An Analysis of Student Perception of the Goals and Objectives of the Junior High School Industrial Arts Course Offerings

William R. Duffy

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AN ANALYSIS OF STUDENT PERCEPTION
OF THE GOALS AND OBJECTIVES OF THE JUNIOR HIGH SCHOOL
INDUSTRIAL ARTS COURSE OFFERINGS

A Research Project
Presented to
The Faculty of the Graduate School
Old Dominion University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
William R. Duffy
1979
This research paper was prepared under the direction of the instructor in Problems in Vocational Education, WIAF 676. It is submitted to the Graduate Program Director for Teaching Education in partial fulfillment of the requirements for the degree of Master of Science in Education.

[Signature]
Author

Approved, July 1979

[Signature]
John M. Ritz, Ed. D.
Graduate Advisor
Graduate Program Director
Department of Vocational and Industrial Arts Education
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Chapter 1

INTRODUCTION

Background Information

In June of 1976 and 1977, industrial arts students of
Virginia Beach, Virginia who were enrolled in seventh grade
World of Manufacturing, eighth grade Exploring Technology and
ninth grade World of Construction courses were surveyed to de-
termine their attitude toward course curriculum and classroom
procedures. A total of 1979 students participated in 1976,
and 2117 in 1977.

The survey instrument used was prepared by the Depart-
ment of Research, Planning and Development, Virginia Beach
City Schools. The data collected was computerized and a de-
tailed report of the findings issued. (6, 7)

Although the survey answered many questions regarding
the industrial arts program, and was most valuable to the
classroom teacher as well as to the Industrial Arts Curriculum
Committee, no one has attempted until now to use this vast
amount of detailed information to determine the students per-
ception of the goals and objectives of the junior high school
industrial arts course offerings.

Test of the Research Question

The purpose of this study was to determine
1. What are the established goals and objectives for the industrial arts course offerings at the junior high school level in the Virginia Beach City Public Schools.

2. Are the goals and objectives established for the industrial arts course offerings being met in the junior high schools of the Virginia Beach City Public Schools, as perceived by the students of these classes.

Significance of the Question

The significance of this study is to determine if the classroom teacher is in actuality fulfilling the goals and objectives set for the course offerings as perceived by the students. If the students do not believe the goals/objectives are being met then it would indicate that:

1. The goals and objectives established for the course offerings are not realistic, or...

2. The classroom teacher is not teaching the prescribed curriculum, or...

3. The students have a misconception as to whether the goals and objectives are being met.

Limitations and Assumptions

Several limitations and assumptions were made during this study. They are listed as follows:

1. The goals and objectives used are those listed in the Virginia Department of Education publication Industrial Arts Program of Studies FY 1979. (7)
Data were gathered to determine student attitude toward the industrial arts curriculum. This study utilized this data to determine the students' perceptions as to whether the goals and objectives of the industrial arts course offerings are being met. Additionally, this study responds to the question, What are the goals and objectives for the industrial arts course offerings at the junior high level in the Virginia Beach City Public Schools?
Chapter 2
REVIEW OF RELATED LITERATURE

A review of literature pertinent to this study has been made. A summary of the findings are discussed in the following paragraphs.

The objectives for industrial arts have undergone an evolutionary process since its beginning, more than 100 years ago. From the earliest years, industrial arts has been defined as a practical arts course. Roberts describes practical arts as "not designed to prepare a worker for a vocation but to provide him with general knowledge, skills, and attitudes to enable him to find a degree of satisfaction in everyday life and face his responsibilities as a citizen." (3)

Otto Filzauers in 1924, in describing the "Coyote" activity, as an objective, "it gives a taste of rough labor, physical satisfaction from simple accomplishments; it cultivates manual dexterity, self reliance, accuracy, carefulness, patience, perseverance, and especially since it trains the "ability of attention to details, the powers of concentration." (4)

In 1898 Shooler of 15 to a listing of nine major objectives of Industrial arts. (5) They are:

1. to help each student understand American industry,
2. to teach the student industrial work habits,
3. to train a citizen with a mental attitude of cooperation,
4. to inculcate a sense of personal and community responsibility,
5. to teach the student the importance of industry,
6. to develop leadership qualities in each student,
7. to give each student a thorough understanding of the social forces that make for progress,
8. to teach each student the value of cooperation and self reliance,
9. to assist each student in developing his personal and social characteristics.
3. to develop the wise use of leisure in constructive pursuits and to enjoy the satisfaction derived from useful creativity.

4. to help each student understand the world of work and himself with aim of realistic selection of occupational choice.

5. to encourage each student to think through problems, plan procedures for solution, test conclusions and make recommendations.

6. to develop personal-social qualities through democratic practices in the shop or laboratory.

7. to develop safe work habits and concern for the safety of others.

8. to develop an aesthetic appreciation for creative ability and to practice aesthetic values in daily living with reference to form, color, texture, design, styling and function.

9. to develop skills in the use of tools, equipment, and materials in a technological area.

The objectives of industrial arts as seen by Wilber in 1959 when he wrote his *Industrial Arts in General Education* were given as follows:

1. to explore industry and American industrial civilization in terms of its organization, raw materials, processes and operations, products and occupations.

2. to develop recreational and avocational activities.

3. to increase an appreciation for good craftsmanship and design, both in products of today and its artifacts from the cultures of the past.

4. to increase consumer knowledge to a point where students can select, buy, use, and maintain the products of industry intelligently.

5. to provide information about, and experience in, the basic processes of many industries, in order that students may be able to select a future occupation.
6. to encourage creative expression in terms of industrial materials.
7. to develop desirable social relationships and wholesome self-esteem, tolerance, leadership and fellowship and tact.
8. to develop safe working practices.
9. to develop a general amount of skill in a variety of basic industrial processes.

A somewhat more brief list of objectives was offered by Crampton and Feizer (1) when they wrote in 1962 that the ideal will:

1. develop an interest in industry.
2. develop an awareness of career opportunities related to industry.
3. develop safe working habits.
4. develop an appreciation of good design, quality workmanship, and general knowledge of how to select industrial products wisely.
5. develop orderly procedures.
6. develop tool and machine tool skills. These skills can help in home maintenance and provide enjoyment of a worthwhile hobby.

It is evident that there are possibly as many variations in the lists of objectives for industrial arts courses as there are industrial arts instructors. In spite of the numerous differences, there is evidence of certain key objectives that appear in nearly all lists. These are objectives as listed in the Industrial Arts Program of Studies (3) that "industrial arts can help the student to:

1. gain an awareness of industry.
2. discover interests and talents.
3. develop techniques in problem solving
4. develop basic skills in the safe use of tools and machines
5. make informed and meaningful occupational choices
6. acquire interests in avocational pursuits and hobbies
7. develop safe working habits
8. apply other school subjects
9. become a wiser consumer
10. develop creativity
11. develop pride in work well done
12. work cooperatively with others

Summary

Although vast amounts of material have been written on the objectives for industrial arts course offerings, none was available that dealt with the students' perception of how the course objectives were being met. It is the intent of this study to take a first step in this area by researching and relating the junior high students of Virginia Beach, Virginia City Schools.
Chapter 3

DESIGN OF THE STUDY

Method of Study

The population of this study consisted of all junior high school students of the Virginia Beach City Schools. A total of 4,129 survey responses were utilized. These students were surveyed in June of 1976 and 1977.

Data Collection: Instruments

A survey instrument was prepared by the Research, Planning and Development Department, Virginia Beach City Schools. Individual questions incorporated in the survey instrument were prepared by the teachers of the Industrial Arts Board and the Guidance Committee. The author of this report was a member of that committee at the time. The instrument was reviewed essentially by the faculty of the Virginia Beach City Schools.

The completed survey instruments were forwarded to the individual junior high schools to the Department of Research, Planning and Development of the Virginia Beach City Schools where they were analyzed on the basis of school and grade. Student response to individual questions was reported on tables included in the report indicating percentage of non-responders by school. (see Tables A - F in Appendix)

10
An analysis of the collected raw data was made by computing the mean of the percent of affirmative answers for each of the six survey items. Responses from the students of the seven junior high schools surveyed were used in determining the mean. An affirmative response of 70 percent was established as the minimum criterion in making the determination as to whether each survey item (goal/objective) in being evaluated really met.

Goals/Objectives to be Met

The industrial arts goals/objectives that were surveyed in this research paper are as follows:

1. Gain an understanding of industry and its values.
2. Become a wise consumer.
3. Make informed and meaningful occupational choices.
4. Develop safe work habits.
5. Acquire interests in avocational pursuits and hobbies.
6. Develop basic skills in the safe use of tools and machines.

Survey Instrument Questions

1. Is there enough time given to comparing college work with work performed in industry?
2. Do you feel the course has helped you become a better consumer?
5. Would you pursue as a hobby any of the topical units presently included in your course?

6. Do you feel that the knowledge you gained in the course is useful to your present life?

Summary

The industrial arts students of the seven junior high schools of the Virginia Beach City Schools were surveyed to determine their attitude toward the industrial arts curriculum. From this data, a determination was made of the students' perception of whether the established goals and objectives for the industrial arts course offerings were being met. An affirmative response level of 70 percent was the established criteria used for determination of a satisfactory level of compliance with the goal/objective of each of the six survey items.
Chapter 4

FINDINGS AND ANALYSIS

The purpose of this study of the junior high school students of the Virginia Beach City Schools was to determine the answers to two questions.

1. What are the established goals and objectives for the junior high school industrial arts students of the Virginia Beach City Schools?

2. Are the stated objectives being met, as perceived by the students, in the industrial arts course offerings in the Virginia Beach City Schools?

The goals established for the industrial arts course offerings in the Virginia Beach City Schools are the goals and objectives determined to be appropriate by the Industrial Arts Education Service, Department of Education, Commonwealth of Virginia. (2) A review of the related literature resulted in three goals and objectives as worthwhile and valid for the industrial arts courses offered in the Virginia Beach City Schools.

An analysis of the collected data was used to determine if the goals and objectives of the industrial arts course offerings were being met as perceived by the students. The use of the percent of affirmative responses was utilized for each goal or objective. The score for each item in the analysis was calculated by totaling the percent of 10 percent as the minimum score.
The table below contains the raw data for the graph shown in Appendix A through C contain the raw scores for the analysis of the findings. An analysis of the findings are summarized in the table below.

### Table 1

**A GRAPHIC REPRESENTATION OF PERCENTAGE OF AFFIRMATIVE RESPONSES TO SURVEY QUESTIONS**

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<td>70</td>
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<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Graph showing 100% and 0% for each category.*

*Graph showing 100% and 0% for each category.*
The scale and adjective patterns that follow are by the industrial arts students are those where the percentage of affirmative answers meet or exceed the criterion of 50 percent.
Chapter 5
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This research study of the junior high school industrial arts students of the City of Virginia Beach was undertaken to determine what are the established goals and objectives being met, as they perceived them. The determination was based on responses to student attitude surveys that were administered to all junior high students in 1976 and 1977. The survey instruments were prepared and tabulated by the Department of Research, Planning and Development, Virginia Beach City Schools.

The Research Question

The purpose of this study was to determine:

1. What are the established goals and objectives for the industrial arts course offerings at the junior high level in the Virginia Beach City Schools.

2. Are the goals and objectives established for the industrial arts course offerings being met in the junior high schools of Virginia Beach City Schools as perceived by those students.

Method of Procedure

Student responses to six individual survey questions related correlated with six goal/objectives established by the
TABLE 2

<table>
<thead>
<tr>
<th>Name</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
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<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

The mean scores of the participants.
of the six survey questions.

The most probable cause of the low rate of affirmative responses is a lack of student comprehension as to the meaning of some questions in the survey questionnaire.

Conclusions

It is concluded from the research data that the surveyed students do not appreciate the contribution to their education that the industrial arts course offerings make. Several explanations can account for this. First, it is probable that the student has not been made knowledgeable of the goals and objectives of the industrial arts course offerings. Secondly, it is probable that the word usage in the survey questions confused or misled some students. There is a readily discernible explanation for the large disparity in the number of affirmative answers between the first year survey group and the second year survey group.

Recommendations

It is suggested that improved statistical data could be obtained if the industrial arts student:

1. Were given clear and concise explanations as to the goals and objectives of their course offerings.

2. Were given explanations of what specific terms mean in the survey questionnaire. (ie a consumer)

It is also recommends that the present industrial arts courses be reviewed to see that information is adequate and is specific and objectives of industrial arts.
BIBLIOGRAPHY


2. Industrial Arts Program of Studies. Industrial Arts Education Section, Department of Education, Commonwealth of Virginia.


7. Student Attitude Toward Industrial Arts Curriculum. Virginia Beach City Public Schools, Department of Research, Planning, and Development, 1971.

Appendix A

Survey Question #1

Is there enough time given to comparing course work with work performed in industry?

Goal/Objective Surveyed

The industrial arts students will be able to gain an understanding of industry and technology.

Table 3

<table>
<thead>
<tr>
<th>School</th>
<th>Survey year 1976</th>
<th>Survey year 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>62.00</td>
<td>69.00</td>
</tr>
<tr>
<td>2</td>
<td>62.50</td>
<td>69.00</td>
</tr>
<tr>
<td>3</td>
<td>67.50</td>
<td>69.00</td>
</tr>
<tr>
<td>4</td>
<td>61.50</td>
<td>69.50</td>
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<tr>
<td>5</td>
<td>64.50</td>
<td>67.00</td>
</tr>
<tr>
<td>6</td>
<td>66.50</td>
<td>65.00</td>
</tr>
<tr>
<td>7</td>
<td>72.00</td>
<td>69.00</td>
</tr>
</tbody>
</table>

Mean Scores: 64.22  67.37

Statistical Data - Numbers represent percentage of affirmative responses.
Appendix B

Survey Question 42

Do you feel the course has helped you become a better consumer?

Goal/Objective Surveyed

The industrial arts student will be able to become a wiser consumer.

<table>
<thead>
<tr>
<th>School</th>
<th>Survey year 1976</th>
<th>Survey year 1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>63.56</td>
<td>67.00</td>
</tr>
<tr>
<td>2</td>
<td>55.59</td>
<td>66.00</td>
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<td>58.50</td>
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<tr>
<td>Mean Scores</td>
<td>64.21</td>
<td>59.00</td>
</tr>
</tbody>
</table>

Statistical Data - Numbers represent percentage of affirmative response.
Appendix C

Survey Question #3

Would you pursue a career in the field with presently included in your courses?

Goal/Objective Surveyed

The industrial arts student will be able to make informed and realistic occupational choices.

<table>
<thead>
<tr>
<th>School</th>
<th>Survey year 1976</th>
<th>Survey year 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>49.00</td>
<td>51.00</td>
</tr>
<tr>
<td>2</td>
<td>51.67</td>
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<td>50.00</td>
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<tr>
<td>Mean Score</td>
<td>51.69</td>
<td>49.17</td>
</tr>
</tbody>
</table>

Statistical Note - Numbers represent percentage of affirmative responses.
Appendix D

Survey Question "B:

Wore safety and safety rules taught and enforced?

Codification Stratum:

The industrial arts student will be able to develop safe work habits.

<table>
<thead>
<tr>
<th>School</th>
<th>Survey year 1976</th>
<th>Survey year 1977</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36.50</td>
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<tr>
<td>2</td>
<td>32.50</td>
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<tr>
<td>7</td>
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</tr>
<tr>
<td>Total</td>
<td>34.00</td>
<td>37.00</td>
</tr>
</tbody>
</table>

Statistical note - Numbers represent percentage of affirmative responses.
Appendix B

Survey Question #5

Would you pursue as a hobby any of the topical units presently included in your course?

Goal/Objective Surveyed

The industrial arts student will be able to acquire interest in vocational pursuits and hobbies.

<table>
<thead>
<tr>
<th>School</th>
<th>Survey year 1976</th>
<th>Survey year 1977</th>
</tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>7</td>
<td>49.77</td>
<td>49.17</td>
</tr>
</tbody>
</table>

Mean Scores: 45.69 51.71

Statistical note - Numbers represent percentage of affirmative responses.
Appendix E

Survey Question #6

Do you feel that the knowledge you gained in the course is useful to your present life?

Objectives for Graduates

The industrial arts student will be able to develop basic skills in the safe use of tools and machines.

Table 3

<table>
<thead>
<tr>
<th>School</th>
<th>Survey Year 1976</th>
<th>Survey Year 1977</th>
</tr>
</thead>
<tbody>
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<tr>
<td>7</td>
<td>74.00</td>
<td>61.00</td>
</tr>
<tr>
<td>Mean Scores</td>
<td>78.12</td>
<td>62.00</td>
</tr>
</tbody>
</table>

Statistical Data - Numbers represent percentage of affirmative responses.