

A STUDY OF TEACHER OPINIONS REGARDING THE
RESIDENTIAL CARPENTRY COURSE OF
STUDY IN OKLAHOMA

By

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CHAPTER I

INTRODUCTION

Curriculum materials for the vocational educator was a shortcoming of education that the State of Oklahoma has attempted to overcome in recent years. The Curriculum and Instructional Materials Center of the State Department for Vocational and Technical Education was established in 1969. Development, collection, and dissemination of curriculum materials for use in vocational and technical education programs in Oklahoma is the purpose of the Center.

The Residential Carpentry Course of Study instructional units were developed by the Curriculum Center in 1973 and implemented in the 1973-74 school year. Pre-service training on the use of this material was provided to Oklahoma residential carpentry teachers at the Vocational Workshop in August, 1973.

Statement of the Problem

This study was concerned with the assessment of teacher opinions regarding the usefulness of the Residential Carpentry Course of Study. Each residential carpentry teacher has his unique method of using this material and each has developed definite opinions concerning the usability of these materials. This evaluation could be used to appraise and possibly revise the present course of study for Residential Carpentry.

Purpose of the Study

The major purpose of the study was to determine the usefulness of the Residential Carpentry Course of Study and to assess residential carpentry teachers' opinions about its effectiveness. Portions of the materials needing revision, items or sections to be added, or deletion would be identified in the process of this study.

Objectives for the Study

In order to determine the usefulness of the Residential Carpentry Course of Study and to assess teachers' opinions about its effectiveness, the following objectives were developed:

1. To determine the general acceptance of the Residential Carpentry Course of Study.
2. To determine if the Residential Carpentry Course of Study is adequate in presenting the occupational competencies needed in the modern residential carpentry industry.
3. To determine if the materials are flexible enough to be easily used by instructors with different teaching styles.
4. To determine if the materials can be adapted to each local community's construction methods.
5. To determine what portions, if any, need revision in the Course of Study.

Assumptions Basic to the Study

For the purpose of this study, the following assumptions were accepted:

1. That the respondents had unique and definite opinions concerning the Course of Study.

2. That the responses of the residential carpentry teachers are honest expressions of their opinions regarding the Residential Carpentry Course of Study materials.
3. That the respondents were representative of other classroom teachers of Residential Carpentry in Oklahoma.
4. That the questionnaire responses provide an accurate evaluation of the Residential Carpentry Course of Study.
5. That the teachers' responses to the Residential Course of Study would reflect true opinions with regard to this method of curriculum materials development.

Scope and Limitations of the Study

The information for this study was collected by using a questionnaire. The questionnaire was sent to the 65 residential carpentry teachers in the State of Oklahoma.

Every possible attempt was made to keep this study objective. Every effort was made to eliminate personal bias in the analysis and interpretation of the data collected. While the response to the questionnaire was acceptable (67 percent), nearly one-third of the residential carpentry teachers did not respond. No follow-up study on non-respondents was conducted to determine if their opinions differed from those of the respondents.

Due to the small number of residential carpentry teachers and to the type of statistical analysis to be performed on the study data (primarily Chi-square), response categories had to be combined for many items in order to avoid empty or very low frequencies in cells as a result of cross tabulation.

Definition and Clarification of Concepts

Vocational education: A program of instruction which provides persons with skills and knowledge for a specific employment opportunity.

Opinion: How a person feels towards the object of his opinion. In this study the objects are the various aspects of the Residential Carpentry Course of Study.

Behavioral objective: A statement of expected change in student behavior written in terms of student performance to be exhibited after completing a unit of instruction.

Curriculum: The general overall plan of content, activities, and materials for a course.

Course of Study: The suggested guidelines for using the curriculum materials in an instructional setting.

Unit of Instruction: A specific area of study, consisting of closely related concepts, skills and activities within a given course of study.

VICA: Vocational Industrial Clubs of America.

Occupational competencies: Skills and abilities needed for entry and advancement in a given vocational field.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Skilled craftsmen have been attempting to find the best methods of transferring their skills to others since time began. Only in recent times have educators combined the learning psychologies of the behavioral sciences with the skill tasks of the trades. One of the more significant developments in skill craft training was the development of curriculum materials to help implement the skill and related areas of craft instruction.

Evaluation

For the curriculum materials to be of maximum value to teachers of Residential Carpentry, it is essential that these materials be measured or evaluated for their impact.

The four steps in evaluating curriculum, according to Popham (1) were:

1. To construct or select a set of operationally stated instructional objectives which you expect the curriculum materials to accomplish.
2. Pre-test the degree to which learners can already perform the behavior of the intended objectives.
3. Allow the learners to use the curriculum materials as directed by the development of the material.

4. Post-testing learners to see whether or not the objectives have been reached.

Gooler and Grotelueschen (2) emphasized the need for a formalized system of evaluation by 1) identifying the different audiences affected by the curriculum, and 2) by using a formalized system of collecting and interpreting data concerning how the curricular materials met the needs of the audiences.

Similar Studies

Patton (3) developed a model for evaluating a basic core curriculum when he attempted to determine the usefulness and acceptance of Vocational Agriculture I in Oklahoma. He developed an attitude scale to measure the opinions of the instructors concerning the adequacy of basic core curriculum materials. Similar studies were conducted by Lucas (4), Cox (5), and Nielsen (6). Lucas attempted to determine the overall acceptance of a basic core curriculum for Vocational Agriculture Programs I through IV. Cox (5) paralleled Patton's (3) study by attempting to determine the acceptance and usefulness of the basic core curriculum for the Vocational Agriculture Program II in Oklahoma. Nielsen (6) did an evaluation of the Distributive Education materials in Oklahoma. All of the above studies concluded that an overall general acceptance of the curriculum materials existed among teachers using these materials.

Curriculum evaluation was touched upon by Mager (7) when he stated that the most defensible criterion by which to judge the adequacy of curriculum materials was the degree to which those materials, if used as directed, consistently brought about the desired changes in learner behavior.

The Illinois Research and Development Unit (8) indicated that the success of a curriculum project would be determined by the degree to which it satisfied the needs of the institution using it. The same report described a model for curriculum evaluation which consisted of 1) a representative group of selected factors effecting occupational curriculum within the real world; 2) data that is available and that is feasible to obtain; 3) criterion for evaluating the model itself which is its resultant usefulness to curriculum planners; 4) field testing which should be employed for the purpose of debugging and validating the evaluation model.

Summary

Since the Vocational Educational Amendments of 1968 (9) were enacted, many states have developed curriculum centers for the purpose of developing and disseminating curriculum materials for vocational education teachers. Consortium of states have formed to further streamline the process and to eliminate the duplications of effort. The Curriculum and Instructional Materials Center of the Oklahoma State Department of Vocational and Technical Education has been one of the leaders in the United States, and has served as a model for curriculum centers in other states. Much of the material developed through this center has made extensive use of measurable behavioral objectives. Many references consulted in relation to this study agreed that the content of vocational courses of study should be determined by the use of measurable behavioral objectives.

Universally needed competencies for employment in the training area was generally agreed upon by Popham (1), Gooler (2), and Mager (7)

as necessary to be included in the content of the vocational course of study.

Most references indicated that the evaluation process should measure the student's ability to reach the behaviorally stated objectives. There should also be an evaluation of the degree to which the curriculum materials meet the needs of the educational institutions using them.

CHAPTER III

METHODOLOGY

Introduction

A description of the procedures used in this study, including the development of the questionnaire used to collect the data and the design for the analysis of the data, is included in this chapter.

The Population

A list of all 65 residential carpentry teachers in Oklahoma was secured from the Trade and Industrial Division of the Oklahoma State Department of Vocational and Technical Education. Since this is a relatively small number of teachers, the entire group was used as the population for this study.

Development of the Instrument

The instrument used for data collection consisted of two parts. One part was an opinion scale to measure opinions regarding the Residential Carpentry Course of Study. The other part involved personal information that might have a relationship to the opinion portion of the scale.

Studies by Patton (3), Cox (5), Nielsen (6), and Lockwood and Evans (11) were used as guides in designing the opinion scale. A panel of advisors consisting of trade and industrial teacher educators,

Curriculum Center personnel, and behavioral science teacher educators were given copies of the original questionnaire and asked to classify each statement as being favorable or unfavorable. They also appraised the items on the questionnaire for face validity and made many helpful suggestions as to the proper wording to use in the items to achieve the desired results.

The following people served on the panel of advisors:

Mr. Ivan Armstrong, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Ms. Ann Benson, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Dr. Pete Braker, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Dr. Irene Clements, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Mr. Clyde Hamer, Sr., District Supervisor for Health Occupations, State Department of Vocational and Technical Education;

Dr. James Key, Associate Professor, Agricultural Education Department, Oklahoma State University;

Dr. Clyde Knight, Associate Professor, Occupational and Adult Education, Oklahoma State University;

Dr. Wayne Lockwood, Assistant Professor, Occupational and Adult Education, Oklahoma State University;

Mr. Ronald Meek, Coordinator, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Mr. Bob Patton, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Dr. Don Tennant, Assistant Professor, Sociology Department, Oklahoma State University.

The favorable and unfavorable responses were then randomly spaced in the questionnaire so as to avoid any pattern of placement.

Possible responses on the opinion scale were: strongly agree, agree, undecided, disagree, and strongly disagree. The response to each statement was assigned a numerical value. Those questions determined to be favorable to the Residential Carpentry Course of Study by the panel of advisors were numerically weighted from five (meaning strongly agrees) to one (meaning strongly disagrees). Items judged as unfavorable to the Course of Study were numerically weighted from one (meaning strongly agrees) to five (meaning strongly disagrees). In this manner, a numerical rating of five (5) indicated a favorable attitude toward the curriculum materials, whether or not the item was stated as favorable or unfavorable.

Collection of the Data

The entire population of residential carpentry teachers in Oklahoma was mailed an introductory letter and the data collecting

questionnaire. The letter, requesting their participation in the study, was signed by Dr. Clyde B. Knight, an individual highly respected by nearly all members of this group. They were asked to make the appropriate responses and return the questionnaire as quickly as possible in the stamped, self-addressed envelope included with the questionnaire.

Analysis of the Data

A numerical identification for each of the responses was determined as follows: strongly agree - 5.0; agree - 4.0; undecided - 3.0; disagree - 2.0; and strongly disagree - 1.0. These ranges were determined before the questionnaire was disseminated and the data collected and analyzed.

The personal data was grouped wherever appropriate. The grouped data was then cross tabulated with the items and groups of items from the opinion section of the questionnaire. The cross tabulations were then analyzed, using Chi-square, to determine if any statistically significant response patterns existed.

For the purpose of analysis, the responses to items from the questionnaire were grouped under the particular objectives to which they pertained. Since the first objective was to determine the general acceptance of the Course of Study, all of the items on the questionnaire were used in this determination.

Objective 2 was to determine if the Residential Carpentry Course of Study is adequate in presenting the occupational competencies needed in the current modern residential carpentry industry. Questions 3-7, 15-17, 23, 25, 28, 30, 32, and 35 were grouped under this objective.

Objective 3 was designed to determine the flexibility of the materials as the instructors adapted them to their varying styles of presentation. Questions 1, 8-14, 20, 22, 24, 28, 31, and 36 were used to analyze this objective.

Objective 4 was to determine if, in the opinion of the respondents, the materials can be adapted to local community's construction methods. Questions 2, 31, and 37 were used to satisfy this objective.

Questions 21, 26, 27, 33, and 38 were grouped together under Objective 5 to determine what portions, if any, in the Course of Study are in need of revision.

Responses to open-ended questions included at the end of the questionnaire were categorized. Additional comments were quoted if they were judged to be of value to the study and expressed useful suggestions.

The Statistical Package for the Social Sciences (SPSS) integrated into the Oklahoma State University Computer Center was used for the analysis of the data.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of this study was to determine the usefulness of the Residential Carpentry Course of Study and to assess teacher opinion about its effectiveness. The information needed to accomplish the objectives of this study was gathered from 44 of the state's 65 residential carpentry teachers. This represented a 67.7 percent return on questionnaires mailed. All teachers responding indicated that they used the Course of Study.

Personal Data

Respondents in the study were asked to supply five items of information with regard to their background. The responses to the request for personal data were placed in categories for the purpose of determining their relationship to the opinion section of the study. Means were computed for each applicable item and are reported in the following discussion.

In the Curriculum Data Information section of the questionnaire respondents were to indicate the total number of years they had taught residential carpentry. Their residential carpentry teaching experience ranged from one year to 22 years, with the largest number having taught

two years (18.2 percent). The mean for all respondents was 5.4 years of residential carpentry teaching experience.

Respondents were asked to indicate their age by checking one of the following intervals: a. 20-30; b. 30-40; c. 40-50; d. 50-60; and e. 60—. Due to the low number of respondents in the latter two age intervals, responses to d. and e. were combined before the data was statistically analyzed. The largest percentage of respondents (34.1 percent) was in the 30-40 age group, while 25 percent were in the 20-30 age group and 25 percent were also in the 40-50 age group. The other 15.9 percent were in the 50 and over age group (i.e., responses to d. and e. combined).

Using the following categories, respondents were asked to indicate the highest diploma or degree they had earned: a. High School; b. Jr. College; c. B.S.; and d. M.S. Twenty-five percent of the respondents indicated that a high school diploma was the highest education level they had currently attained. Relatively few (4.5 percent) held only a junior college degree. The largest group, 43.2 percent of the respondents, indicated they had earned a B.S. degree, with another 27.3 percent indicating they had earned a M.S. or higher degree.

An open-ended question was used to determine the total number of years of trade experience in carpentry acquired by each respondent. The responses ranged from two years to 35 years. Two different amounts of carpentry experience were more frequently given than any others. These were 10 or 20 years of experience, or 9.1 percent of the respondents reporting each figure. The mean was 13.6 years of carpentry experience.

The type of school in which respondents were located was determined from the final question in this section of the questionnaire. Respondents were asked to check one of the following categories: a. Area Vocational Technical; b. Comprehensive High School; and c. Other. Most of the respondents were employed in comprehensive high schools (68.2 percent); 27.3 percent were teaching in area vocational technical schools; and 4.5 percent were teaching in some other type of institution. Table I shows the numerical distribution of carpentry programs in the area vocational technical and the comprehensive high schools. The respondents indicating category "c. Other" were grouped with the comprehensive high school respondents. In this table, comparing respondents with non-respondents by school type, 28 of the 33 carpentry teachers in the area vocational technical schools responded, whereas only 16 of the 32 carpentry teachers in the comprehensive high schools responded.

Chi-square was used to test the pattern of responses from area vocational technical schools and comprehensive high schools to see if a statistically significant difference existed. The Chi-square obtained ($\chi^2 = 9.02$) was beyond the .01 level of significance. This indicates that the teachers in the area schools were far more likely to respond to the questionnaire than teachers from the comprehensive high schools.

TABLE I
COMPARISON OF RESPONDENTS WITH NON-RESPONDENTS
BY SCHOOL TYPE

	Area Vocational Technical School	Comprehensive High School and Other	Total
Respondents	N = 28	N = 16	44
Non-Respondents	N = 5	N = 16	21
Total	33	32	65

Chi-square = 9.02 ($p < .01$)

As indicated earlier, all respondents replied "yes" when asked if they were using the Residential Carpentry Course of Study. To determine how extensively the Course of Study is being used in the state by both the respondents and non-respondents, Mr. Jack Hefner and Mr. Ray Merit, Trade and Industrial District Supervisors in the State Department of Vocational and Technical Education, were contacted. They indicated that all residential carpentry teachers in the State of Oklahoma were using the Residential Carpentry Course of Study to some extent.

Tables II, III, IV, and V contain the mean response, standard deviation, and standard error for each item in the questionnaire. Items 18, 21, 23, 26, 33, and 36 were the only questions to have a mean response of less than 3.000 (i.e., respondents tended to disagree with these items). Items 18, 21, 23, and 26 were rated as negative questions, but due to the wording of the questions they could be

interpreted as neutral or positive in some cases. Items 33 and 36 could only be interpreted as negative questions and thus represent definite opinions toward the Residential Carpentry Course of Study. Therefore, a strongly disagree or disagree response to these items was considered to reflect a positive opinion toward the Residential Carpentry Course of Study. The scoring on these items was reversed so that the mean responses would reflect a positive or negative opinion in the same manner as the other items in the questionnaire. All of the other questions showed a positive opinion toward the Course of Study, with question 27 (The Residential Carpentry Course of Study is of little value in its present form) showing the greatest solidarity of opinion. This question received a 4.273 mean response using a reversed rating scale, which indicated very positive opinion regarding the Course of Study.

Five open-ended questions were included to solicit teacher responses that could be expressed better in this manner than on an opinion scale. These questions were not used as part of the statistical data for this study, but are described later in this chapter.

TABLE II
 MEAN RESPONSE, STANDARD DEVIATION, AND STANDARD ERROR
 FOR QUESTIONS PERTAINING TO ADEQUATE COMPETENCIES
 (OBJECTIVE 2)

Questions	Mean Response Standard Deviation Standard Error
3. I feel that my teaching has improved by using the <u>Residential Carpentry Course of Study</u> .	4.136 0.734 0.111
4. An experienced teacher has little need for the standardized course of study.	4.182 * 0.691 0.104
5. Students like having their own instructional materials that correspond to the topics being studied.	4.114 0.618 0.093
6. The <u>Residential Carpentry Course of Study</u> is adequate, but should be supplemented with other instructional materials.	4.227 0.711 0.107
7. The standardized course of study provides the student with little opportunity to apply his knowledge.	3.977 * 0.731 0.110
15. Assignment sheets provide appropriate practice enabling most students to reach the unit's objectives.	3.591 0.726 0.109
16. Tests provided in each unit are an adequate basis for evaluating a student's achievement of the objectives.	3.773 0.711 0.107
17. Many students are unable to achieve 85% accuracy on the unit tests.	3.023 * 1.131 0.170
23. Students need to take notes to supplement the information sheets.	2.341 * 0.914 0.138

TABLE II (CONTINUED)

Questions	Mean Response Standard Deviation Standard Error
25. By using the <u>Residential Carpentry Course of Study</u> , I have taught more material than in the previous years.	3.432 0.873 0.132
28. The tests included in the <u>Course of Study</u> often exceed the capabilities of the students.	3.545 * 0.926 0.140
32. The content of the course material was too elementary.	3.932 * 0.501 0.076
35. I plan to use the <u>Residential Carpentry Course of Study</u> next school year, also.	4.227 0.476 0.072

* = Negative Response (Numerical values of the question are reversed.)

TABLE III
 MEAN RESPONSE, STANDARD DEVIATION, AND STANDARD ERROR
 FOR QUESTIONS PERTAINING TO FLEXIBILITY
 (OBJECTIVE 3)

Questions	Mean Response Standard Deviation Standard Error
1. Using a standardized course of study prevents a teacher from teaching other areas of interest.	3.932 * 0.974 0.147
8. Using this <u>Course of Study</u> makes it easier to integrate VICA activities into the classroom situation.	3.364 0.892 0.134
9. Units from the <u>Residential Carpentry Course of Study</u> could be used for individualized instruction.	4.045 0.371 0.056
10. I find it difficult to supplement the units of instruction with additional teaching materials.	4.136 0.409 0.062
11. I find that once the students learn the behavioral objectives of a unit, they learn the materials quickly.	3.614 0.784 0.118
12. Using the behavioral objectives enables the teacher and the student to identify the most important elements of the topic being studied.	4.114 0.538 0.081
13. Information sheets should be restricted to subject outlines, leaving specific content to the individual instructor.	3.136 * 0.905 0.136
14. The transparency masters provided in each unit provide adequate illustration to the unit's main points.	3.818 0.657 0.099
20. The <u>Residential Carpentry Course of Study</u> can be personalized to the individual student.	3.773 0.642 0.097

TABLE III (CONTINUED)

Questions	Mean Response Standard Deviation Standard Error
22. Students make higher scores when using behavioral objectives as compared to the traditional way of teaching.	3.705 0.851 0.128
24. I find the suggested activity page helpful in planning the lesson to be taught.	3.750 0.615 0.093
28. The tests included in the <u>Course of Study</u> often exceed the capabilities of the students.	3.545 * 0.926 0.140
31. The <u>Course of Study</u> increased my general knowledge of residential carpentry.	3.091 1.030 0.155
36. I find the progress charts to be of little use in the classroom.	2.909 * 0.984 0.148

* = Negative Response (Numerical values of the question are reversed.)

TABLE IV
 MEAN RESPONSE, STANDARD DEVIATION, AND STANDARD ERROR
 FOR QUESTIONS PERTAINING TO ADAPTABILITY TO COMMUNITY
 (OBJECTIVE 4)

Questions	Mean Response Standard Deviation Standard Error
2. My local community's construction methods prohibit me from using the <u>Residential Carpentry Course of Study</u> in my program.	4.205 * 0.734 0.111
31. The <u>Course of Study</u> increased my general knowledge of residential carpentry.	3.091 1.030 0.155
37. The job performances in the job sheets agree with standards practiced on the job.	3.727 0.544 0.082

* = Negative Response (Numerical values of the question are reversed.)

TABLE V
 MEAN RESPONSE, STANDARD DEVIATION, AND STANDARD ERROR
 FOR QUESTIONS PERTAINING TO REVISION NEEDS
 (OBJECTIVE 5)

Questions	Mean Response Standard Deviation Standard Error
21. The <u>Residential Carpentry Course of Study</u> should be improved and expanded.	2.091 * 0.830 0.125
26. A procedure should be developed for keeping the <u>Residential Carpentry Course of Study</u> up to date.	1.614 * 0.655 0.099
27. The <u>Residential Carpentry Course of Study</u> is of little value in its present form.	4.273 * 0.788 0.119
33. Optional jobs should be included in the job sheets.	2.636 * 0.750 0.113
38. Pre-service training in teaching from the <u>Residential Carpentry Course of Study</u> should not be continued, as the time could be put to better use.	3.795 * 0.668 0.101

* = Negative Response (Numerical values of the question are reversed.)

Analysis of Study Objectives

Two-way comparisons were made between the five study objectives to identify any associations these objectives might have with each other and with the background information gathered on respondents. The purpose of this procedure was to determine what percentage of the respondents scoring low, medium, or highly favorable to one objective also scored low, medium, or highly favorable to some other objective. Chi-square (Pearson's Chi-square test of association) was used to test the independence (or lack of statistical association) between the objectives. The level of probability used to determine statistical significance, i.e., independence, was $p = .10$ or less.

Only one statistically significant Chi-square resulted from the comparisons between study objectives. Table VI contains a summary of the Chi-squares resulting from these tests. When Flexibility (Objective 3) was cross tabulated with Adaptable to Community (Objective 4), a statistically significant Chi-square resulted. This represented a decided tendency on the part of respondents to rate both of the objectives in this comparison as low or to rate both objectives as high. The significance of the Chi-square ($p = 0.03$) is due to the fact that there were no respondents who, having rated one objective high, would rate the other objective low. This resulted in an empty cell in the contingency table and reflects the relatively consistent ratings given both objectives. (See Table VII.)

TABLE VI
 RESPONDENTS' RATINGS OF CROSS TABULATIONS BETWEEN
 OBJECTIVES SHOWING CHI-SQUARE

	Adequate Competencies (Objective 2)	Flexibility (Objective 3)	Adaptable to Community (Objective 4)
Flexibility (Objective 3)	2.51 p = 0.28		
Adaptable to Community (Objective 4)	2.35 p = 0.31	10.47 p = 0.03 **	
Revision Needs (Objective 5)	1.21 p = 0.55	3.92 p = 0.42	3.40 p = 0.49

** $p < .05$

TABLE VII
 SUMMARY OF RESPONDENTS' RATINGS OF FLEXIBILITY (OBJECTIVE 3),
 BY ADAPTABLE TO COMMUNITY (OBJECTIVE 4), SHOWING
 JOINT FREQUENCY DISTRIBUTION

		Adaptable to Community (Objective 4)			Row Total
		Slightly Favorable	Moderately Favorable	Highly Favorable	
Flexibility (Objective 3)	Slightly Favorable	N = 1	N = 4	N = 0	5
	Moderately Favorable	N = 3	N = 10	N = 7	20
	Highly Favorable	N = 3	N = 3	N = 13	19
Column Total		7	17	20	44

Chi-Square = 10.47

p = 0.03

Correlation of Data

Chi-square was used to determine the degree of association or lack of association between the response patterns to any two given variables. The joint frequency distribution of the two variables were used in making these calculations. Since the cross tabulation procedure produced only one area of significance, it was felt by the investigator that a correlation analysis between the variables would produce an accurate description of the strength of association between the variables. The Pearson product-moment correlation coefficient was selected to provide this information. The Pearson correlation coefficient measures the amount of deviation from linearity as represented by least-squares equation (the ratio of the covariation to the square root of the product of the variation in x and the variation in y). Output from the Pearson correlation also includes a test of the significance of the resulting Pearson r.

Before the Pearson correlations were calculated, the groupings to which the data were assigned (low, medium, and high) for cross tabulation purposes, were removed and the actual responses on the opinion questions were used.

Correlation Between Objectives

Since General Acceptance (Objective 1), was the summation of the other four objectives, as expected, the correlation between Objective 1 and the other objectives was very high. (See Table VIII.) The very high correlation between Adequate Competencies (Objective 2) and Flexibility (Objective 3) may indicate that these two variables are measuring nearly the same type of opinion and could probably be

combined in any further studies using this data, with no loss in accuracy or information. Because of the low coefficient rating of Revision Needs (Objective 5), this indicated a tendency for the respondents to feel that revisions were necessary, even though the overall opinions toward the Course of Study were favorable.

TABLE VIII
PEARSON INTERCORRELATION MATRIX
FOR STUDY OBJECTIVES

	General Acceptance (Objective 1)	Adequate Competencies (Objective 2)	Flexibility (Objective 3)	Adaptable to Community (Objective 4)
Adequate Competencies (Objective 2)	0.8201 p=0.001 ***	-----	-----	-----
Flexibility (Objective 3)	0.7709 p=0.001 ***	0.7047 p=0.001 ***	-----	-----
Adaptable to Community (Objective 4)	0.8452 p=0.001 ***	0.4593 p=0.001 ***	0.4007 p=0.004 ***	-----
Revision Needs (Objective 5)	0.4397 p=0.001 ***	0.2787 p=0.033 **	0.2497 p=0.051 *	0.3424 p=0.011 **

* p < .10
** p < .05
*** p < .01

Correlation of Background Data
With the Objectives

Table IX contains the correlations between the background data gathered from respondents and their ratings on each study objective. There were no correlations that were highly significant. It is interesting that several items in this table have negative correlation coefficients. For example, personal data item I, teaching experience, when correlated with Objectives 1-4 yields a negative coefficient. The teachers with the most teaching experience had a slight tendency to rate the Residential Carpentry Course of Study less favorably than those with less experience. A correlation with moderate significance was that the older teachers (not necessarily those with the most teaching experience) seemed to feel that the Course of Study needed less revision than their younger colleagues. As possible explanation for this, the reading level of the younger respondents may be slightly higher than the older respondents; therefore, the younger respondents might tend to be more critical of the material than the older ones.

TABLE IX
CORRELATION OF PERSONAL DATA WITH THE OBJECTIVES

	General Acceptance (Obj. 1)	Adequate Competencies (Obj. 2)	Flexibility (Obj. 3)	Adaptable to Community (Obj. 4)	Revision Needs (Obj. 5)
I. TEACHING EXPERIENCE	-0.1878 p=0.111	-0.2057 p=0.090 *	-0.0456 p=0.384	-0.2116 p=0.084 *	0.1199 p=0.219
II. AGE	0.0080 p=0.479	-0.0573 p=0.356	0.2345 p=0.063 *	-0.1230 p=0.213	0.3050 p=0.022 **
III. LEVEL OF EDUCATION	0.0272 p=0.430	0.0326 p=0.417	0.1048 p=0.249	-0.0618 p=0.345	0.2222 p=0.074 *
IV. TRADE EXPERIENCE	0.1023 p=0.254	0.0609 p=0.347	0.1814 p=0.119	0.0229 p=0.441	0.1925 p=0.105

* $p < .10$

** $p < .05$

Correlation Between Background Data Items

Table X contains the intercorrelations between personal data of the respondents. It also describes the general profile of the residential carpentry teacher in Oklahoma. As one would expect, there is very significant correlation between age and teaching experience. Although there was no statistical significance, it is interesting to note the slightly negative coefficient of level of education and age. The very highly significant correlation coefficient between trade experience and age was also as one would expect. The negative correlation of trade experience and education was highly significant. This probably parallels the intent of Oklahoma's Trade and Industrial teacher recruitment policies. The more experienced craftsmen in the trade do not have as

high of educational attainment as those less experienced in the trade. There was no distinct pattern of a teacher profile predominate in any particular type of school.

TABLE X
PEARSON INTERCORRELATION MATRIX FOR PERSONAL DATA

	I. TEACHING EXPERIENCE	II. AGE	III. LEVEL OF EDUCATION
II. AGE	0.3764 S=0.006 ***		
III. LEVEL OF EDUCATION	0.1064 S=0.246	-0.0851 S=0.291	
IV. TRADE EXPERIENCE	0.1216 S=0.216	0.7145 S=0.001 ***	-0.3966 S=0.004 ***

*** $p < .01$

Open-Ended Questions

Question 39 asked "What do you believe to be the most outstanding feature of the Residential Carpentry Course of Study? (Specify)."

Response to this question was 90.9 percent. Some of the interesting answers were:

"Good coverage of basic information." (6 respondents)

"The information sheets and transparency masters which explain and show in detail the parts and the ways they are constructed." (5 respondents)

"Behavioral objectives are well stated, which allows the student to know what is expected in each lesson." (5 respondents)

"Complete and concise." (3 respondents)

"The step by step methods of instruction." (3 respondents)

"Gives help in preparing lessons from day to day." (3 respondents)

"It supplies the meat and it is up to the instructor to supply the bread and potatoes." (2 respondents)

"Gives the student something of his own that he can use and progress at his own speed." (2 respondents)

"The Course of Study is up to date and modern."

"Its direct approach to learning."

"The sections covering power tools and hand tools."

"The ability to cover an area quickly."

"Framing."

"Safety."

"Saves time for the teacher."

"The individual units of instruction."

"The vocabulary and definition sections."

"The flexibility and briefness."

Question 40 asked "What do you believe to be the least outstanding feature of the Residential Carpentry Course of Study?" The respondents who answered this question represented 68.2 percent of the total respondents. Some of the interesting answers are listed as follows:

"Progress charts." (3 respondents)

"Job sheets are of little value in building a house." (3 respondents)

"No slab floor information." (2 respondents)

"VICA." (2 respondents)

"The time consumed using the material." (2 respondents)

"The cost of the material."

"Some areas do not fit the specific job you are doing."

"Repetitiveness."

"Could be better arranged with the procedures of building a house."

"Cabinetmaking should cover woodworking joints."

"The section on blueprint reading."

"The responsibilities of the homeowner."

"You can build a house with a few good students or you can nurse along thirty-six kids in the book and forget about a project."

"It is not sufficient to accomodate the wide range of ability of the student."

"Many illustrations and estimating portions need to be accurate and up to date."

"Too dry. Not very interesting."

"Method used for cabinetmaking is out-dated."

"Suggested activities too expensive."

"Does not always agree with industry."

"Some of the lessons are too long."

"Need more assignment sheets."

"Lack of detailed steps or procedures."

"Is there something about the Residential Carpentry Course of Study that you would like to draw to the attention of the State Curriculum and Instructional Materials Center, but have not had the opportunity to do so? If so, what?" was the nature of Question 41. Over 36 percent of the respondents answered this question. Some of the comments are listed as follows:

"Should be edited for mistakes (page 75-H and 76-H), and many illustrations are out of proportion (pages 182-H and 192-H, lower illustrations)." (3 respondents)

"The student needs a permanent binder plus workbook."

"Needs to be brought up to date."

"Needs more information on formica."

"Plans for a small model home should be added for instructional purposes."

"Section K, Unit III on cabinets is out-dated."

"Needs more on rough form work."

"Should be consolidated into a single book."

"Carpentry math needs to be included."

"Needs material on estimating."

"Would like a pre-test program."

"Current films on building procedures."

"Needs more commercial carpentry procedures."

"The test answer sheets need to be proofed."

Question 42 asked for any additional comments. Over 34 percent of the respondents commented on this question. Some of the more interesting comments were:

"It is the best text available, but like all texts, it must be supplemented to be of optimum usefulness.
(3 respondents)

"This type of Course of Study is the best for high school students." (2 respondents)

"Tests are cut and dried. I give my own."

"I'm sure you are trying, but it isn't the total solution."

"The books should be put on the state adoption list so teachers could afford a book for each student."

"Additional assignment sheets should be added for advanced students."

"I truly appreciate the Course of Study due to the fact that we are working outside, and a guide is a must to cover all materials and cover it well."

"The best and most direct method of teaching carpentry I have ever used."

"We need more and better information on how to use the material."

"Saved me many years of work in developing information sheets and tests."

"Helps me to organize my thoughts and reminds me of details I might forget."

"Continue the use and keep it up-dated."

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the usefulness of the Residential Carpentry Course of Study and to assess the teacher opinions about its effectiveness. With this as the primary goal, certain objectives were formulated to achieve the purpose of the study. These objectives were: (1) to determine the general acceptance of the Residential Carpentry Course of Study; (2) to determine if the Residential Carpentry Course of Study is adequate in presenting the occupational competencies needed in the modern residential carpentry industry; (3) to determine if the materials are flexible enough to be easily used by instructors in differing instructional settings and teaching styles; (4) to determine if the materials can be adapted to each local community's construction methods; and (5) to determine what portions, if any, need revision in the Course of Study.

All of the residential carpentry teachers in the state of Oklahoma were used as the population for this study. They were each mailed a data collecting instrument consisting of two parts: an opinion portion and a personal data portion. The return rate from the mailed questionnaire was 67.7 percent. There was no follow-up study conducted on the non-respondents.

Summary of the Findings

Following is a summary of the findings from this study, with regard to the stated objectives:

1. There was a high level of general acceptance of the Residential Carpentry Course of Study among the teachers. All of the respondents to the questionnaire were using it, and expressed general satisfaction with the results they were obtaining in their programs. These findings paralleled the findings of similar studies conducted on curriculum materials in other subject areas. Patton (3), Lucas (4), and Cox (5) found a similar high level of acceptance for the Basic Core Curriculum for Vocational Agriculture Programs in Oklahoma. Nielsen (6), who studied teacher opinions of the Distributive Education II Course of Study in Oklahoma, also found that the distributive education teachers highly favored the curriculum materials they were using.
2. Teachers indicated that the materials were adequate in presenting occupational competencies needed in the current residential carpentry industry.
3. Teachers agreed that the materials are flexible enough to be easily used by instructors with different teaching styles.
4. Teachers indicated that the materials can be adapted to each local community's construction methods.
5. Teachers agreed, for the most part, that the present materials were usable without any necessary revisions. However, there were several comments made in the open response section of the questionnaire that called attention to specific areas in the

Course of Study that were in need of change or revision (i.e., the cabinet making section).

One of the most favorable comments toward the Course of Study related to the units being written towards behavioral objectives.

It was also suggested that the materials be constantly up-dated and revised, with certain portions, such as the progress charts, to be of questionable value.

Concerning teachers' opinions of the acceptance and usefulness of the Residential Carpentry Course of Study, the following conclusions were made:

1. That the residential carpentry teachers are using the Course of Study extensively in the State of Oklahoma.
2. That the teachers generally accept and consider adequate the Course of Study, as it exists, with the less experienced teachers favoring the materials slightly more than the more experienced teachers.
3. That the flexibility to different teaching styles and adaptability to local construction methods were favorably presented in the Course of Study.
4. The Course of Study was usable as it exists, and does not need major revisions to be of value. The older teachers felt less revision was necessary than the younger ones.

Recommendations

Based upon the findings of this research, the writer suggests the following recommendations:

1. The Residential Carpentry Course of Study should be constantly up-dated to remain current with industry trends and changes.
2. The job sheets should relate more to the actual job of building a residence, since this is the responsibility of most of the classes.
3. Assignment sheets should be added to challenge the accelerated carpentry students.
4. More information on concrete work and slab floor construction should be added.

Suggestions for Further Research

1. Further research should be conducted by pre-testing to determine the extent the Residential Carpentry Course of Study is contributing to the student's progress.
2. Further research should be conducted to determine what effect, if any, the Residential Carpentry Course of Study has on the reading ability of the students.
3. Further research should be conducted to determine if teacher profiles could be used as a prediction of the usefulness of a published Course of Study such as the Residential Carpentry Course of Study.
4. Further research on curriculum materials should include a follow-up on non-respondents to determine what ways, if any, their responses differ from other respondents.
5. Further research should be conducted by actually observing teacher usage of the Course of Study in the classroom to determine the extent the materials are being used.

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APPENDIXES

APPENDIX A

DATA COLLECTION INSTRUMENT

CURRICULUM DATA INFORMATION FORM

- I. Total number of years you have taught Residential Carpentry? _____
- II. Your age (circle one)
- a. 20-30 b. 30-40 c. 40-50 d. 50-60 e. 60—
- III. Highest diploma or degree held (circle one)
- a. High School b. Jr. College c. B.S. d. M.S.
- IV. Total number of years work experience in carpentry? _____
- V. Classification of school (circle one)
- a. Area Vo-Tech b. Comprehensive High School c. Other
- VI. Are you using the Residential Carpentry Course of Study? _____
1. If you answered "yes" to the above question, please turn the page and complete the enclosed questionnaire.
 2. If you answered "no" to the above question, please complete only the information requested below.
 - a. Please explain your reasons for not using the Residential Carpentry Course of Study.
 - b. What type of curriculum materials would you like to see developed by the Curriculum and Instructional Materials Center? (Use the back of the page if necessary.)

Please respond to each of the following statements by circling the response that most nearly expresses your feelings on each individual statement.

- SA - Strongly Agree
- A - Agree
- U - Undecided
- D - Disagree
- SD - Strongly Disagree

1. Using a standardized course of study prevents a teacher from teaching other areas of interest SA A U D SD
2. My local community's construction methods prohibit me from using the Residential Carpentry Course of Study in my program SA A U D SD
3. I feel that my teaching has improved by using the Residential Carpentry Course of Study SA A U D SD
4. An experienced teacher has little need for the standardized course of study SA A U D SD
5. Students like having their own instructional materials that correspond to the topics being studied SA A U D SD
6. The Residential Carpentry Course of Study is adequate, but should be supplemented with other instructional materials SA A U D SD

7. The standardized course of study provides the student with little opportunity to apply his knowledge SA A U D SD
8. Using this Course of Study makes it easier to integrate VICA activities into the classroom situation SA A U D SD
9. Units from the Residential Carpentry Course of Study could be used for individualized instruction SA A U D SD
10. I find it difficult to supplement the units of instruction with additional teaching materials SA A U D SD
11. I find that once the students learn the behavioral objectives of a unit, they learn the materials quickly SA A U D SD
12. Using the behavioral objectives enables the teacher and the student to identify the most important elements of the topic being studied SA A U D SD
13. Information sheets should be restricted to subject outlines, leaving specific content to the individual instructor SA A U D SD
14. The transparency masters provided in each unit provide adequate illustration to the unit's main points SA A U D SD

15. Assignment sheets provide appropriate practice enabling most students to reach the unit's objectives SA A U D SD
16. Tests provided in each unit are an adequate basis for evaluating a student's achievement of the objectives SA A U D SD
17. Many students are unable to achieve 85% accuracy on the unit tests SA A U D SD
18. A set of slides on film strips would improve the use of the Residential Carpentry Course of Study SA A U D SD
19. Topic outlines are easier to teach from than sentence or paragraph types SA A U D SD
20. The Residential Carpentry Course of Study can be personalized to the individual student SA A U D SD
21. The Residential Carpentry Course of Study should be improved and expanded SA A U D SD
22. Students make higher scores when using behavioral objectives as compared to the traditional way of teaching SA A U D SD
23. Students need to take notes to supplement the information sheets SA A U D SD
24. I find the suggested activity page helpful in planning the lesson to be taught SA A U D SD
25. By using the Residential Carpentry Course of Study, I have taught more material than in the previous years SA A U D SD

26. A procedure should be developed for keeping
the Residential Carpentry Course of Study
up to date SA A U D SD
27. The Residential Carpentry Course of Study
is of little value in its present form SA A U D SD
28. The tests included in the Course of Study
often exceed the capabilities of the students . . SA A U D SD
29. I received inadequate in-service training
prior to implementing the Residential Car-
penry Course of Study in my program SA A U D SD
30. The reading level is too advanced for most
of my students SA A U D SD
31. The Course of Study increased my general
knowledge of residential carpentry SA A U D SD
32. The content of the course material was too
elementary SA A U D SD
33. Optional jobs should be included in the
job sheets SA A U D SD
34. The addition of the Course of Study has
enabled me to better perform my teaching
responsibilities SA A U D SD
35. I plan to use the Residential Carpentry
Course of Study next school year, also SA A U D SD
36. I find the progress charts to be of little
use in the classroom SA A U D SD
37. The job performances in the job sheets
agree with standards practiced on the job SA A U D SD

38. Pre-service training in teaching from the
Residential Carpentry Course of Study
 should not be continued, as the time could
 be put to better use SA A U D SD
39. What do you believe to be the most outstanding feature of the
Residential Carpentry Course of Study? (Specify)
40. What do you believe to be the least outstanding feature of the
Residential Carpentry Course of Study? (Specify)
41. Is there something about the Residential Carpentry Course of Study
 that you would like to draw to the attention of the State Curricu-
 lum and Instructional Materials Center, but have not had the
 opportunity to do so? If so, what?
42. Any additional comments:

APPENDIX B

LETTERS OF TRANSMITTAL

DEPARTMENT OF TRADE AND INDUSTRIAL EDUCATION
OKLAHOMA STATE UNIVERSITY
(LETTERHEAD)

January 17, 1975

Dear Residential Carpentry Teachers:

For the past year you have been using a standardized course of study developed by Oklahoma Curriculum and Instructional Materials Center. An Oklahoma State University graduate student interested in curriculum development is conducting a research study dealing with the evaluation of this material.

Richard Shepperd has consulted with us and with the Curriculum and Instructional Materials Center concerning this project. We believe that he has a useful study that will provide necessary information concerning future revision and development of curriculum materials.

Please take the small amount of time required to complete his questionnaire for the sake of future revision planning as well as helping a fellow teacher.

Thanking you in advance for your help.

Sincerely,

Clyde B. Knight
Assistant Professor
TRADE AND INDUSTRIAL EDUCATION

CBK/ba

DEPARTMENT OF TRADE AND INDUSTRIAL EDUCATION
OKLAHOMA STATE UNIVERSITY
(LETTERHEAD)

February 1, 1975

Richard E. Shepperd

Dear Residential Carpentry Teachers:

I am presently conducting a research study as a student in the Occupational and Adult Education Department at Oklahoma State University. The study is being directed by Dr. Wayne Lockwood, Dr. Clyde Knight, and Dr. Don Phillips.

Being a Trade and Industrial teacher, I have a particular interest in usable curriculum materials and the content of such materials. You have had access to the Residential Carpentry Course of Study curriculum materials for the past year. Through the enclosed questionnaire I would like to have your opinions concerning this curriculum material. All replies will be held in strictest confidence.

Please complete and return the questionnaire in the self-addressed stamped envelope at your earliest convenience.

Thank you for your cooperation.

Sincerely,

Richard E. Shepperd
Graduate Student

RES/ba

Enclosures

VITA

Richard Eugene Shepperd

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF TEACHER OPINIONS REGARDING THE RESIDENTIAL
CARPENTRY COURSE OF STUDY IN OKLAHOMA

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Brownfield, Texas, December 28, 1943,
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Education: Graduated from American High School, Chicago,
Illinois, in 1962; received Bachelor of Science degree in
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Professional Experience: Draftsman, Exxon Corporation (Humble
Oil and Rfg. Co.), Roswell, New Mexico and Midland, Texas,
1962-1967; Draftsman, Texas Instruments, Inc., Dallas, Texas,
1967-1969; Vocational Drafting Instructor, Plainview High
School, Plainview, Texas, 1969-1974; Guest Instructor, Voca-
tional Industrial Teacher Education Department, Southwest
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Oklahoma State University, presently employed.

Professional Organizations: American Vocational Association,
American Vocational Research Association, Texas Vocational-
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Teacher Association.