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A Survey of the Teachers' Attitudes Towards Special Needs in Industrial Arts at the Intermediate Level

Elliott Riddick
Old Dominion University

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A SURVEY OF THE
TEACHERS ATTITUDES TOWARDS
SPECIAL NEEDS IN INDUSTRIAL ARTS
AT THE INTERMEDIATE LEVEL

A RESEARCH PAPER
PRESENTED TO
THE WRITERS, ADVISOR, AND THE FACULTY
OF THE COLLEGE OF EDUCATION
OLD DOMINION UNIVERSITY

IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE IN
SECONDARY EDUCATION

BY

ELLIOTT RIDDICK

This research paper was presented by Elliott Riddick under the direction of this researcher's advisor in education 636, Problems in Education. It was submitted as partial fulfillment of the requirements for the Degree of Master of Science in Education.

Date: _____

Graduate Program Director

Approved by: _____
Dr. David I. Joyner
Advisor

RESEARCHER'S STATEMENT

This researcher wishes to express his sincere appreciation to those people who assisted in the development of this paper. Dr. David I. Joyner, Advisor, who gave his valuable time and rewarding advice. Dr. Mal Miller, for his advice and guidance in conducting this study.

Finally, this writer would like to give a special thanks to his wife, Keybra, for her patience and support, my sister, Lori Ann and Gail for their assistance by typing this paper, and also acknowledgement of those who gave their encouragement while this research was in progress.

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CHAPTER I

INTRODUCTION

Today programs for disadvantaged and handicapped students are being given special priority in education. Many teachers, especially those who teach industrial arts, are becoming more aware of the problems they face when teaching students with special needs. Curriculum is an example of the problems that teachers face when dealing with a special need student.

Curriculums must be rewritten to address the particular needs of these students. Schedule modifications are needed to allow additional time on task and equipment must be made more accessible to these students.¹

Industrial arts teachers strive to help the student with special needs, achieve meaningful goals as a worker and citizen in society. Some of these goals can be achieved by hands-on experiences which provide effective learning, accordingly, industrial arts teachers must be cognizant of the unique needs of each individual students and at the same time be aware of the general concerns of all the students.

Public Law 94-482, the Vocational Educational Amendments of 1976; and Section 503 and 504 of the Rehabilitation Act of 1973.² All of these emphasize the need to identify and infuse educational strategies and techniques to meet the challenges of providing viable educational programs for special need persons. Further, the legislation encourages public education to provide instructional programs which will be a less restrictive educational alternative for handicapped students.

STATEMENT OF PROBLEMS

As a practicing industrial arts teacher, this researcher was concerned about the attitudes of the teachers who are working with students with a special need. It is the purpose of the research to answer some of the key questions on this subject through the use of an Likert-type scale.

RESEARCH GOALS

Some questions to be answered by this research are:

1. What is the teacher's major concerns in working with special need students in the Industrial Arts Program?
2. What is the percentage of teachers modifying their schedule for special needs?
3. What is the percentage of teachers sharing the responsibilities of teaching the student of special need?

4. What is the percentage of those teachers concerned about their class when special needs students are involved?

BACKGROUND AND SIGNIFICANCE

In 1973 the United States passed a series of laws that made specific educational experience. They provide for adequate instruction on equipment or materials to enable the special needs student to succeed in the educational program of their choice. Under the Educational for all Handicapped Children Act (Public Law 88-210), and the Amendments of 1976 (Public 94-482)³ funding is made available only for those programs and provide a situation whereby they can experience a feeling of success in their accomplishments. This is important to teachers because of responsibilities to provide the additional frame work for the special needs to follow.

It is anticipated that many industrial arts teachers are becoming aware of problems associated with teaching special students and are seeking ways to help them.

It is hoped that the results of this study will show the percentage of industrials arts teachers are trying to adjust their program to fit their needs.

LIMITATION

The study will be confined to teachers of seventh,

eight, and ninth grade industrial arts programs in counties of Gloucester, Middlesex and the cities of Hampton and Newport News. The teacher involved must be certified by the state and teaching a state approved course of industrial arts on the junior high level.

ASSUMPTIONS

The assumptions made in this research were :

1. The teacher's major concerns in working with the student with special needs.
2. The percentage of teachers who are modifying their schedule.
3. The student enrollment or class size which have to be divided in accordance with abilities.

PROCEDURES

This research will focus on major concerns in working with students with special needs. The teachers involved will be given a questionnaire obtained from The Learning Disabilities Council and The Virginia Department of Rehabilitative Services. Each teacher will respond to questions on the questionnaire. The results will be tabulated and analyzed to determine teacher's attitudes on agree or disagree items.

DEFINITION OF TERMS

Special Needs-is a broad, inclusive, and sometimes confus-

ing concept that is being used by administrators and teachers when talking about an individual student that may benefit from being "mainstreamed" into various programs area in the school. In many cases, the term special needs or students with special needs, is not understood and, therefore, incorrectly used.

Disadvantaged-persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance which enables them to succeed in vocational education programs.....(PL 94-482, Title II Part C, Sec. 195, 16)

Handicapped-when applied to persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason therefore, required special education and related services, and who, because of their handicapping condition, can not succeed in the regular vocational education programs without special education assistance or who require modified vocational educational program (PL 94-142⁴ & PL 94-482 Titles II Part C Sec. 195,17)³.

OVERVIEW OF CHAPTER

This chapter has introduced the problems and posed some questions to be answered by this research study. It has shown that there are individuals interested in learning more

about working with the handicapped students in the industrial arts field. The main concerns is the student with special needs.

CHAPTER BIBLIOGRAPHY

1. "Rules and Regulations", Federal Register, Vol. 42, No. 163 - Tuesday, (August 23, 1977) p. 42491.
2. Special Need Guide for Industrial Arts Programs. United States Department of Education Contract No. 300-78-1565, (Sept 1983) pages 7-11.
3. Federal Register Monday, Oct. 3, 1977 Part VI (Rules and Regulations for Education Amendments of 1976, P.L. 94-482. Vocational education, state programs and commissioner's discretionary programs).
4. Ballard, J., & Zettol, J. Public Law 94-142 and Section 504: What they say about rights and protections. Exceptional Children 1977, 44, 177-185.

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CHAPTER II
A REVIEW OF LITERATURE

The industrial arts profession has many positions in which it provides a meaningful learning experience to children with special needs.

Industrial arts teachers should realize that "special needs" is a term which describes children who have need for specialized education because of the diversity of their unique social, cognitive, or neuro-muscular functioning. This includes children who are handicapped, disadvantaged, or gifted and talented. Educational methods and procedures, instructional programs and materials and school facilities must be modified for the purpose of individualizing programs and instruction to ensure that all children develop to their fullest potential.¹

An example of this is stated in Public Law 94-142, Education for all Handicapped Children Act; Public Law 94-482, the Vocational Amendments of 1976; and Section 503 and 504 of the Rehabilitation Act of 1973.² All of these emphasize the need to identify and infuse educational strategies and techniques to meet the challenges of providing viable educational programs for special need persons.

The legislation have mandated laws that has focused attention on the education of special needs persons. In which

the Civil Rights Act of 1964 states that no person in the United States shall, be denied the benefits of an education from a institution that receives federal assistance from the government. Title VI of the Civil Rights Act of 1964 states: "No person in the United States, shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."³ Therefore, the Vocational Education program, like all other programs or activities receiving financial assistance from the Department of Education, must be conducted in compliance with this law.

Among the 235 standards which appear in the document entitled Standards for Industrial Arts Programs, there are 19 which directly address students with special needs. Support Systems-Section 6.2 16. Books and other instructional materials are provided to meet the unique requirements of the students with special need.

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1. _____, Special Needs Guide for Industrial Arts Programs, Standards for Industrial Arts Program Project, Contract with United States Department of Education.
2. Federal Register Monday, Oct. 3, 1977 Part VI (Rules and Regulation for Education Amendment of 1976, Public Law 94-482 Vocational Education, State Program Commissioner Deceptionary Program).
3. "Rules and Regulations" Federal Register, Vol. 42, No. 163 Tuesday (August 29, 1977) page 4291 Rules.

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CHAPTER III

PROCEDURE OF STUDY

INTRODUCTION

The main purpose of this study was to uncover a relationship between teachers attitudes toward student with special needs. Teacher attitudes are especially important because teachers are models for the students and because their attitudes may influence expectation of the student.

This chapter includes the procedure and techniques of research that were used in gathering and analyzing the data for the study.

SELECTION OF THE INSTRUMENT

The questionnaire is one of the oldest and generally one of the most widely used tool of research Good, Ban, and Scates in comments on the questionnaire, made this statement, "The questionnaire is a major instrument for data gathering in descriptive survey studies, and is used to secure information for varied and widely scattered sources." Another advantage in its use is that the questionnaire is more economical, lower in cost than personal interviews. With this in mind, the researcher decided to use the questionnaire as an instrument for this study.

CONSTRUCTION OF THE INSTRUMENT

Prior to conducting this research, similar studies were undertaken and endorsed by American Council of Industrial Arts Supervisors. From this research, a tentative questionnaire was constructed that contained a number of questions designed to gather their required data.

The questionnaire was designed so that the teachers of industrial arts could check his or her appropriate response from a list of items. All questions will require an answer.

After the construction of the questionnaire it will be presented to Dr. Joyner for suggestions, remarks, and improvement. A cover letter will be attached to the questionnaire describing the purpose of the questionnaire, and asking for the cooperation of the respondent. Each person will be assured that his or her reply would be held in strict confidence.

THE POPULATION FOR STUDY

The population for this research consisted of all the industrial arts teachers in the city of Newport News, Hampton, and the counties of Gloucester, Middlesex, Saluda and Eastern Shore, Va.

CONDUCTING THE RESEARCH

Procedures in conducting the research was to go through the proper channels in acquiring permission to do a study or survey on the teachers attitudes toward special needs in industrial arts of the intermediate level.

The investigator talked to his advisor Dr. David I. Joyner who is also the Chairman of the Vocational and Industrial Arts Education Department about the proposed study. A formal reply was received from the advisor granting permission to conduct the study.

A cover letter along with a copy of the questionnaire and a stamped return envelope, was mailed and some delivered personally to the industrial arts teachers in the city of Newport News, Hampton, and the counties of Gloucester, Middlesex, Saluda, King William and Eastern Shore, Va.

Responses were received from twenty industrial arts teachers or 100 percent at the total sampling.

ANALYSIS OF THE DATA

After receiving the questionnaires from the respondents, the data was tabulated by handscoring methods. The responses for each item on the questionnaire were tabulated and the percentages were computed.

The findings of the study are presented in Chapter IV. The data gathered were also used for the summary conclusions and recommendations.

SUMMARY

This chapter contains an explanation and section of the instrument, the population, the procedure of research and the analysis of the data. The results of this procedure appears in the final chapters.

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1. _____, Special Needs Guide for Industrial Arts Program, Standards for Industrial Arts Program Project, Contract with United States Department of Education.
2. Carter V. Good, A. S. Ban, and Douglas E. Scates
The Methodology of Educational Research, (New York: Appleton-Century-Crofts, Inc., 1954 P. 140.

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CHAPTER IV
RESULT OF THE STUDY

INTRODUCTION

The purpose of this study was to define the relationship between different teachers attitudes toward student with special needs.

The instrument used was designed to survey and obtain pertinent data relating teacher attitudes toward individuals with special needs.

Each item category data was designed to obtain pertinent information in regard to the teacher's attitudes and responsibilities associated with the special needs in the industrial arts lab.

The data gathered from the respondents are presented in this chapter in a question form.

This data will be presented in the following order:

The response from each teacher was received and data recorded according to their attitudes and responsibilities.

Throughout the Tidewater, Peninsula, Middle Peninsula and Eastern Shore areas of Va., the teachers attitudes varied, depending on the geographical location.

Tables one through twelve will indicate the flexibilities.

TABLE II,

QUESTION 2

Assist the teacher of Special Ed. in writing objective and (IEPS).

QUESTION	RESPONSE	YES	NO	PERCENT
#2	20	17	3	100%

Question 2 indicate that eighty-five percent of the industrial arts teachers shared responsibilities with the special education exclusively and fifteen percent did not.

TABLE III,

QUESTION 3

Adapt instructional methods to meet the needs of the handicapped student.

QUESTION	RESPONSE	YES	NO	PERCENT
#3	20	20	--	100%

Question 3 indicates that one hundred percent shared this responsibility exclusively.

TABLE IV,

QUESTION 4

Stress the importance of extra-curriculum.

QUESTION	RESPONSE	YES	NO	PERCENT
#4	20	20	--	100%

Question 4 indicates that one hundred percent shared this responsibility with other teachers of industrial arts exclusively.

TABLE V, QUESTION 5

Modifying class schedule to allow additional time to work with special needs.

QUESTION	RESPONSE	YES	NO	PERCENT
#5	20	17	3	100%

Question 5 indicates that eighty-five percent modify their class schedule to allow additional time to work with student with special needs and fifteen did not.

TABLE VI, QUESTION 6

Modifying your curriculum to enable the special needs to continue in regular program.

QUESTION	RESPONSE	YES	NO	PERCENT
#6	20	16	4	100%

Question 6 indicates that eighty percent of the teachers modify their curriculum to enable the special needs to continue in a regular program and twenty percent did not.

TABLE VII, QUESTION 7

Modify your shop and laboratory equipment.

QUESTION	RESPONSE	YES	NO	PERCENT
#7	20	1	19	100%

Question 7 indicates that ninety-five percent of the teachers did not modified their shop and lab equipment for handicapped and five

percent not applicable.

TABLE VIII, QUESTION 8

Classroom size represent a problem.

QUESTION	RESPONSE	YES	NO	PERCENT
#8	20	16	3	95%

Question 8 indicates that eighty-percent of teachers said classroom size is not a problem but fifteen percent said it is a problem and 5 percent does not apply.

TABLE IX, QUESTION 9

Conferring with the central administration.

QUESTION	RESPONSE	YES	NO	PERCENT
#9	20	6	14	100%

Question 9 indicates that seventy percent of the teachers did not confer with the central administration in selecting students for the program. Twenty-five percent did and 5 percent said that students are hand picked and documented by guidance.

TABLE X, QUESTION 10

Enlisting the support of the Special Education teacher on evaluation.

QUESTION	RESPONSE	YES	NO	PERCENT
#10	20	20	--	100%

Question 10 indicates that one hundred percent of the teachers do enlist the support of the special ed. teacher on the proper methods for evaluation.

TABLE XI, QUESTION II

Volunteering to work with special needs students.

QUESTION	RESPONSE	YES	NO	PERCENT
#11	20	12	8	100%

Question 11 indicates that sixty percent of teachers volunteered to work with a special need student and forty percent did not.

TABLE XII, QUESTION 12

Education in working with special needs students.

QUESTION	RESPONSE	YES	NO	PERCENT
#12	20	17	3	100%

Question 12 indicates that eighty-five percent of teachers did receive education in working with special need students and fifteen percent did not.

Question two through twelve have indicated certain findings relevant to the responsibilities and attitudes of teachers toward special needs students in the Tidewater, Peninsula, Middle Peninsula and Eastern Shore areas in the state of Virginia.

Some of the major findings were:

1. Eighty-five percent of participants have shared these responsibilities with the special education teacher in writing objectives or (IEPS).
2. One hundred percent adapt instructional methods to meet the needs of handicapped students.
3. One hundred percent stress importance of extra-curriculum activities such as career education and student organizations.
4. Only eighty to eighty-five of the participants allowed additional time or modified their curriculum to compensate for the disadvantages and handicaps of special need students.
5. Only five percent of participants do confer with the central administration in selecting students for the program.
6. Only sixty percent of teachers volunteered to work with a special need student and forty percent did not.
7. Eighty percent of the teachers said that classroom size does not represent a problem.
8. Only eighty-five percent of industrial arts teacher assist the teacher of special ed. in writing objectives and (IEPS).

SUMMARY

The purpose of this study was to stress some of major concerns in working with special need students in industrial arts program. The goals of this study are as followd: What percentage of the teachers modifying their schedules, what percentage of the teachers share the responsibilities of teaching the stu-

dents of special need, and what percentage of the teachers enlist the help of the special education teachers.

It was hoped that the data obtained from this study would indicate some of teachers attitudes toward the special need students. A questionnaire was developed and some were delivered or mailed to all industrial arts teachers in the Tidewater, Peninsula, Middle Peninsula and Eastern Shore areas. Twenty of the industrial arts teachers participated in the study.

The questionnaire included a cover letter and twelve questions related to attitudes of teacher.

The questionnaire was designed so that the industrial arts teacher could check his or her response from a list of questions dealing with their attitudes, all questions required a yes or no answer.

After receiving the questionnaire from the respondents, data were tabulated by hand-scoring methods. The response for each item on the questionnaire was tabulated and the percentages were computed.

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CHAPTER V
CONCLUSION

From the result of this investigation the following conclusions are offered:

1. The industrial arts teacher devotes a large percentage of their time in getting help from the teacher of special ed. in writing objectives and (IEPS).
2. Industrial arts teachers spend a very large percentage of their time adapting their instructional methods to meet the need of the handicapped student.
3. The industrial arts teacher devotes a large percentage of time shared in stressing the importance of extra-curriculum.
4. A large percentage of the industrial arts teachers do modify their class schedule to allow additional time to work with special need.
5. A large percentage of industrial teachers do modify their curriculum to enable the special needs students to continue working in the regular class environment.
6. A large percentage of industrial teacher complain that classroom size does present a problem.
7. A large percentage of industrial arts teachers did not confer with central administration in selecting student for the program.
8. A large percentage of the industrial arts teachers do enlist

- the support of the special education teacher on evaluation.
9. A large percentage of industrial arts teachers did receive some education in working with special needs students.

RECOMMENDATION

The following recommendations are suggested:

1. A similar but more expanded study on attitudes of the industrial arts teacher should be conducted during the changes of Educational Laws, Acts and Amendments.

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2. Isaac, Stephen and William B. Michael, Handbook in Research and Evaluation, San Diego, California., Edits Publishers, 1983.
3. Roberts, Roy W., Vocational and Practical Arts Education, New York, Evanston and London, Harper & Row, Publishers, Inc., 1971.

APPENDIX A
COVER LETTER ACCOMPANYING QUESTIONNAIRE

4

Survey of Teachers Attitudes Toward Special Needs

Directions: I am an industrial arts teacher at Mathews Intermediate School. As a part of the work that I am doing at Old Dominion University on a masters degree, this questionnaire is being circulated among teachers in the area who teach special needs students. Please take a few minutes from your busy schedule to assist with this project by responding to these questions. If you do, I will be happy to do two things: 1) send you a copy of the summary of my final report, and 2) buy you a cup of coffee when I see you at the summer conference. Just in case I am not able to attend the summer conference, here is a coffee pack so that you can have that cup of coffee now.

APPENDIX B
THE QUESTIONNAIRE

1. Teaching area and grade level. _____
2. Do you assist the teacher of Special Education in writing objectives and Individual Educational Programs(IEPS)? Yes___ No___
3. Do you adapt instructional methods to meet the needs of the handicapped student? Yes___ No___
4. Do you stress the importance of involving extra-curriculum activities such as career education and student organizations? Yes___ No___
5. Do you modify your class schedule to allow additional time to work with special needs students? Yes___ No___
6. Do you modify your curriculum to enable the special needs to continue in regular educational programs by assisting them to compensate for their disadvantages and handicaps? Yes___ No___
7. Do you modify your shop and laboratory equipment for the handicapped? Yes___ No___
8. Does classroom size represent a problem to you? Yes___ No___
9. Do you confer with the central administration in selecting students for the program? Yes___ No___
10. Do you enlist the support of the Special Education teacher on on the proper evaluation for the special need students for example on written or oral testing? Yes___ No___
11. Have you ever volunteered to work with a special needs student? Yes___ No___
12. Have you received any education in working with special need students (classes, readings, workshops, etc)? Yes___ No___