TABLE VI

QUESTION 6

Do you believe your membership in AIASA has helped you gain leadership experience?



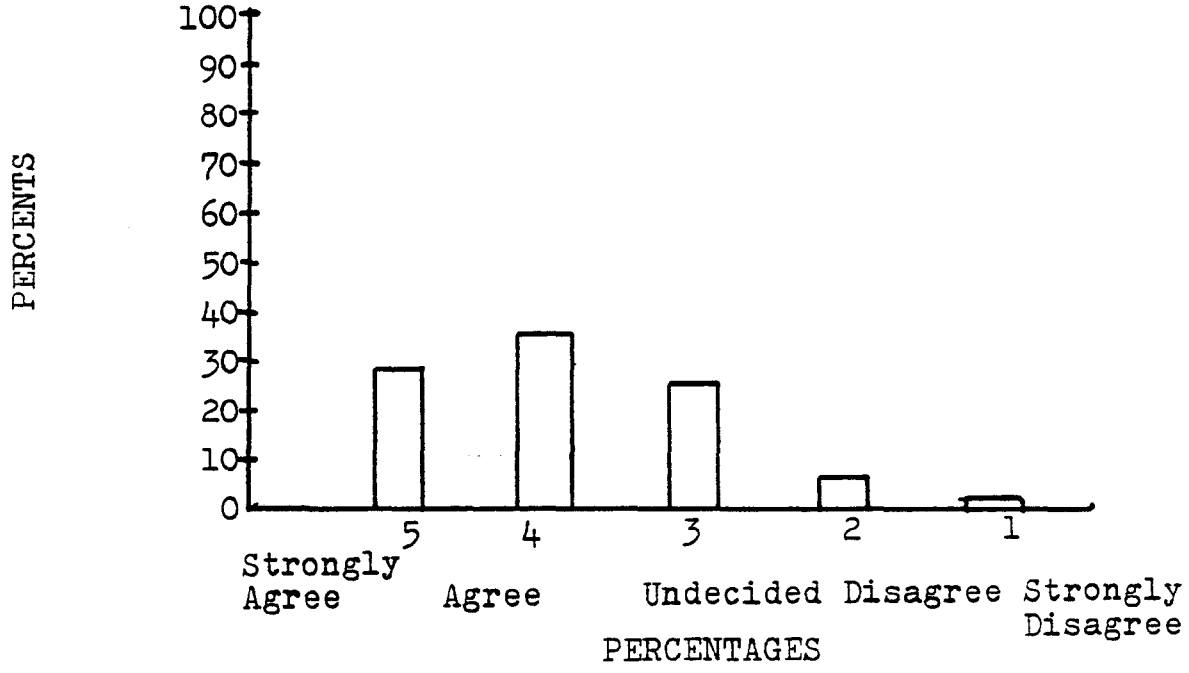
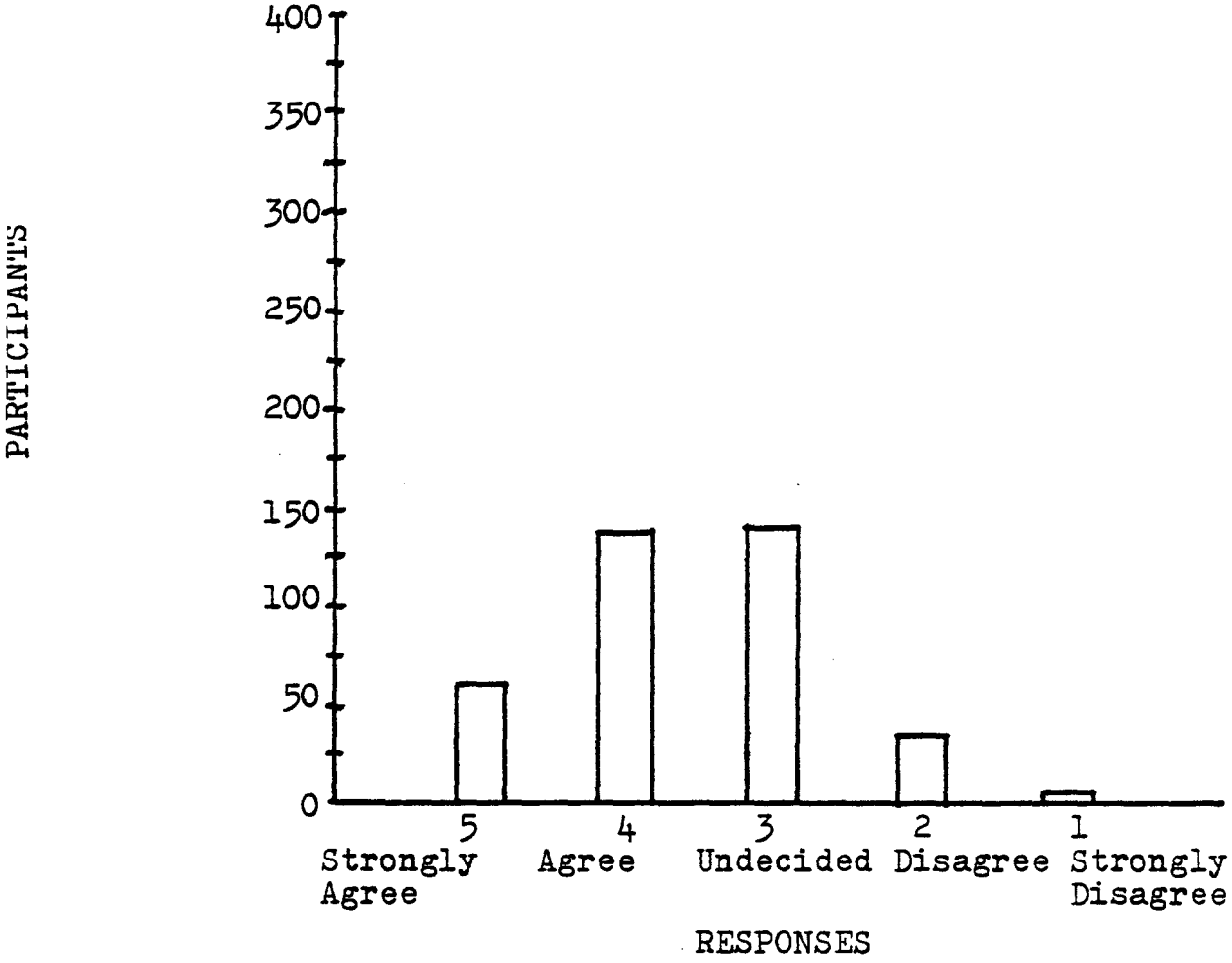


TABLE VII

UESTION 7

o you believe your membership in AIASA helped you to understand he free enterprise system?



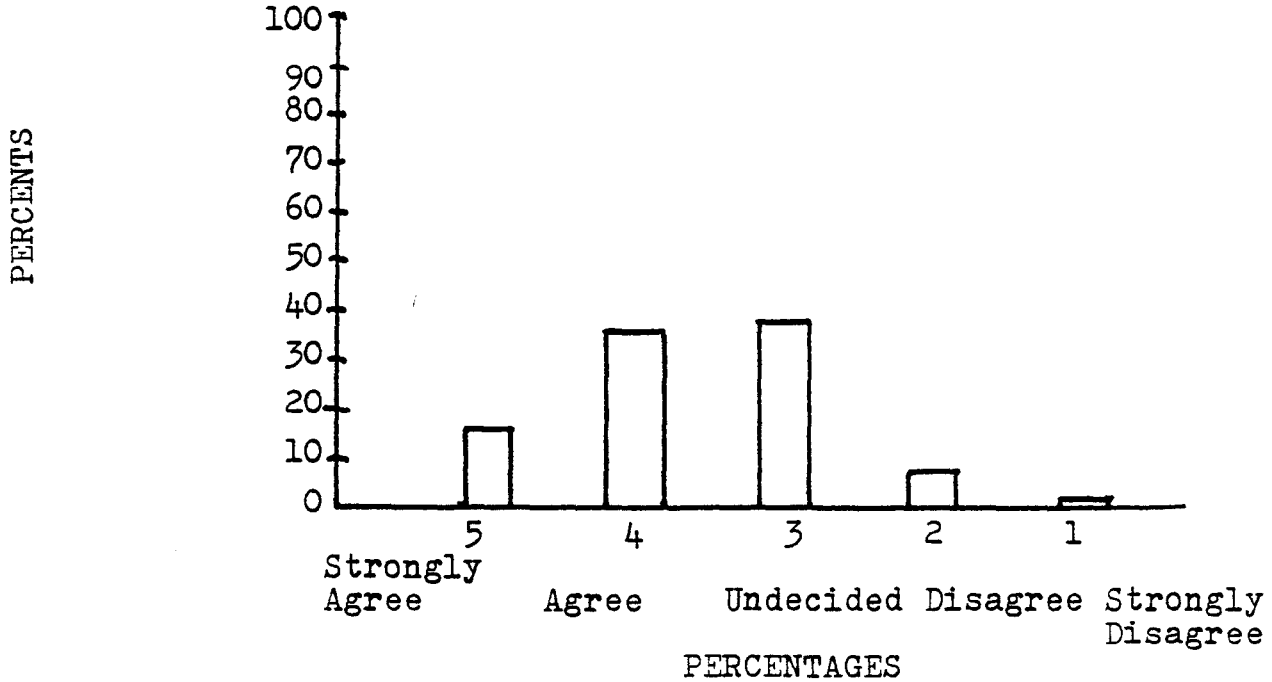
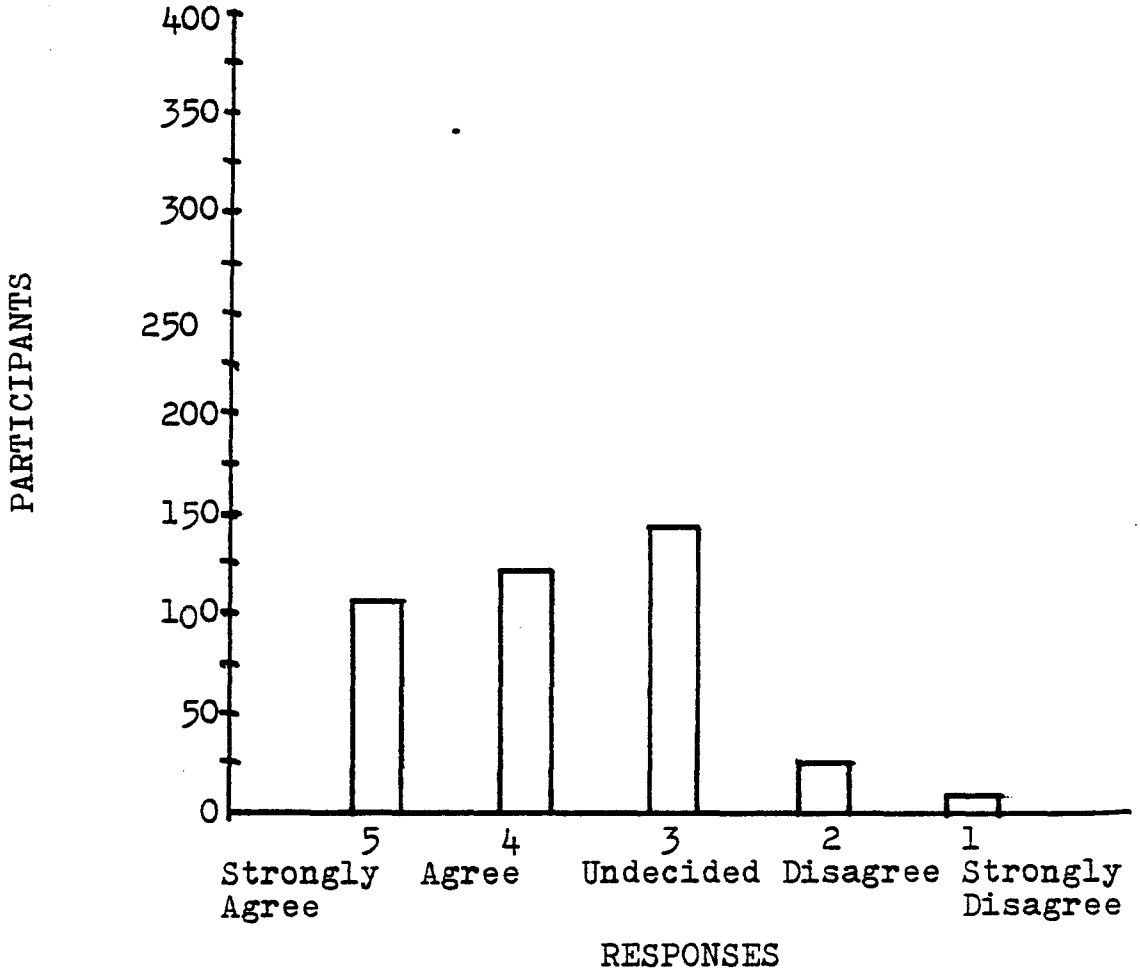


TABLE VIII

QUESTION 8

Do you prefer after school activities for AIASA clubs?



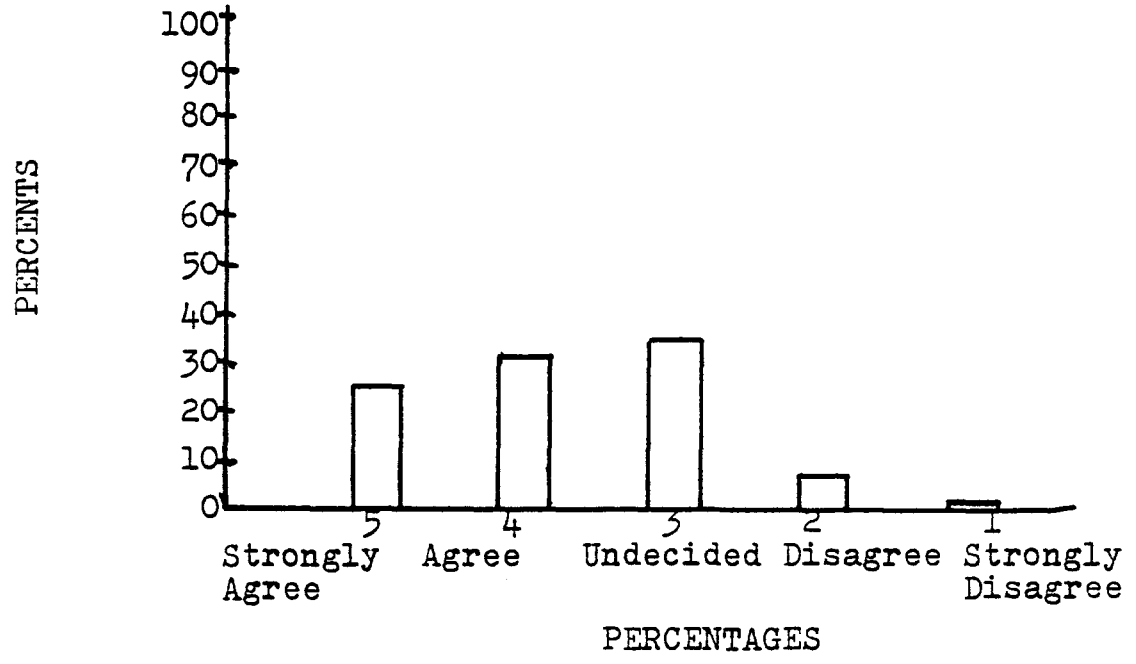
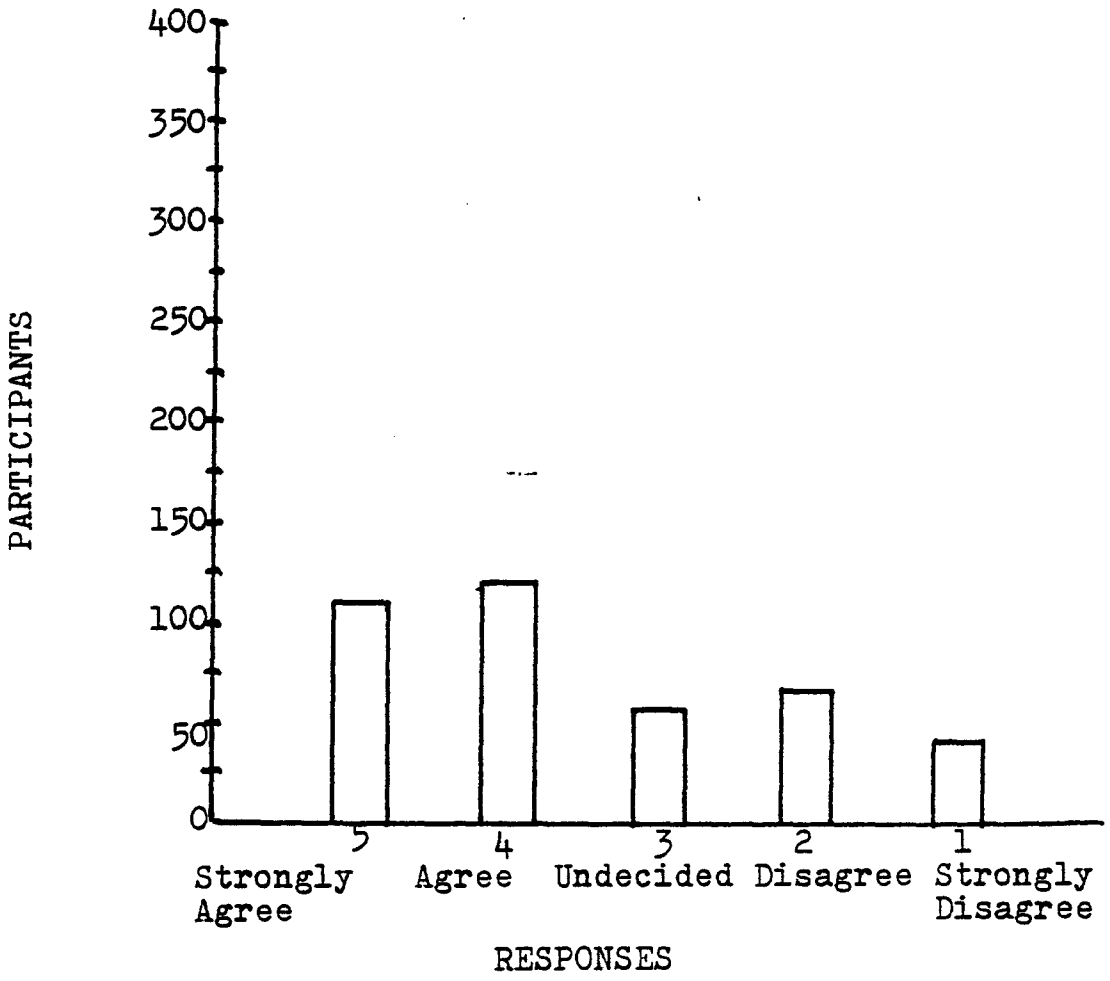


TABLE IX

QUESTION 9

Do you prefer co-curricular activities for AIASA clubs?



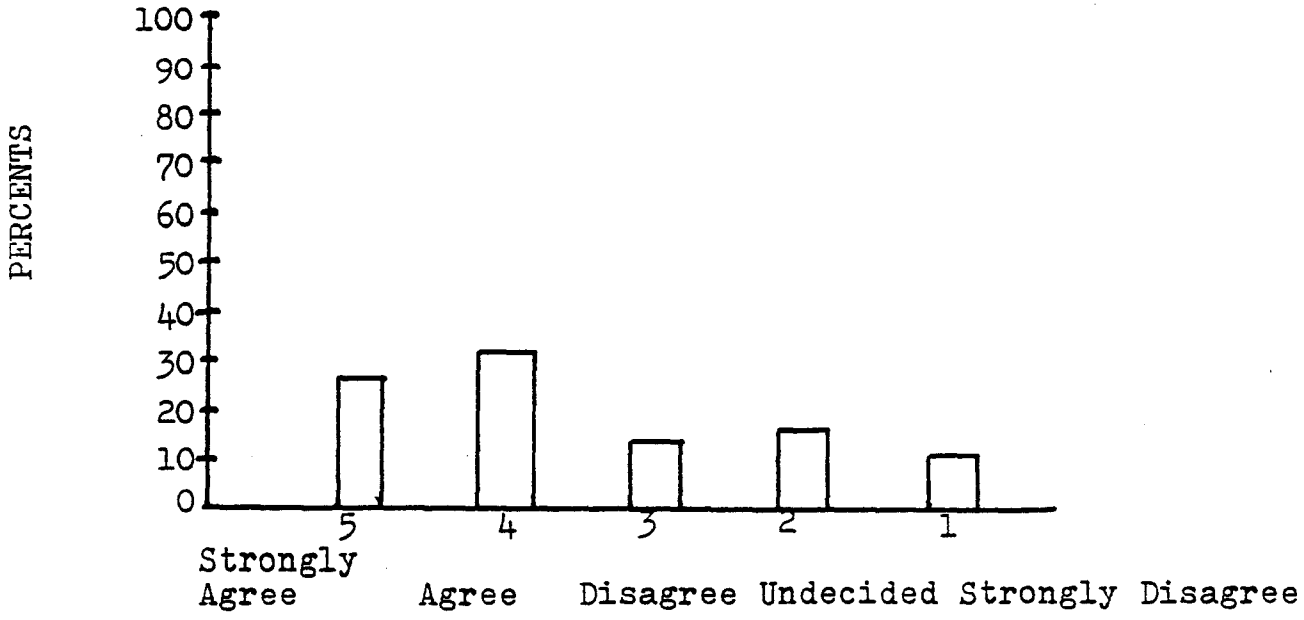
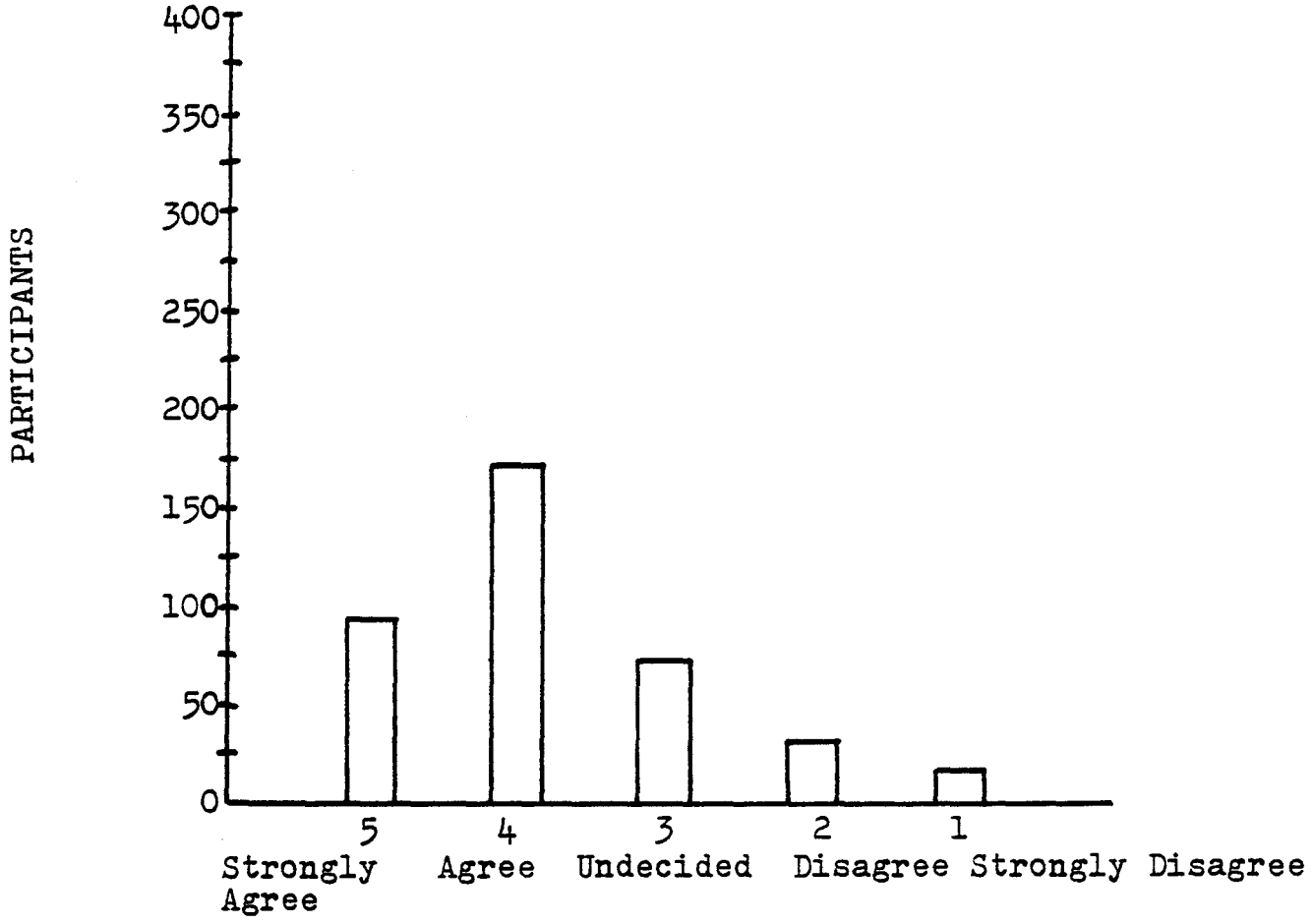


TABLE X

UESTION 10

o you believe AIASA club participation aided you to get along
ith your age group?



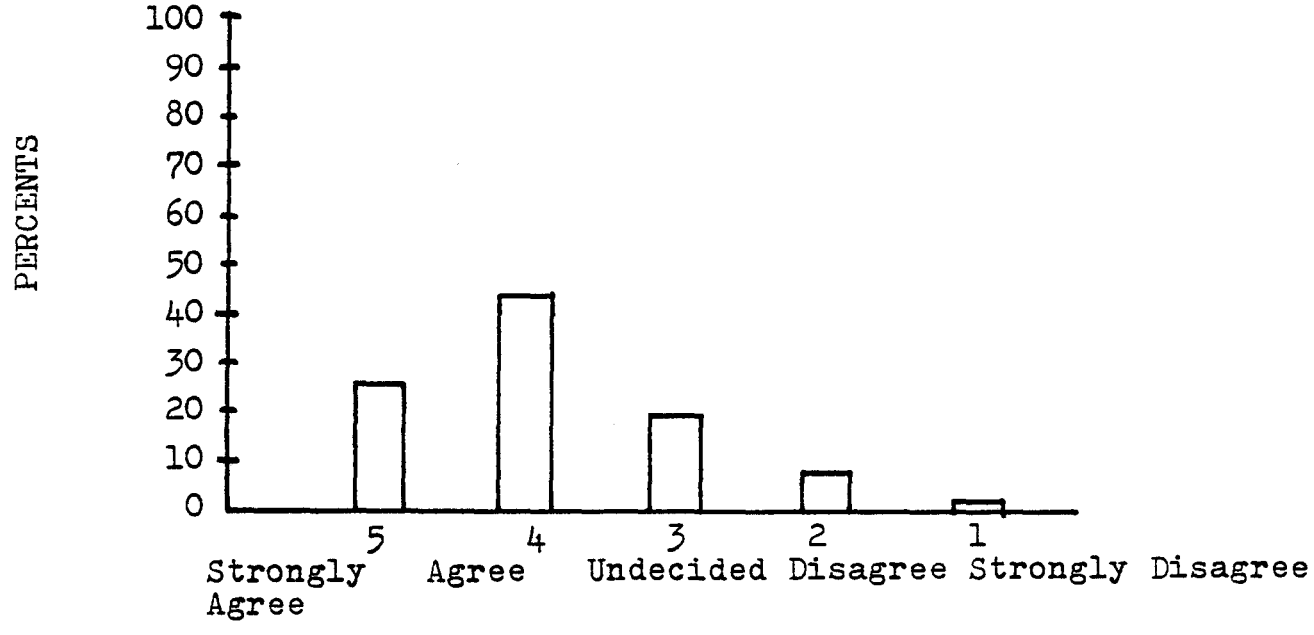
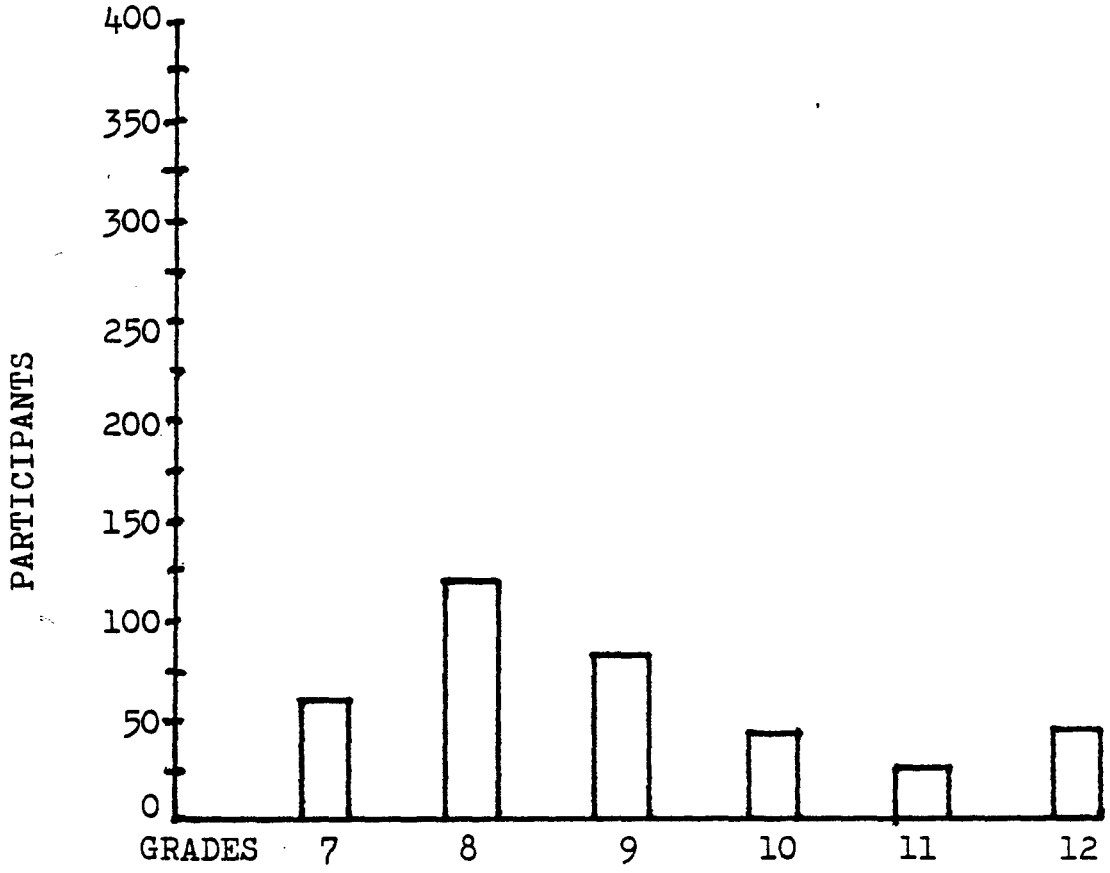
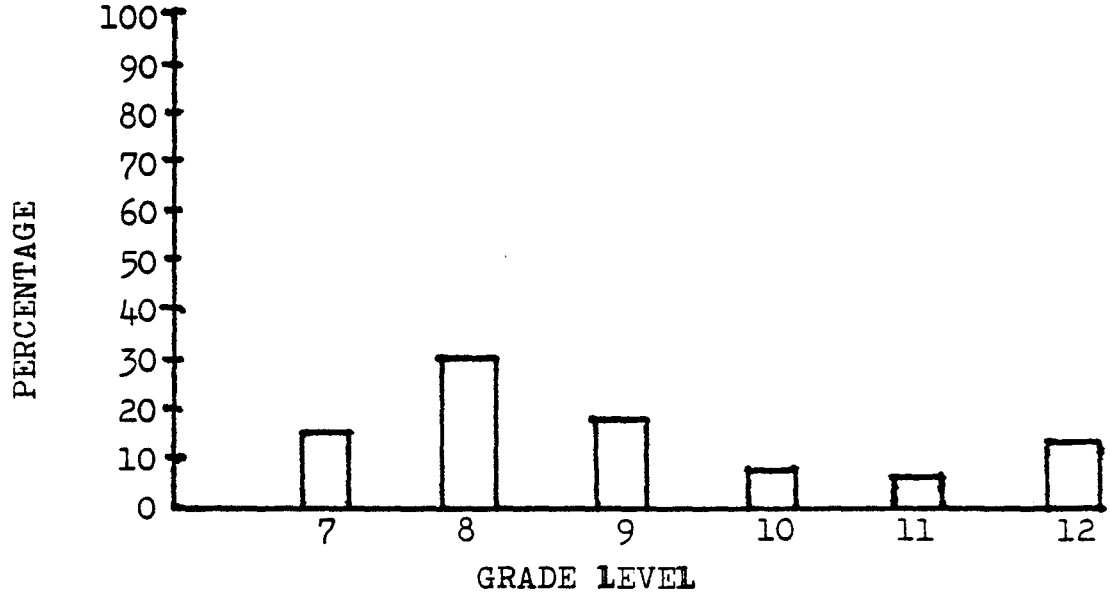


TABLE XI

STUDENT EDUCATION LEVEL



RESPONSES



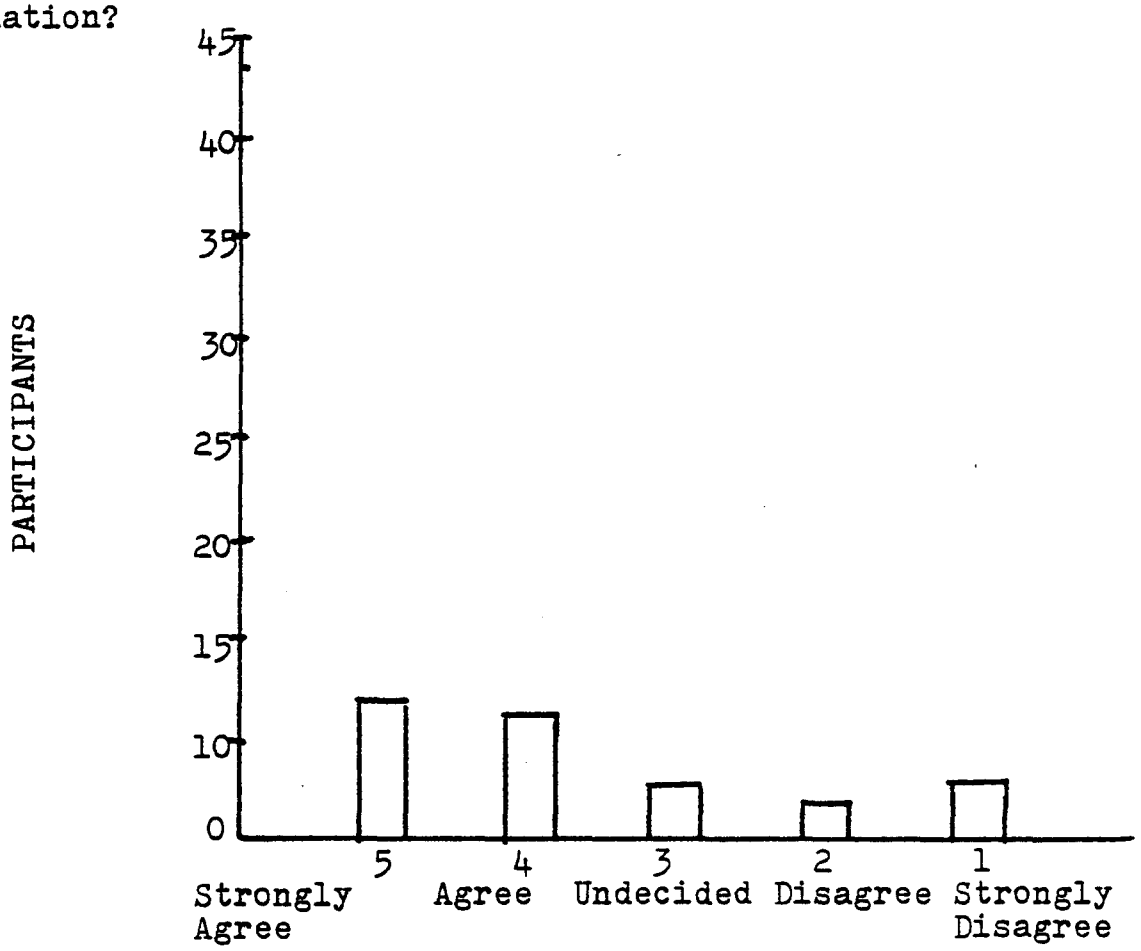
TEACHER SURVEY

The data presented in Tables Xll through XXlll was obtained from the questions on the survey form submitted to the teachers in the Tidewater Region of AIASA chapters.

TABLE XII

TION 1

strial Arts teachers have access to information concerning
formation?



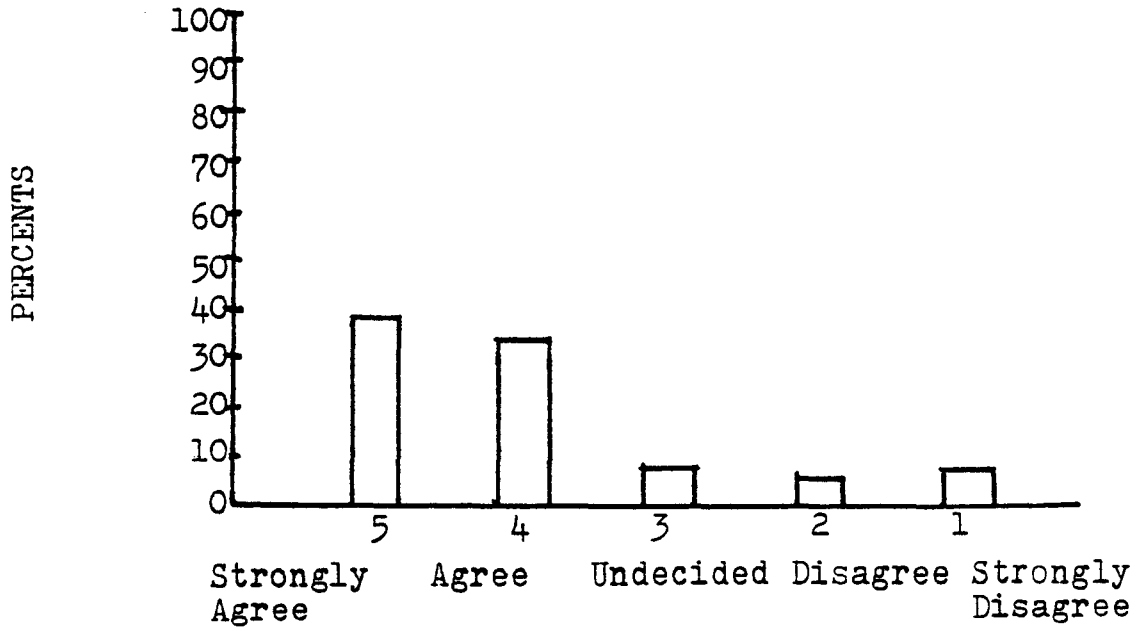
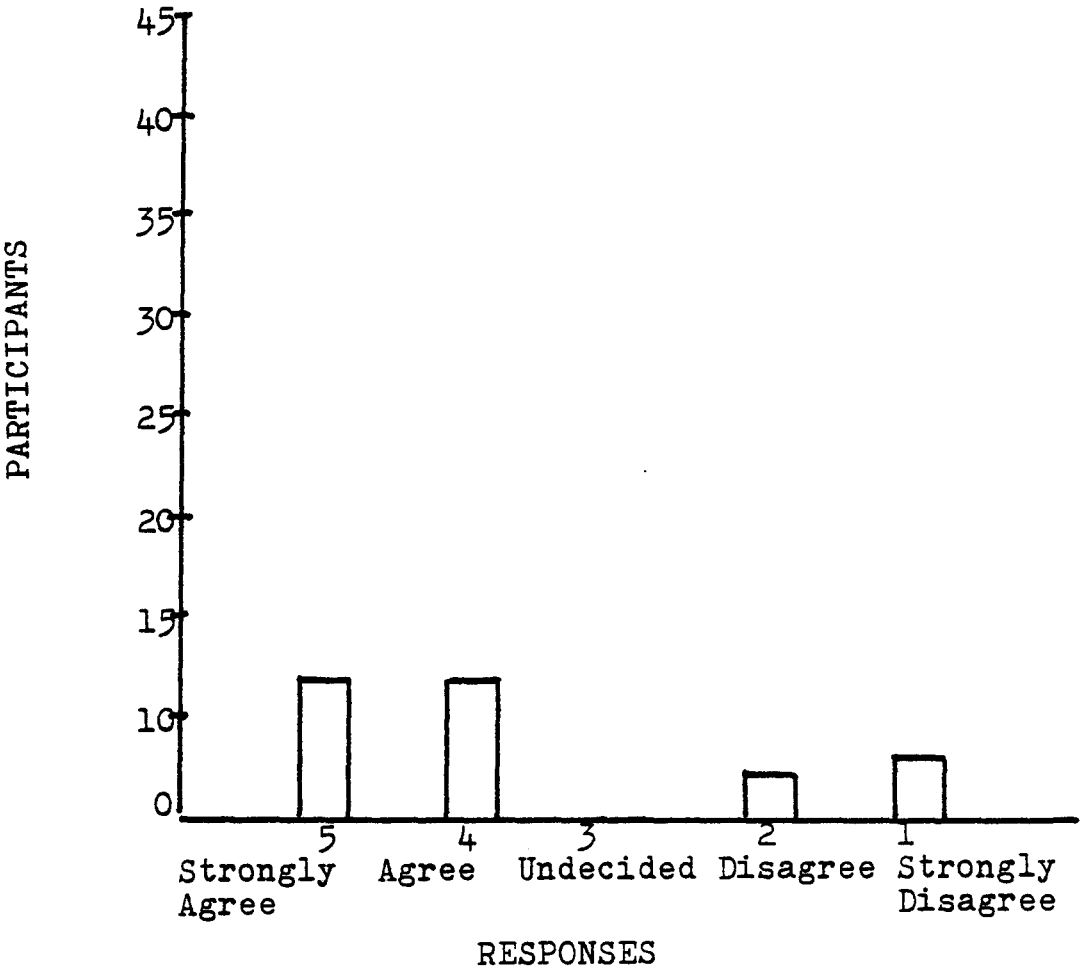


TABLE XIII

JESTION 2

ı AIASA Chapter necessary to the Industrial Arts Curriculum?



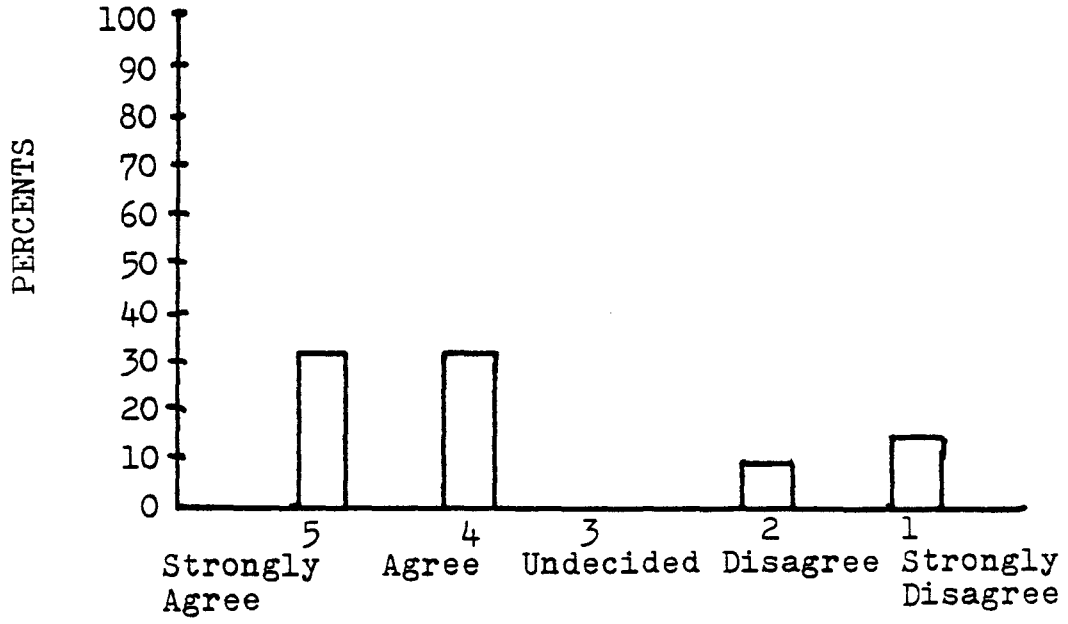
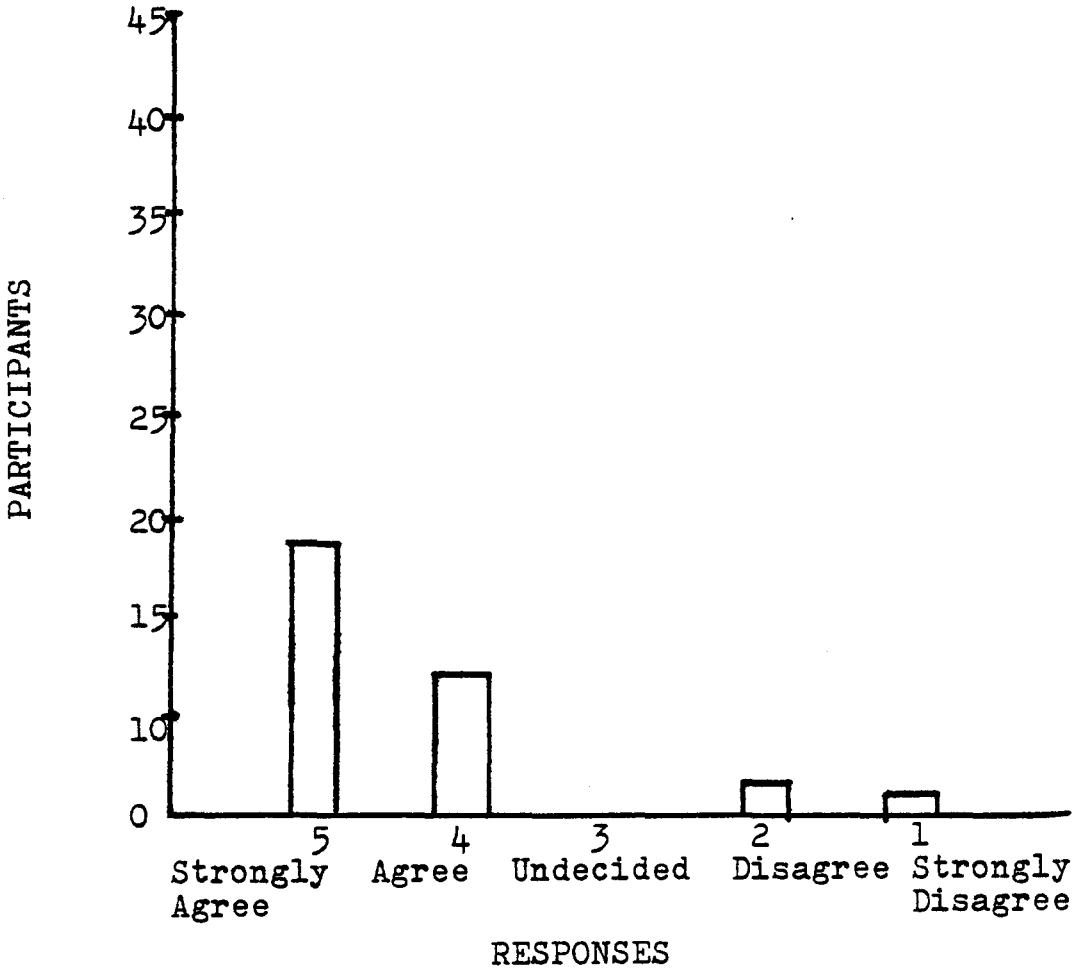


TABLE XIV

ɪTION 3

ıstrial Arts course material aid students learning through
ıp participation



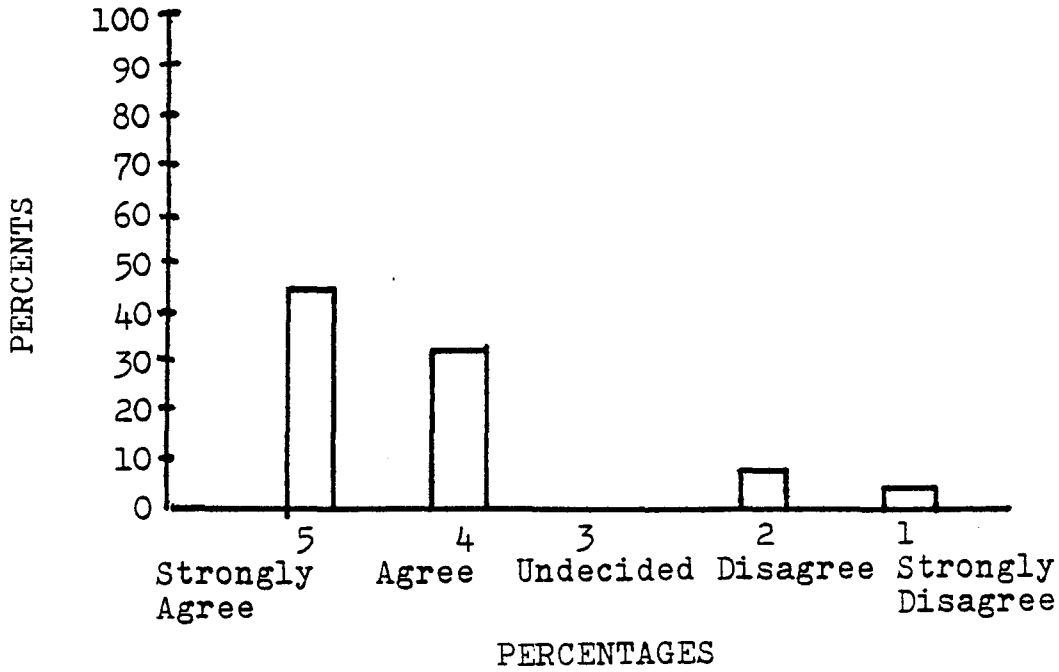
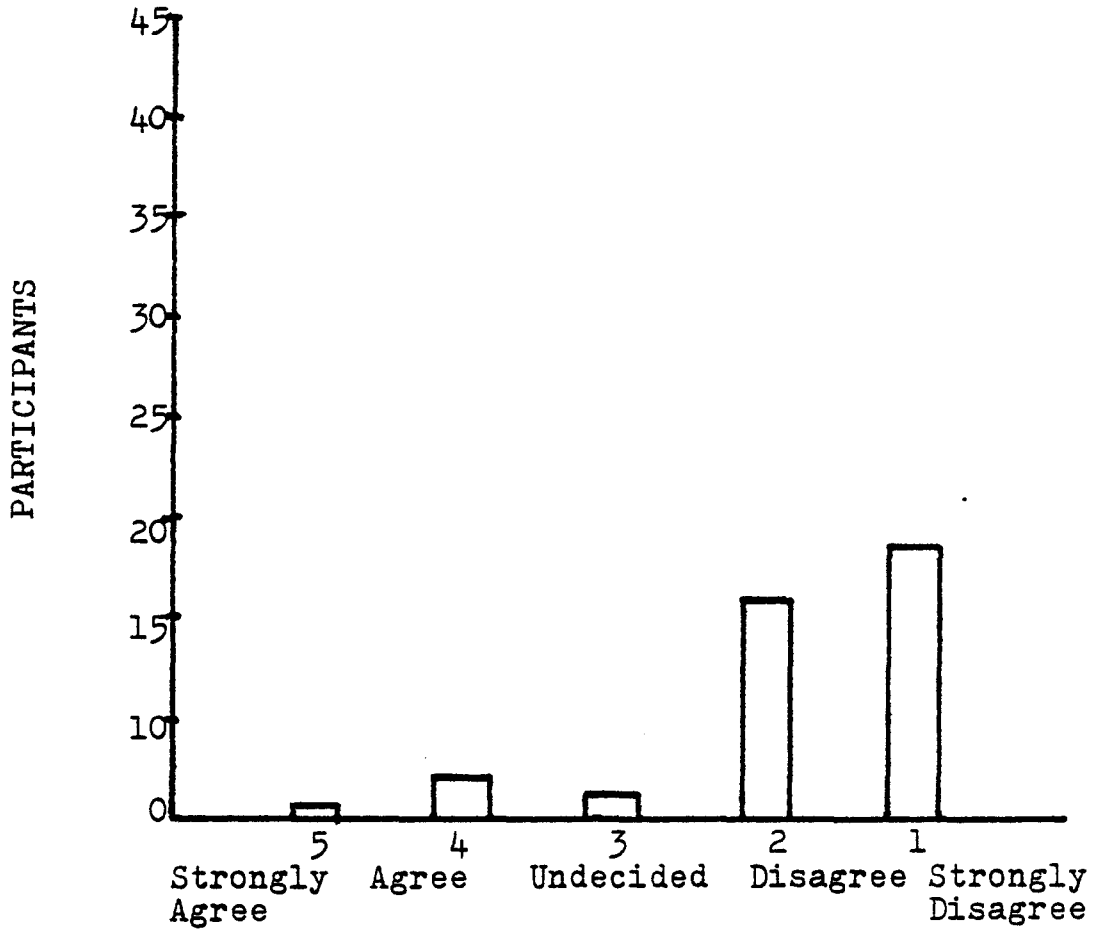


TABLE XV

ESTION 4

ASA advisors receive just credit for his involvement with the student.



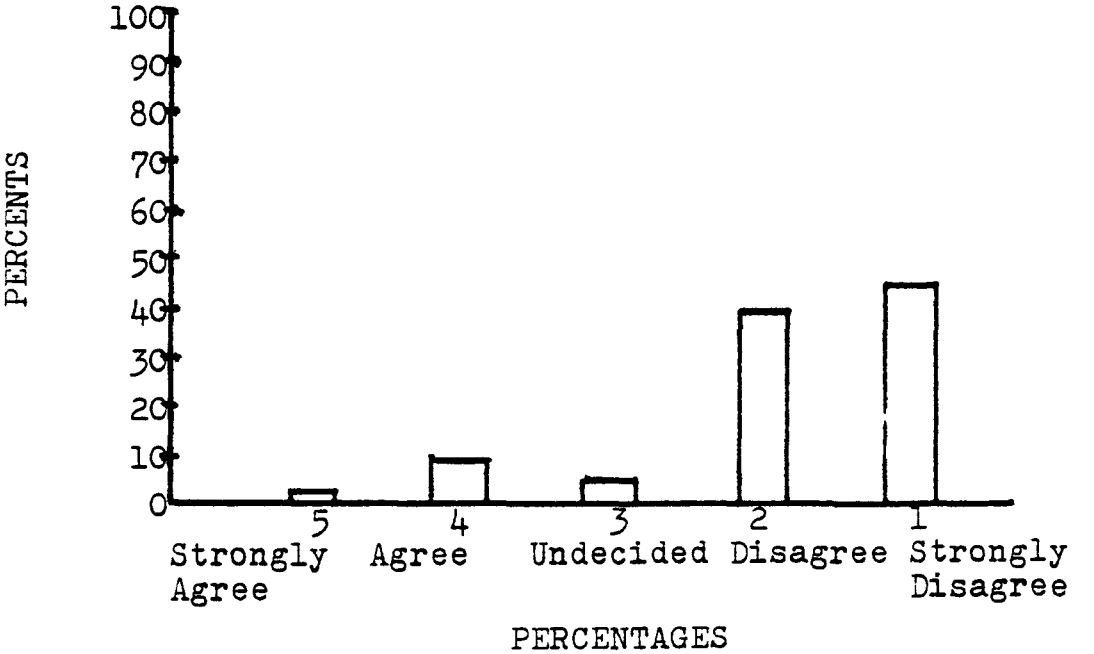
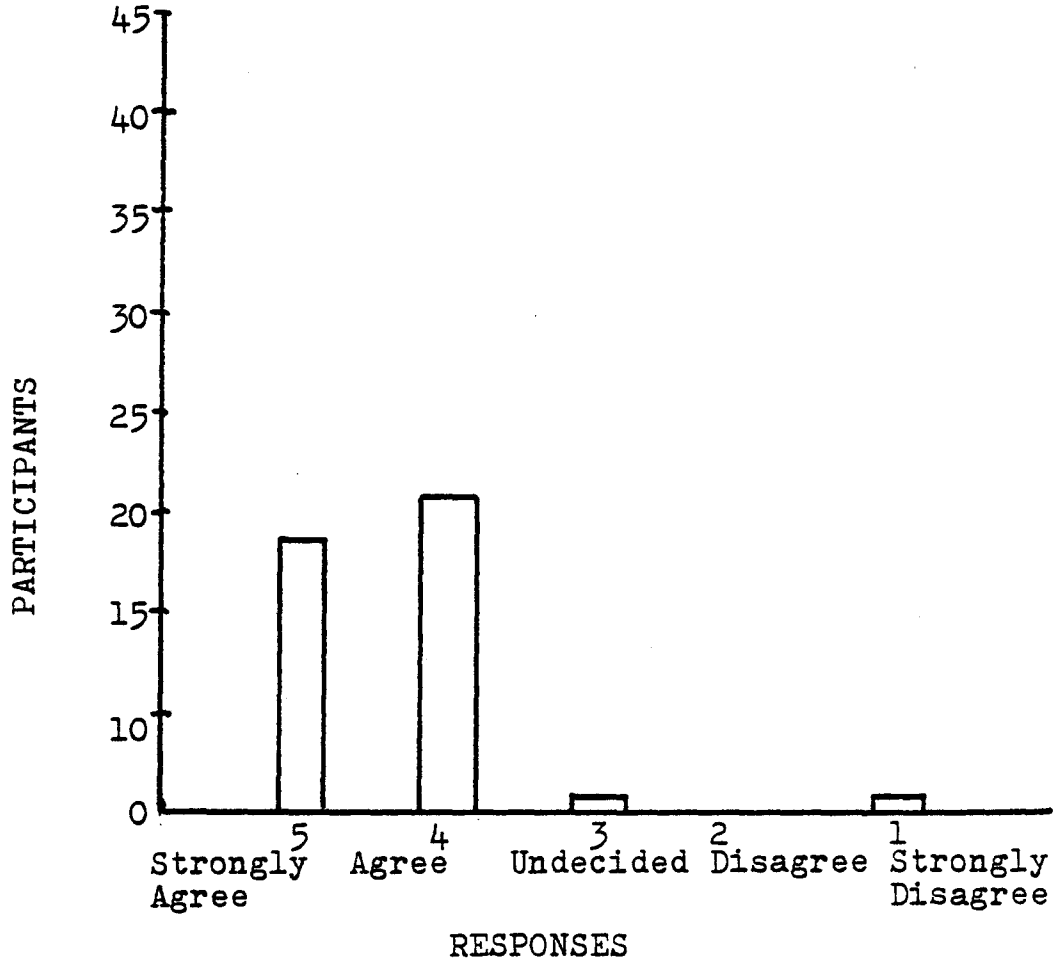


TABLE XVI

:STION 5

·ough AIASA, students gain leadership experience.



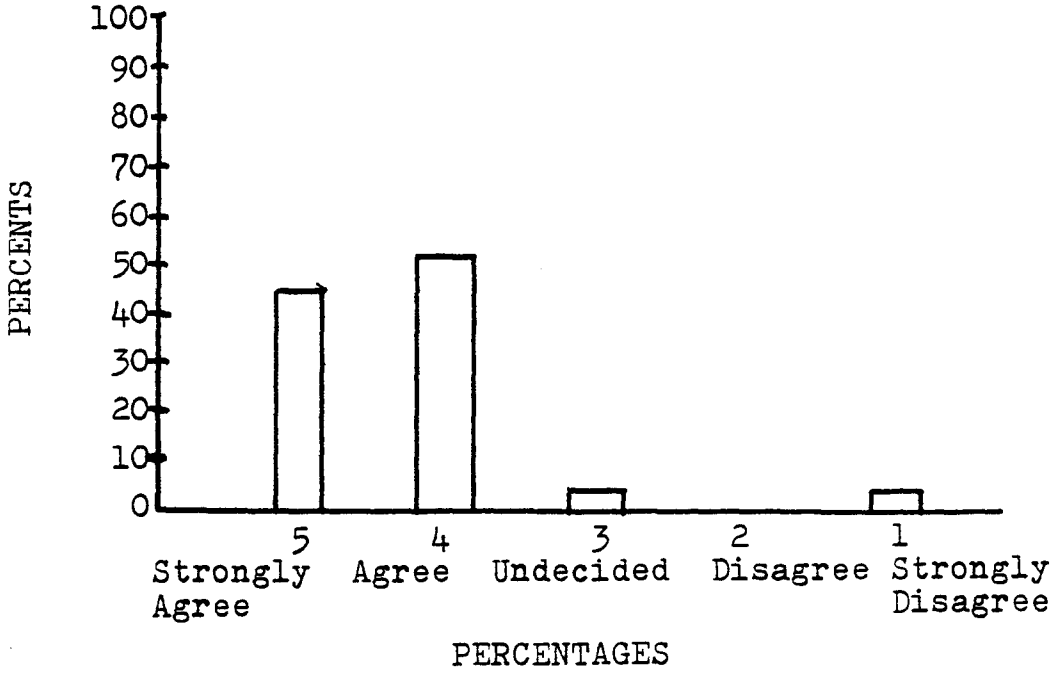
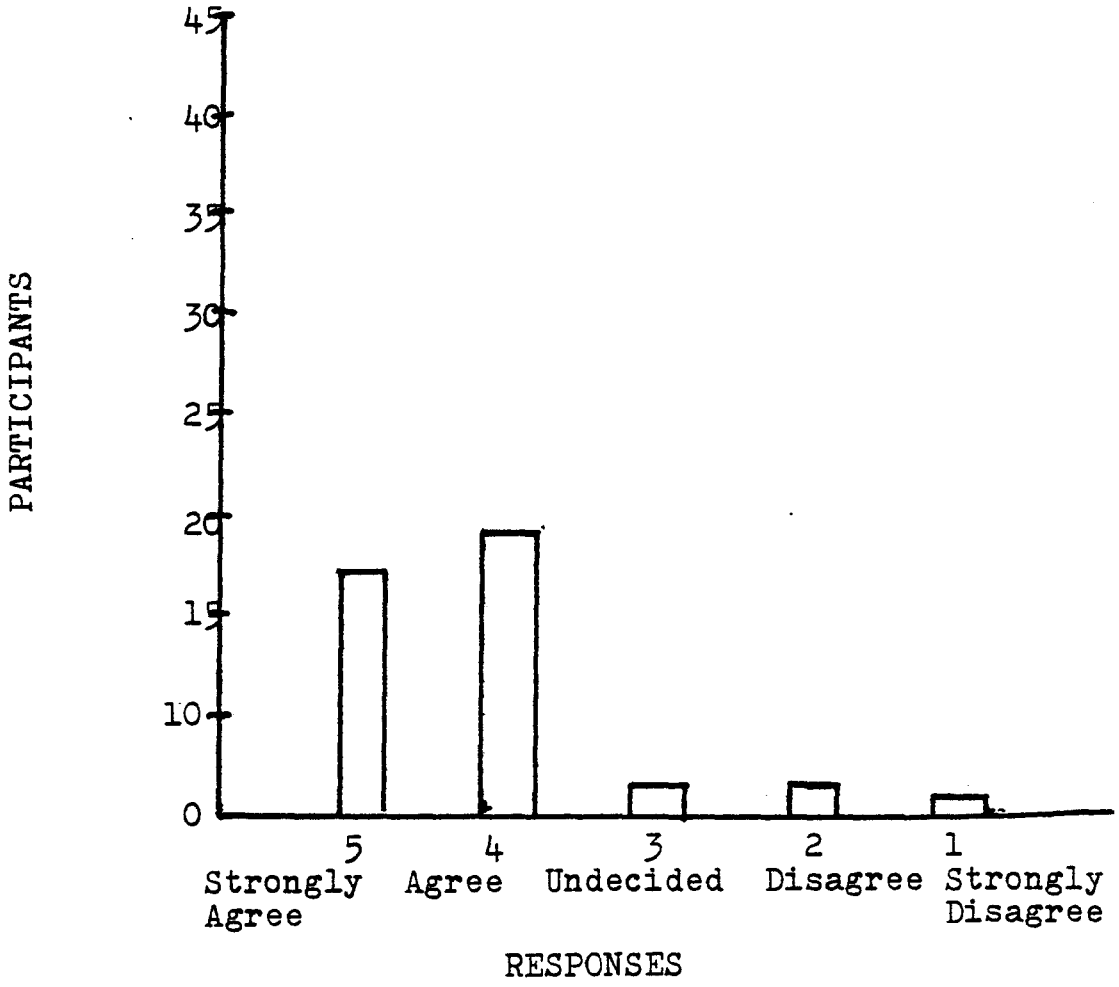


TABLE XVII

STION 6

SA participation adds to students enthusiasm of classroom environment.



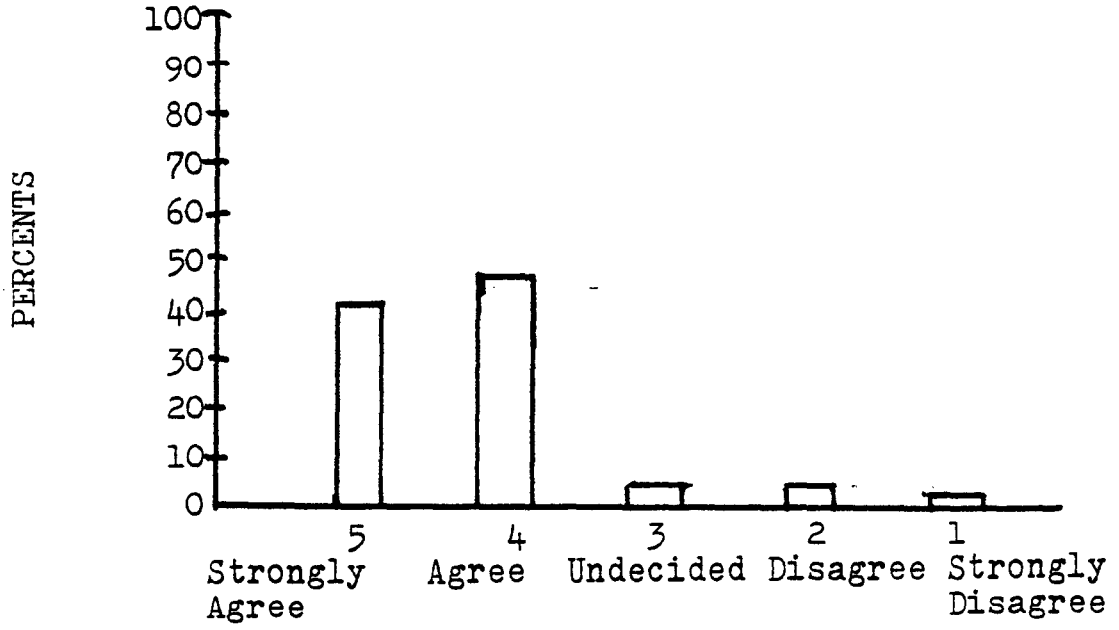
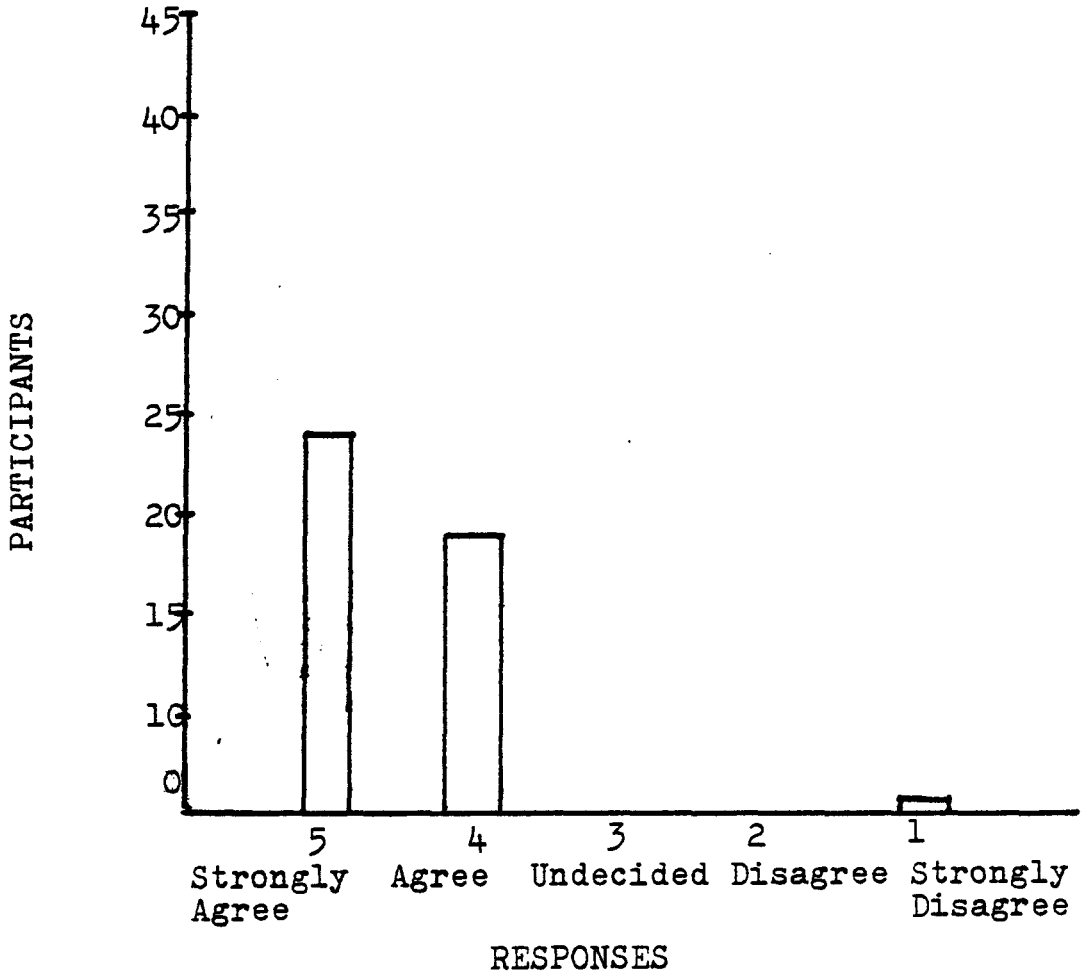


TABLE XVIII

;TION 7

lent participation develops individual confidence



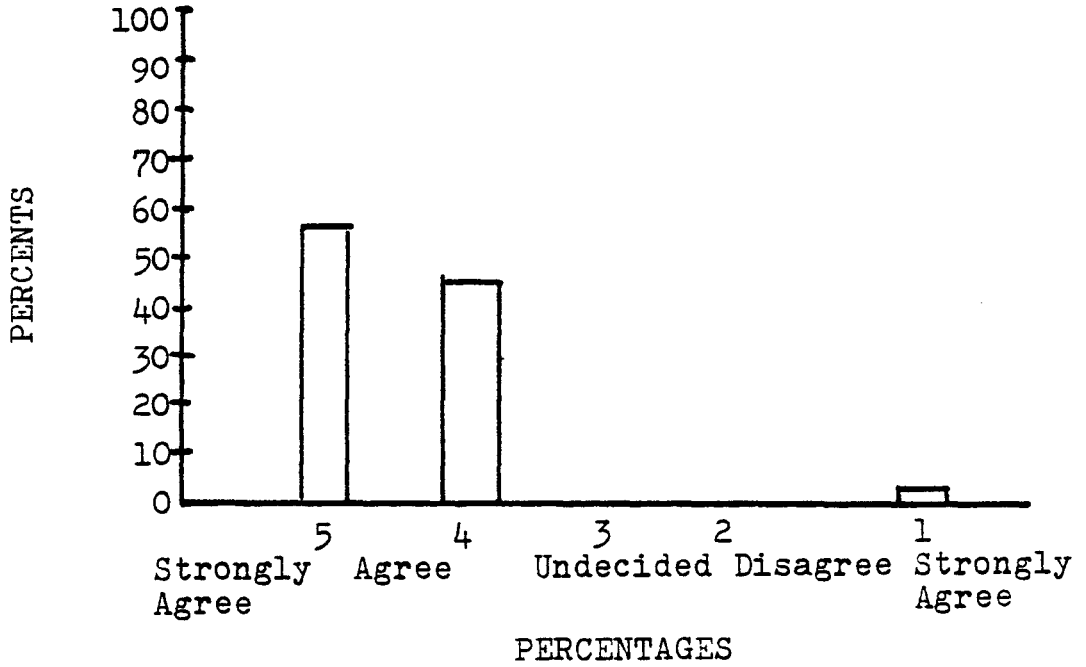


TABLE XIX

STION 8

benefits of advising student clubs are intangible.

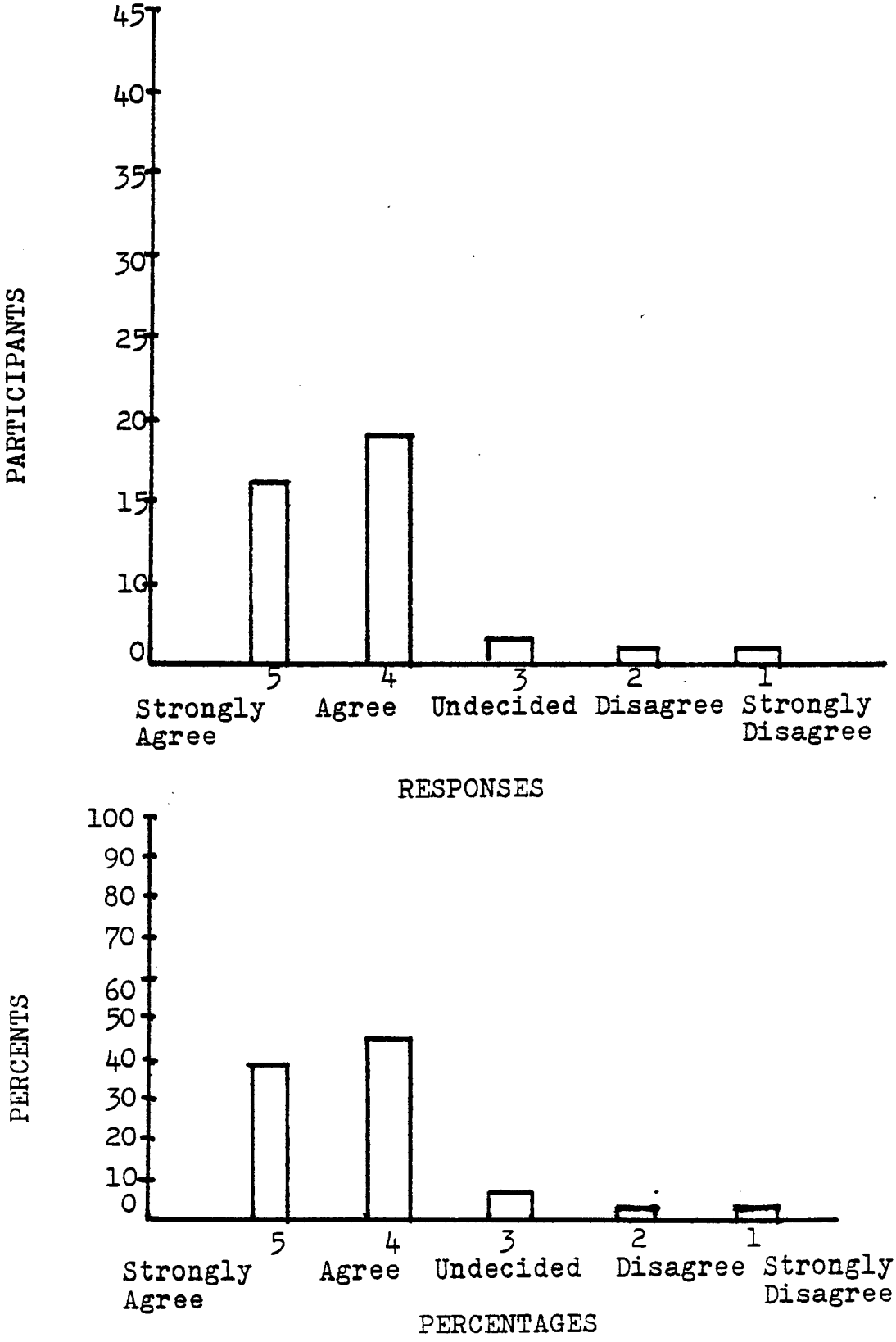
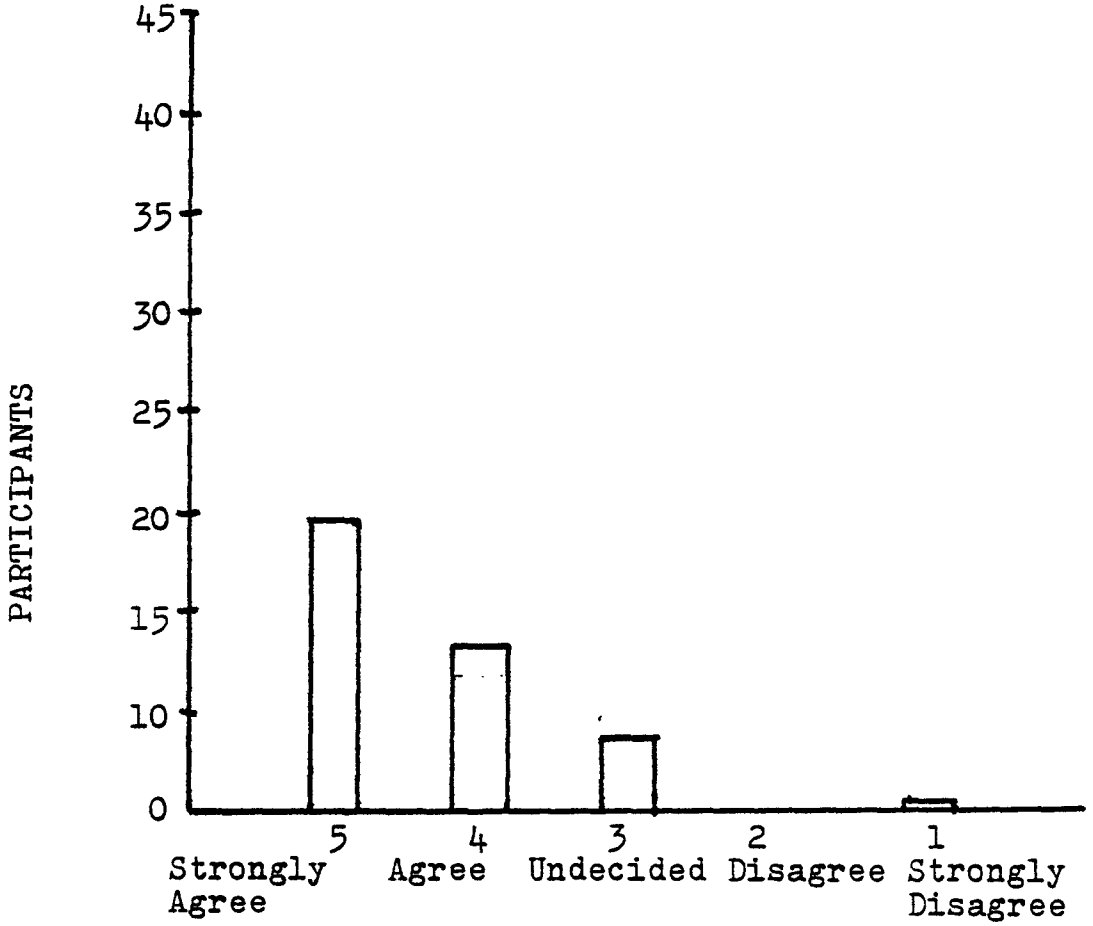


TABLE XX

STION 9
monetary incentive was available, teacher participation in AIASA
o work would be greater



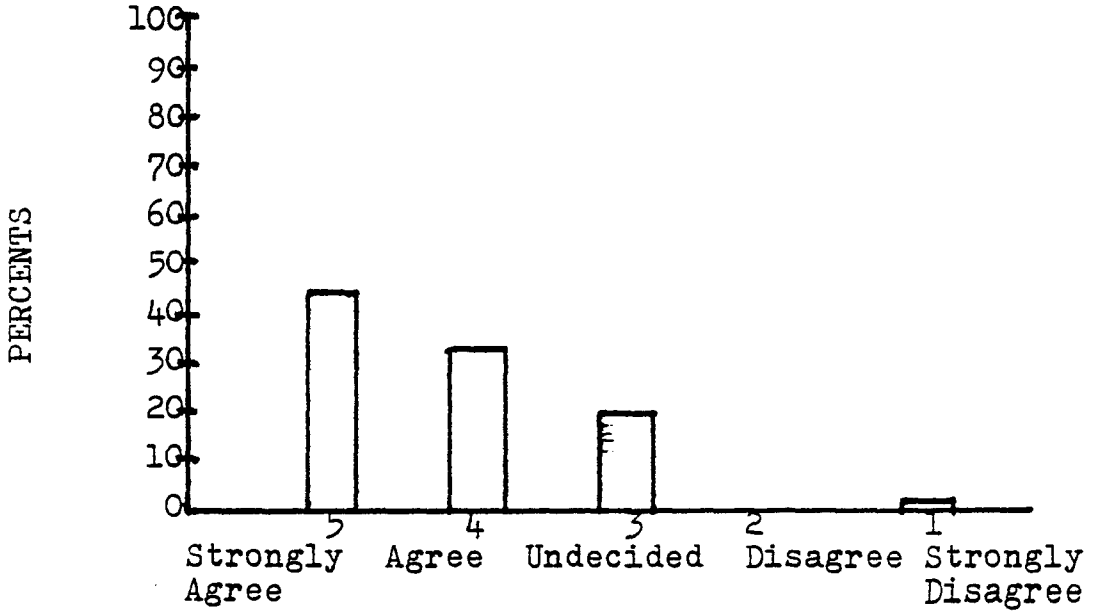
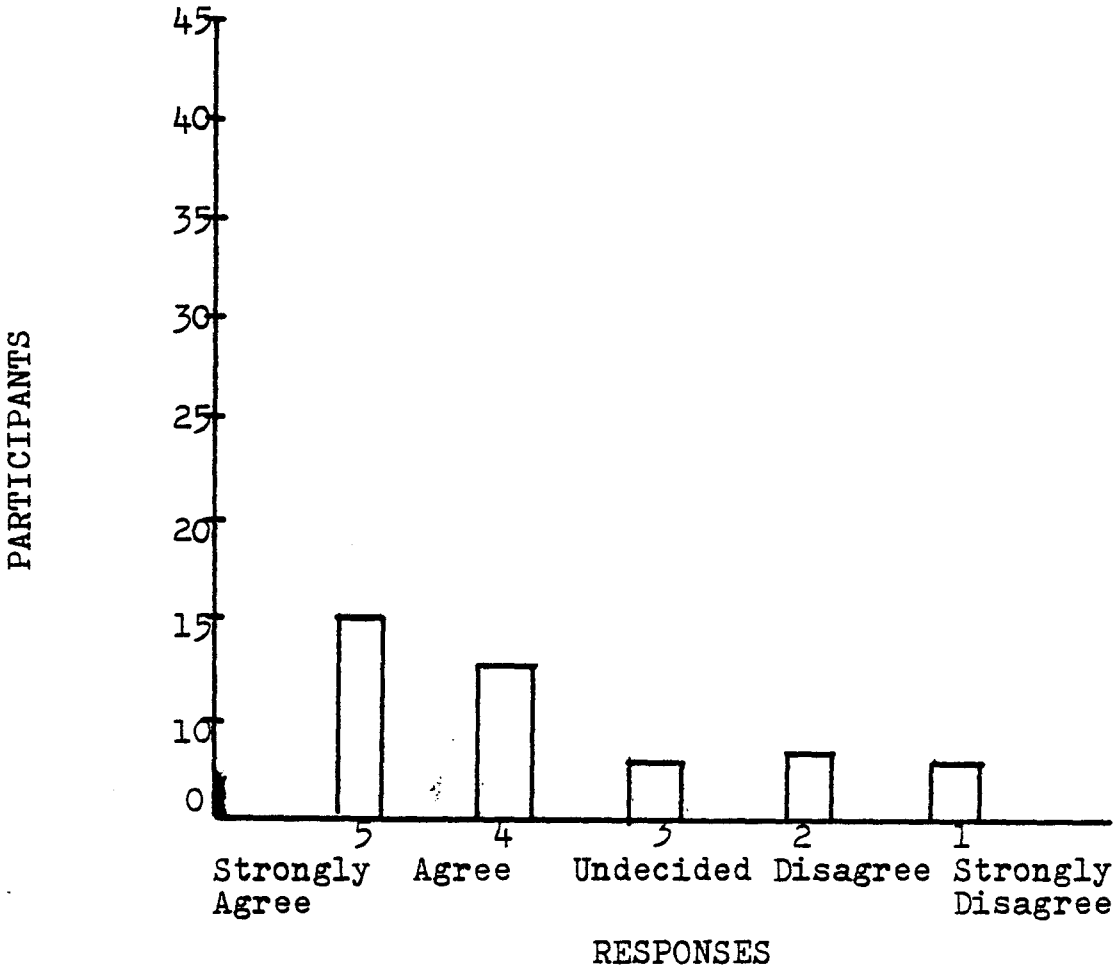


TABLE XXI

STION 10

lent busing prevents student participation in AIASA clubs.



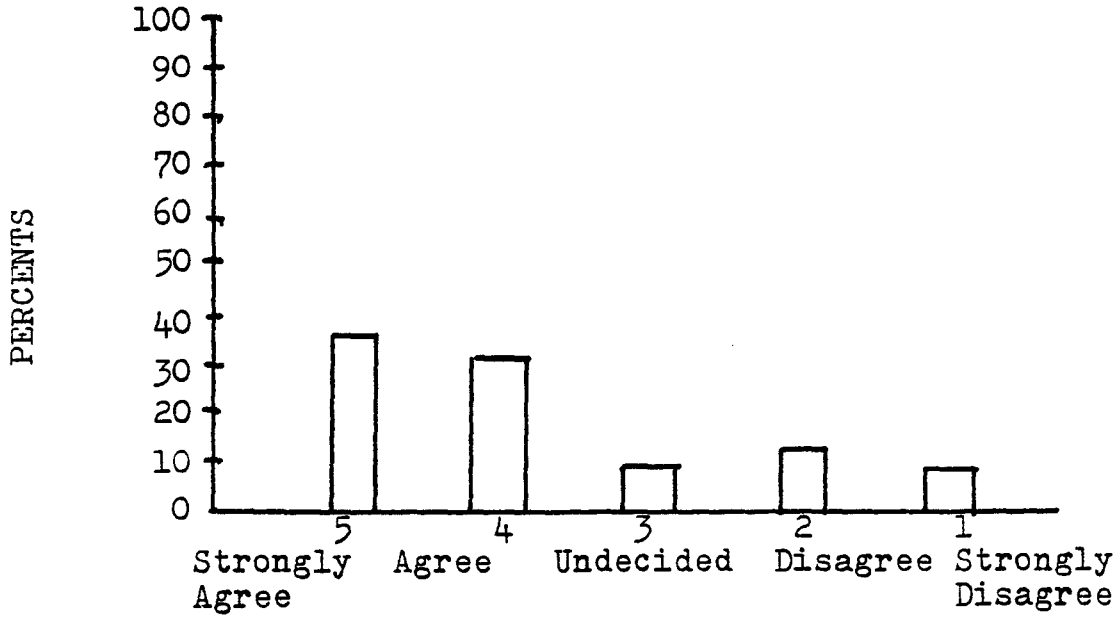
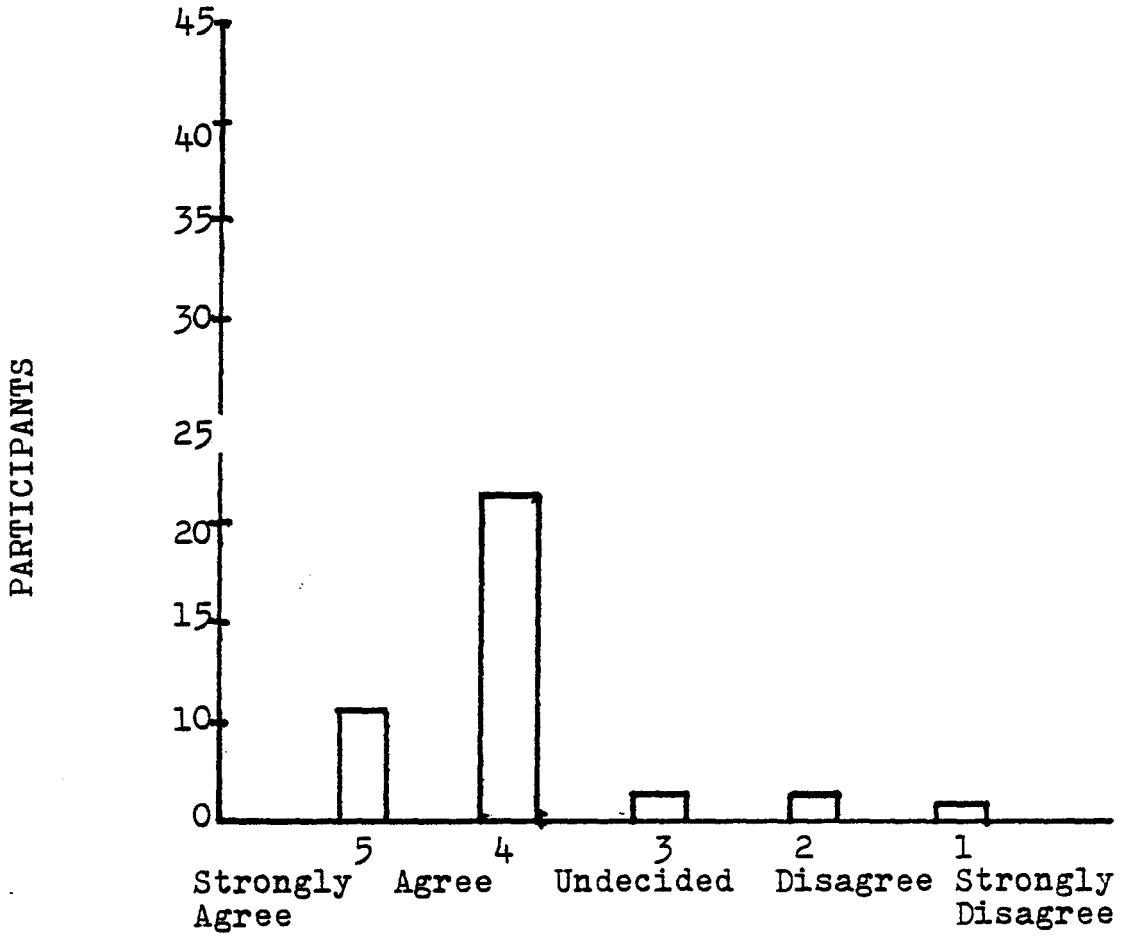


TABLE XXII

STION 11

Curricular AIASA implementation is best for students.



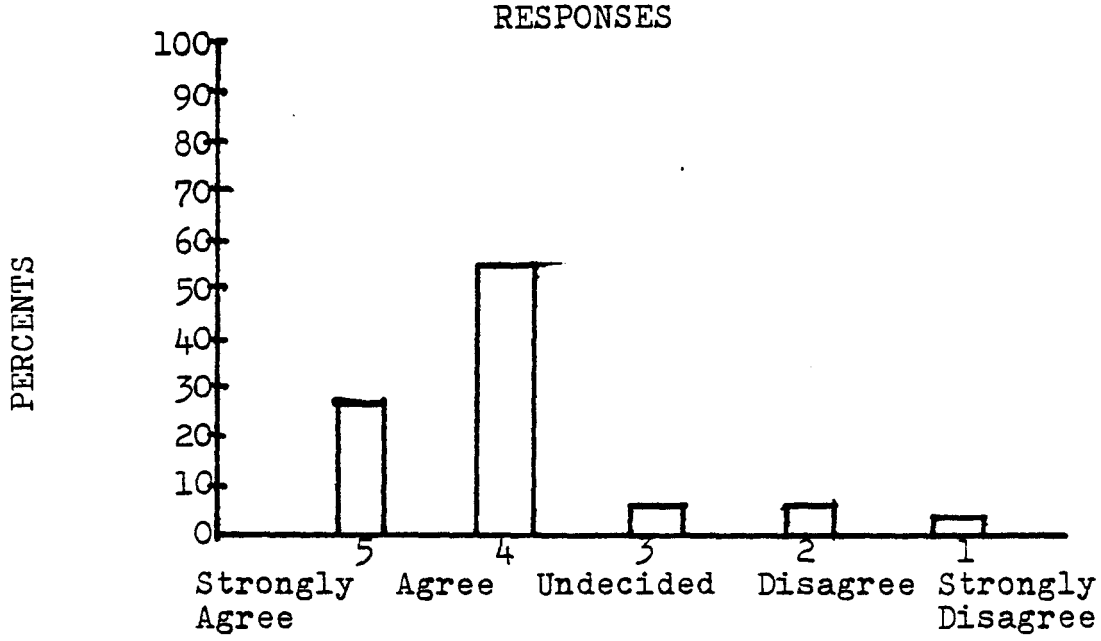
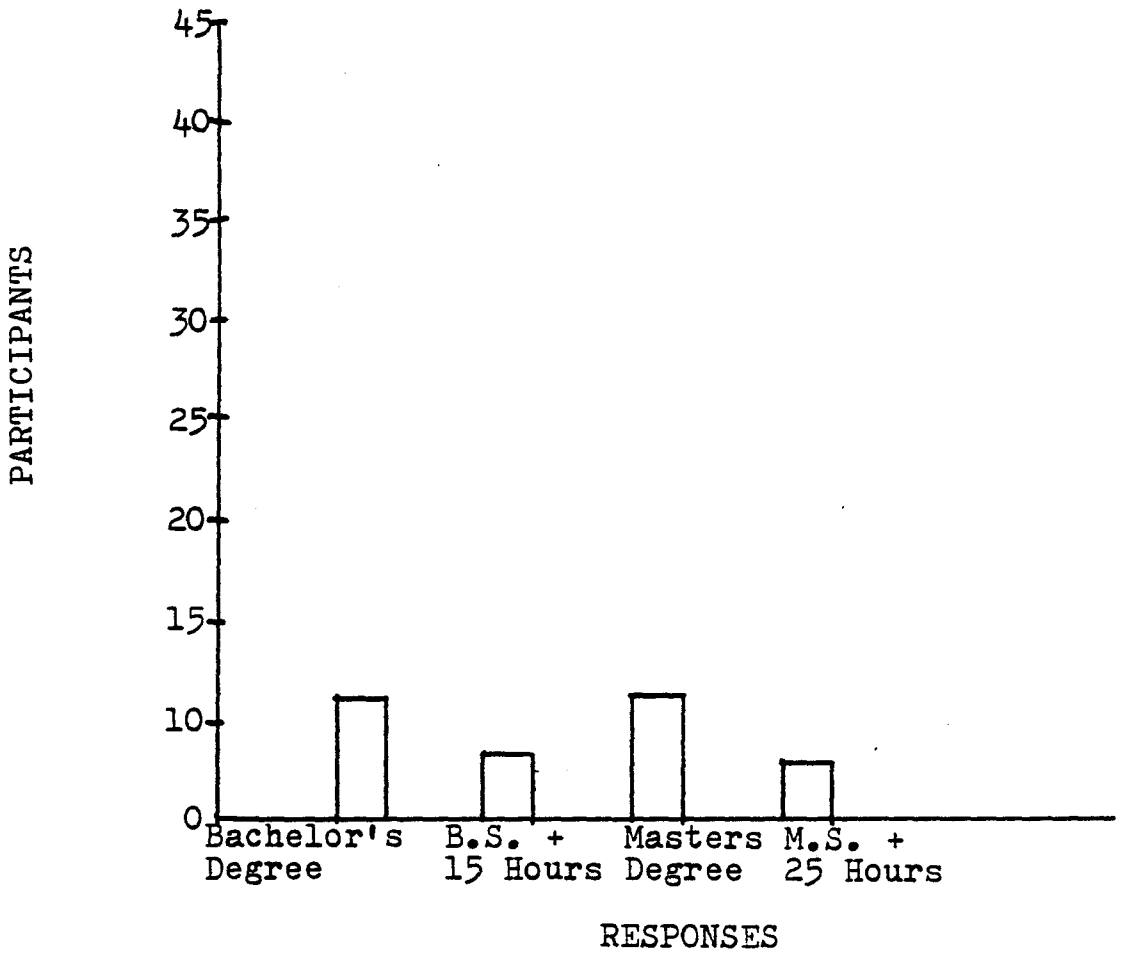
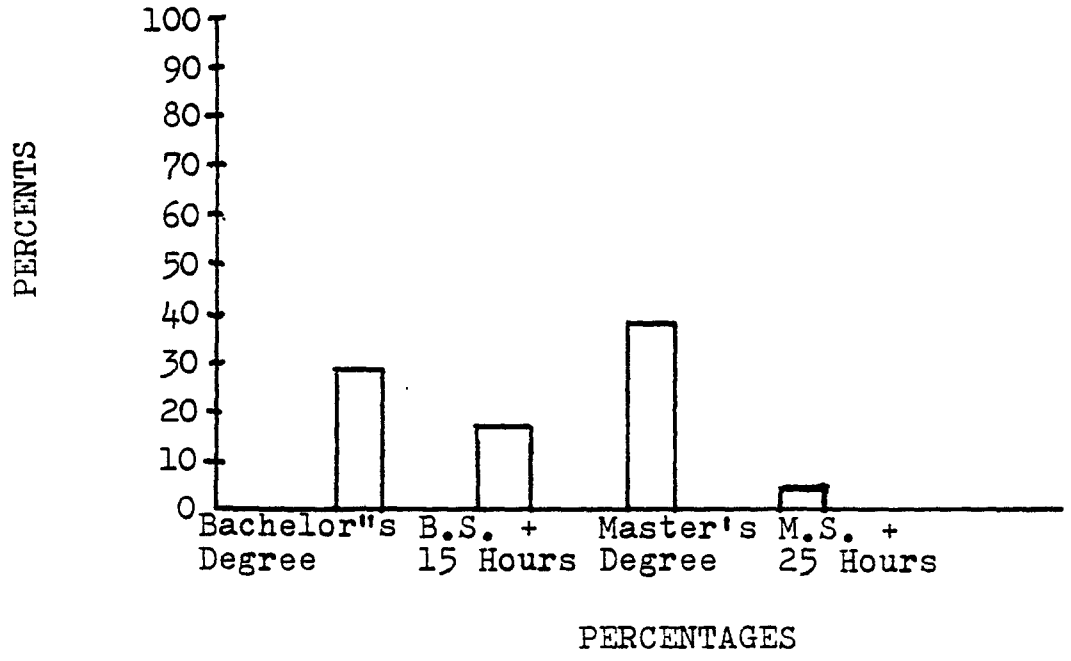


TABLE XXIII

TEACHER EDUCATION LEVEL





Additional pertinent data obtained from the teacher survey form was that the total responses indicated twenty-one percent did not respond. Fifty-two teacher survey forms were submitted to the Tidewater Region teachers-advisors for AIASA Chapters. Out of the fifty-two forms submitted, forty-one or seventy-nine percent responded.

On the question: Do you have an Industrial Arts student club?, 85.3 percent or thirty-five teachers responded yes and 14.6 percent or six teachers responded no to the question.

On the question: If yes is it an AIASA chapter?, 87.8 percent or thirty-six teachers responded yes and 12.1 or five teachers responded no to the question.

On the question: Have you had any training in AIASA Formation?, seventy-eight percent or thirty-two teachers responded yes and 21.9 percent or nine teachers responded no to the question.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This study focused on determining if the goals of the American Industrial Arts Students Association were being met by participating junior high and high school students. This chapter summarized the research project and offers both objective and subjective conclusions, and finally recommended ideas for future implementations and future studies.

SUMMARY

The basic signifiance of the study was to determine if the American Industrial Arts Students Association (AIASA) goals would be best met if students had previous experience in other clubs or organizations. To minimize the time and make it easier for the participants to respond to the questions of the survey, a modified Likert-scale was employed. The survey was limited to the Tidewater Area Industrial Arts Students Association Advisors and Chapters. The questions in the survey were purposely addressed to bring out candid opinions and responses of the respondents. Prior to this survey it was assumed that all Tidewater American Industrial Arts Student Association advisors and students were aware of and had access to information concerning American Industrial Arts Student Association Chapter formation and operation. It was also assumed that advisor and student response would be greatest from teachers and students having active chapters.

A questionnaire was designed to be concise and yet extensive enough to elicit responses that the reacher could identify and interpret into valuable information. The instrument covered such areas of: personal attitudes, attitudes toward work, leadership, attitude toward the public, and attitude toward industrial arts subjects.

The basic precepts used by the American Inudstrial Arts Students Association as goals were prepared by the parent organization, (The American Industrial Arts Association (AIAA). The first American Industrial Arts Student Association Chapters were formed in 1965 at the American Industrial Arts Association at Tulsa, Oklahoma. Virginia, in 1969, had five participating chapters when the American Industrial Arts Students Association was chartered in the commonwealth. Today there are one-hundred-twenty-eight chapters in forty-eight school divisions of the Commonwealth of Virginia. The school divisions are further divided into six operating regions within the Commonwealth.

However, the literature did not clearly define if the American Industrial Arts Students Association goals were being met. This study has attempted to identify the areas lacking support as well as the degree of areas being supported.

The survey encompassed the following school districts of the Tidewater Region of the American Industrial Arts Student Association: Chesapeake, Franklin, Hampton, Isle of Wight, Newport News, Portsmouth, South Hampton, Surry, Suffolk, Virginia Beach, Williamsburg, and York County.

Fifty-two advisor questionnaires were sent out and responses from forty-onw were received. Four hundred-fifty student questionnaires were sent out and three-hundred-ninety-six responded.

Each item of the questionnaires were analyzed individually into tables. The tables served the purpose of giving a better understanding of the data that was gathered.

CONCLUSIONS

The overwhelming conclusion reached was that the goals of the American Industrial Arts Students Association are being met by the participating induatrial arts students. Other pertinent data was gleaned from the advisor and student survey; e.g., that the junior high schools have more participating students than the high schools.

The advisor responses indicated that eighty-five percent (85%) have an Industrial Arts Club. From the eighty-eight percent (**%) indicated their club was an American Industrial Arts Student Association Chapter. Seventy-eight percent (78%) of the advisors indicated they had training in the formation of American Industrial Arts Student Association chapters.

In numerical terms, sixty-five point one percent (65.1%) of the student surveys indicated that the goals of American Industrial Arts Student Association were in part accomplished. Another thirteen point six percent (13.6%) felt that the American Industrial Arts Student Association were not responding to their needs.

It was noted that a large percentile, twenty-three point three percent (23.3%) almost twenty-five percent, (25%) could not agree on whether the American Industrial Arts Student Association goals were being met. This indicates a lack of community service projects, lack of clubs and a lack of after school activities.

Another important point was noted from the results of the question on the student's education level was that sixty-six point fifty-nine percent (66.59%) almost seventy percent, of the students indicated they were in the junior high school level. The high school students consisted of twenty-eight point four percent (28.4%).

Interestingly, a very small percentile, namely, five point one percent (5.1%) did not indicate their education level. Perhaps, this may have been caused by the lack of understanding what the term "education level" meant. The findings, therefore, concluded more students in the lower level of maturation (junior high schools) participate in the American Industrial Arts Student Association than the high school students. The very important question of why we are not reaching the high school students through the American Industrial Arts Student Association should be directed in a future study to find the answer.

The difference between training of advisors in the formation of American Industrial Arts Student Association Chapters and those that did not have the overwhelming high percentage eighty-five point three percent (85.3%) of positive responses to the question, "Industrial Arts teachers have information concerning clubs formation?" as indicated in Table XII.

Additional data collected included that American Industrial Arts Student Association clubs are extremely popular in the Tidewater Region. Over eighty-five point three percent (85.3%) of those surveyed indicated they had active American Industrial Arts Student Association Chapters.

The positive responses of eighty-six point two percent (86.2%) to the questions, "Industrial Arts course material aid student learning through group participation" and "through AIASA, students gain leadership experience," indicated in Table XlV are required if the American Industrial Arts Student Association goals are to be met by participating students. To questions, "AIASA participation adds to students enthusiasm of classroom environment" and to the question, "Student participation in American Industrial Arts Student Association Chapter develops individual confidence," the adivsors again indicated positive responses as note in Tables XVll and AVlll respectively that these items were also required if the American Industrial Arts Students Association goals are to succeed.

The negative response of eighty-two point nine percent (82.9%) almost eighty-three percent to the question, "Does AIASA advisors receive just credit for their involvement with the Student" and the question "Are the benefits of advising student clubs intangible?, was expected by this investigation and did not come as a surprise. The reason for not being surprised by the responses received was that during visits to the various schools this investigator gathered from conversation with the advisors they were not receiving just credit for their involvement in American Industrial Arts Student clubs. They also indicated benefits of advising students were intangible at the time but would be clearly seen later in the student's life.

An overwhelming seventy-eight percent (78%) positive response to the question, "If monetary incentive was available, teacher participation in American Industrial Arts Student Association Chapter work would be greater", indicated pay was a factor that more teachers were not involved in American Industrial Arts Student Association as advisors.

This strong positive response indicates most industrial arts teachers feel that American Industrail Arts Student Association Chapters are above and beyond what is expected of teachers. If industry wants to implement an additional task on an employee, extra pay is usually granted and this is what the teachers are telling us. With extra pay the teachers involved would gladly give their all to have the largest and best American Industrial Arts Student Association Chapters. There would also be more competition among the chapters.

To the question of student busing as stated in Table XXl, sixty-eight point four percent (68.4%) agreed or strongly agreed busing does prevent student participation in American Industrial Arts Student Association Chapters and activities. Another related question that co-curricular American Industrial Art Student Association implementation is best for students was positively responded by eighty-point four percent (80.4%) that the co-curricular clubs were best for the students. The main reason for their feeling on the above question was that busing prevented the students from attending after school activities due to lack of public, school, or private transportation. Most of the students live beyond walking distance to the school they are attending, e.g., the students attending the Virginia Beach Career Development Center and it would be physically impossible for them to gather to participate in after school activities without school, public, or private transportation.

The advisors were asked to indicate their education level as shown in Table XXlll, seventy-percent (70%) indicated they had an

education at or above the Master's Degree level. The conclusions to the overwhelming degree of higher education among the advisors indicated that dedication to helping their students was their reason of being an advisor to the American Industrial Arts Student Association.

RECOMMENDATIONS

Based on the data presented in this research study, the following recommendations were offered for consideration:

1. That more after school activities be formulated for American Industrial Arts Student Association Chapter participants, e.g., fund raising, visits to industries, community service, etc.
2. That American Industrial Arts Student Association Chapter advisors be given more credit for involvement with American Industrial Art Student Association members and chapters through a possible monetary stipend. If the State Department of Education desires full participation of advisors extra pay is the only answer.
3. That follow-up on students five years after graduation be evaluated to determine how well American Industrial Arts Student Association membership has aided them in the job market.
4. That studies of the other Virginia American Industrial Arts Student Association Regions Areas be conducted for a comparison/contrast that a more beneficial curriculum evolve which will ultimately benefit not only American Industrial Arts Student Association members but non-chapter members as well.
5. That a future study be made to find out why the American Industrial Arts Student Association is not reaching the high school student.

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4. Virginia Chapter of AIASA. What's Happening in AIASA - A Student Handbook, revised 1977.

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6. Virginia State Department of Education. Chartered Chapters of the Virginia Association American Industrial Arts Student Association. Revised November 1980.

APPENDIX A

TEACHER SURVEY

Please check appropriate box.

Educational level:

Bachelor's Degree	( )
B.S. + 15 hours	( )
Master's Degree	( )
M.S. + 25 hours	( )

Do you have an Industrial Arts Student Club? Yes ( ) No ( )
If yes, is it an AIASA Chapter? Yes ( ) No ( )

Have you had any training in AIASA formation? Yes ( ) No ( )

Please indicate your degree of agreement with each of the following statements by circling the appropriate number.

5-Strongly agree, 4-Agree, 3-Undecided, 2-Disagree, 1, Strongly Disagree

1. An AIASA Chapter is necessary to the Industrial Arts Curriculum	5	4	3	2	1
2. Industrial Arts teachers have access to information concerning club formation.	5	4	3	2	1
3. Industrial Arts course material aid student learning through group participation.	5	4	3	2	1
4. An AIASA advisor receive just credit for his involvement with the students.	5	4	3	2	1
5. Through AIASA, students can gain leadership experience.	5	4	3	2	1
6. AIASA participation adds to students enthusiasm of classroom environment	5	4	3	2	1
7. Student participation develop individual confidence.	5	4	3	2	1
8. The benefits of advising a student club are intangible.	5	4	3	2	1
9. If monetary incentive was available, teacher participation in AIASA club work would be greater.	5	4	3	2	1
10. Student busing prevent student participation in AIASA clubs.	5	4	3	2	1
11. Co-curricular AIASA implementation is best for students.	5	4	3	2	1

APPENDIX B

STUDENT SURVEY

Please check appropriate box:

Educational level:

8	( )
9	( )
10	( )
11	( )
12	( )

Age:

Do you have an Industrial Arts Club in your school? Yes ( ) No ( )

If yes, is it an AIASA club? Yes ( ) No ( )

If yes, are you a member? Yes ( ) No ( )

Please indicate your degree of agreement with each of the following statements by circling the appropriate number.

5-Strongly agree, 4-Agree, 3-undecided, 2-Diesgree, 1-Strongly Disagree.

1. Before becoming a member, did you understand what technology meant?	5	4	3	2	1
2. Do you believe AIASA club membership aided your understanding of technology?	5	4	3	2	1
3. Do you enjoy the Industrial Arts courses in your school?	5	4	3	2	1
4. Do you enjoy working in group projects?	5	4	3	2	1
5. Do you feel your grades have improved by participation in AIASA clubs?	5	4	3	2	1
6. Do you believe your membership in AIASA has helped you gain leadership experience?	5	4	3	2	1
7. Do you believe your membership in AIASA helped you understand the free enterprise system?	5	4	3	2	1
8. Do you prefer co-curricular activities for AIASA club?	5	4	3	2	1
9. Do you prefer after school activities for AIASA club?	5	4	3	2	1
10. Do you believe AIASA club participation aids you to get along with your age group?	5	4	3	2	1

APPENDIX C

4916 Klamath Road
Va. Beach, Va. 23462
November 14, 1980

Dear Industrial Arts Student Association Advisor:

As part of my graduate work at Old Dominion University, I am conducting a survey of Industrial Arts Student Association Advisors and of students in your club to determine if the American Industrial Arts Student Association goals are being met. This study has the approval of my graduate advisor. The enclosed questionnaire will provide needed information for my study.

It should take approximately fifteen minutes to complete this form. Please do not put your name or the name of your school on this questionnaire. The results of this study will provide the Southeast Virginia District of AIASA with information to better serve the AIASA advisor and students.

I realize your time is valuable, but I hope you and your club members will take a few minutes to complete this questionnaire. Please return in the enclosed stamped, self-addressed envelope by December 5, 1980. Your assistance in this study is greatly appreciated.

Yours truly,

H. Pat Rodriguez