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The Comparison of Industrial Arts Teachers' Attitudes Toward the American Industrial Arts Student Association

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THE COMPARISON OF INDUSTRIAL ARTS TEACHERS'
ATTITUDES TOWARD
THE AMERICAN INDUSTRIAL ARTS STUDENT ASSOCIATION

A Research Proposal
Presented to
E. Murray Rudisill, Jr.
Old Dominion University

In Partial Fulfillment
of the Requirements in Education 535
Research Methods in Education

by
James R. Doyle
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APPROVAL SHEET

This paper has been completed in partial fulfillment of the course requirements of Education 535, Research Methods in Education.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION AND STATEMENT OF PROBLEM	1
Assumptions and Limitations of Study	2
Significance of Study	2
Definition of Terms	3
II. REVIEW OF LITERATURE	5
III. RESEARCH METHODOLOGY	7
The Problem	7
The Sample	7
Methods	8
The Instrument	8
Hypotheses	9
The Summary	9
BIBLIOGRAPHY	10

Chapter I

INTRODUCTION

There has been a significant national growth of the American Industrial Arts Student Association chapters during the past twelve years. The growth in Virginia has risen to a significant student membership, but not in affiliated chapters. It can be assumed that some chapters have a large membership, but during the 1976-77 school year, there were only 55 chartered chapters in the state. With an industrial arts teacher population of over 1,000 this indicated small teacher participation in an advisory capacity.

STATEMENT OF PROBLEM

This study is designed to determine the reasons and possible solutions for the low teacher-advisor participation in the Tidewater area, and their attitudes toward the American Industrial Arts Student Association. The results of the study should determine why certain teachers have American Industrial Arts Student Association (AIASA) chapters; the reasons why certain teachers are totally against advising AIASA chapters; some of the benefits of advising a chapter; and, finally, what incentives the state and district associations could offer to promote more individual chapters.

ASSUMPTIONS AND LIMITATIONS OF STUDY

The following limitations are listed in order that the data will be interpreted more clearly:

1. It is assumed that all Tidewater industrial arts teachers are aware of the American Industrial Arts Student Association and have access to information concerning club formation.
2. The study will be limited to all secondary industrial arts teachers in the Tidewater area.
3. It is recognized that teacher response will be greatest from teachers already having active chapters. Care will be taken to include a question identifying these advisors from the non-advisors.

SIGNIFICANCE OF STUDY

The investigation will be conducted with the prospect of determining the effect of AIASA chapters on industrial arts teachers. It is expected that teachers would be more favorable to AIASA if they have previous club organization experiences, or undergraduate/graduate training in AIASA formation. The results should point out the strengths and weaknesses of the efforts of state and district associations to involve teachers in club activities.

It is also expected to reveal a solution to increase teacher involvement with the American Industrial Arts Student Association. It is hoped that this study may be helpful to the Tidewater District of the Virginia chapter of the American Industrial Arts Student Association in implementing a decisive plan to increase teacher-advisor involvement.

DEFINITION OF TERMS

AIASA - The American Industrial Arts Student Association 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. Its organizing ideal is the democratic process of group participation (Student Clubs..., 1976).

chapter - A single club unit comprised of industrial arts students within a school and affiliated with AIASA (Student Handbook, rev. 1977).

Tidewater District of Virginia AIASA - The State Department of Virginia's educational district. Made up of all AIASA school chapters throughout the area.

Co-curricular - Those aspects of the educational process which occur during the class meetings.

extra-curricular - Those aspects of the educational process which occur at times other than class meetings.

leadership - The ability in a well-adjusted person to handle people, to inspire or influence others to action, to make decisions or move a group to action.

advisor - The industrial arts teacher who organizes and leads the chapter in a program of work (In-service Leadership Workshop, 1976).

Chapter II

REVIEW OF LITERATURE

This chapter examines the youth organization concept and the role of an advisor. "Youth groups, through expanded and comprehensive activities can help vocational education reach its goal of serving all persons in all communities in a highly relevant and responsive manner" (American Vocational Association, 1969). The need to reach the child, not only in his/her educational atmosphere, but also through his/her social group through an enthusiastic group activity has been readily documented throughout the literature.

From the student's perspective, there are three worthwhile outcomes of chapter work. Bruce King quotes William D. Cushmin in his development of these three outgrowths of club work:

- (1) To help you focus on your special reason for joining your industrial arts club;
- (2) To help all club members to see themselves as a part of a functioning unit; and
- (3) To convey to the school and community a message that would cause others to gain an appreciation of industrial arts and its place in public education (King, 1974).

King further discusses how industrial arts clubs aids both industrial arts and student relations. Research states that industrial arts clubs reinforce industrial programs in the junior and senior high school levels. Some of the

indicators are better relations between instructor and students, increased interest in courses manifested by better grades, expanded interest in world of work and more cooperative attitudes in student-to-student relations. Add to this leadership training through officer positions on the local, state, and national level, one then begins to see the potential that is possible.

The role of the teacher-advisor is a critical one, he/she must incorporate the student's perspective into a viable program. The primary purpose of an advisor is to provide indirect leadership (Baker & Miller, 1976). Teacher participation is an extremely important step in achieving any goal. One must show an interest not only in his/her work, but also in work of his students; this interest should not end with regular classes, but must continue through all phases of club work and afterschool activities (Bryant, 1971). On the secondary level, industrial arts club sponsors have and should take the responsibility of leading his/her students into a well-rounded life (Tetterton, 1976).

Industrial arts teachers are very busy people; and because of this activity, they feel they do not possess the time for club work. Bruce King asks an important question which summarizes the basic premise of this paper--"Can You Afford Not to Have A Club?"

Chapter III

This chapter will describe the basic design of this study. The research procedures and methods of analysis which will be utilized are presented under five headings: (1) The Problem, (2) The Sample, (3) Methods, (4) The Instrument, and (5) The Summary.

THE PROBLEM

The review of literature indicates that the major emphasis is 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). The literature did not clearly define teacher attitudes toward club formation. Therefore, this study will attempt to identify these attitudes and develop a clear statement as to their relationship to the American Industrial Arts Student Association.

THE SAMPLE

This sample will be drawn from the population of industrial arts teachers in the Tidewater District of AIASA.

This will encompass the following cities and counties:

Chesapeake, Franklin, Hampton, Isle of Wight, Newport News, Norfolk, Portsmouth, South Hampton, Surry, Suffolk, Virginia Beach, Williamsburg, and York. It will be confined to the teachers in secondary industrial arts.

METHODS

The questionnaire will be distributed to all industrial arts teachers in the Tidewater District of AIASA and will be returned in an enclosed self-addressed, stamped envelope. A cover letter explaining the purpose of this study will accompany the questionnaire. This will be mailed to the teachers during the first part of the spring semester, January 1978. If necessary a follow up will be initiated.

THE INSTRUMENT

There is no standardized instrument in gathering the necessary data for this research. A questionnaire will be devised by this investigator, by using the views stated in the review of literature and AIASA publications. The questionnaire will be reviewed by a selected panel of experts.

A Likert-type five point scale of response will be used to indicate attitudes of teachers ranging from strongly agree, agree, no opinion, disagree, strongly disagree. A point system

of +5 to +1 will be used giving strongly agree a +5 and strongly disagree a +1. Certain questions will be given an opposing value in order to increase validity. All hypotheses will be tested to the .05 level of significance.

HYPOTHESES

1. The teachers who have clubs will have a more positive attitude toward AIASA than the teachers who do not have a club.
2. There is a significant relationship between the age of teachers and their attitudes toward AIASA chapters. Younger teachers will show a more positive attitude.
3. Teachers, if provided with more incentives, would be more inclined to have a club than those teachers who receive no help.
4. The teachers who have had undergraduate/graduate training in AIASA formation and operation will be more apt to sponsor a chapter than those teachers without any such training.

SUMMARY

The basic design of this study has been stated in this chapter. The sample selected for this research project has been indicated. Procedures and instruments which will be used to collect and analyze data has been described. The hypotheses which will be tested have been listed.

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