

A Descriptive Study on the Factors Influencing the Enrollment
in Elective Technology Education Classes
at Meyer Middle School
River Falls, Wisconsin

by

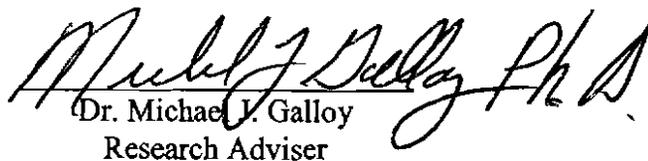
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ABSTRACT

The purpose of this research was to find out what influences students at Meyer Middle School to enroll in technology education classes. As eighth graders, students have the opportunity to choose their electives from the following areas: reading, science, math, art, foods, and technology education. Additionally, female enrollment has gone from being about 50 percent of the class to less than one-third. The class sizes have been becoming smaller over the years. This study will help the instructor to modify the class offerings in order to increase the class size and fit the needs of more students. The researcher used a questionnaire to collect the data. This questionnaire was modeled after a similar questionnaire used by (Paul Haugland, 1991). A Likert scale was used to gauge the

importance of each component the questions asked. The scale used was from 1 to 5, five being most influential and 1 being the least. The respondents of the survey were the eighth grade class of Meyer Middle School. The total number of respondents out of a total of 255 was 87. There were 27 male, 32 female and 28 non specified respondents totaling 87. The researcher found that the students were the most influential when selecting elective classes during their eight grade year. The respondent's future school plans also had a strong impact on which electives were selected during the eight grade year.

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Chapter I: Introduction

Today, more and more educational institutions are feeling the impact of the personal computer and Internet culture on the social structure of our society. The computer has decreased the amount of time it takes to send and receive updated information. A person can fax information to someone or e-mail him or her within minutes instead of waiting for a letter through the post office. The Internet has also become a common word in our everyday vocabulary. A person can find information about a subject without ever going to a library or reading a book about that subject, just by looking it up on the Internet. The use of the home computer has become so popular that almost every household has one (Bills, 1995). If students do not have access to computers at home, they have exposure to them at school.

The computer has also had an impact on the business world because of the speed at which things happen. With the changing technology, companies must be able to change and adapt quickly or they will fall behind their competitors. The business world is changing so drastically, and at such an alarming rate, that what is new today might be outdated by the end of the week (Glickman, 1982). Along with this, the knowledge of technology in our society is evolving so rapidly that 90% of the jobs that will be available in 20 years from now have not yet been developed (Student achievement in the 21st century, 2001). This means that for companies to stay competitive in the job market, their employees must be able to learn on the job and be able to read new technical literature that is associated with these new skills.

Technology education starts in the middle school and progresses through high school. Technology education in the middle school involves students in recycling

programs and gives them a chance to gain simple problem solving skills so they see how the real world operates (Lloyd, 2000). A teacher may have his/her students do a report on recycling so that they will know how it works and how the students will benefit from it. This is where the computer and the Internet may be tied into the curriculum. Students will do their research using the computer and Internet in order to complete assignments. Students need to be familiar with technology that is utilized in the business world before they leave the high school. One way to accomplish this is to have them enroll in middle school exploratory technology education classes so they can experience and get interested in these concepts (Burge, 2000). The technology education teachers in middle schools and high schools have to get students to enroll into their classes so that they can be trained with the necessary tools to either go into the workforce or enroll at a technical college (Burge, 2000). These types of classes are very male dominated in most, if not all, of the high schools in the U.S. The traditional vocational education classes such as welding, woods, metals, auto-mechanics, and electronics are still present in the curriculum of high schools, but there are also classes that utilize the newer technologies of today's business world. The presence of the computer has allowed for many different options in the designing of curriculum. The use of the computer and its many facets may include PowerPoint presentations, picture dictionaries on CD, the Internet, and numerous other software applications that could help out their students in the learning of different subjects. AutoCAD, computer aided design, and construction courses can be integrated into middle school elective technology education classes. All of these classes could be designed so that they would be interesting for female students. Currently, the enrollment of females in technology education classes is very low. The National Education

Association has stated that female students respond well to group projects that allow each member to make individual contributions to the outcome when using the computer in collaborative projects (Technology and gender inequity, 2000).

Meyer Middle School female students do not enroll in technology education classes during the eighth grade year as an elective course.

Table 1

Student enrollment throughout the last six school years.

School Year	Grade Level	Total Students	Male	Female
2006-2007	8th	196	141	55
2005-2006	8th	117	*81	*36
2004-2005	8th	245	122	123
2003-2004	8th	220	110	110
2002-2003	8th	226	126	100
2001-2002	8th	219	124	95

* This was the first year that technology education was offered as an elective for the eighth graders. The previous years it was an exploratory which every student had to take as part of the curriculum.

Statement of the Problem

This research was conducted because the enrollment numbers at Meyer Middle school have decreased from years past. This research will help find out what has contributed to the decline in enrollment numbers from past years.

Purpose of the Study

The purpose of this research was to find out what influences students at Meyer Middle School to enroll in technology education classes. As eighth graders, students have the opportunity to choose their electives from the following areas: reading, science, math, art, foods, and technology education. Additionally, female enrollment has gone from being about 50 percent of the class to less than one-third. The class sizes have been becoming

smaller over the years. This study will help the instructor to modify the class offerings in order to increase the class size and fit the needs of more students.

Research Questions

The research questions addressed by this study are:

1. To what extent does student perception of the teacher affect student enrollment?
2. To what extent do peer interactions affect student enrollment in technology education classes?
3. To what extent does preparing for college affect enrollment in technology education classes?
4. To what extent do scheduling conflicts play in enrollment in technology education classes?
5. To what extent do the competing electives have on student enrollment in technology education classes?
6. Are female perceptions of these questions different than male?

Significance of the Study

The researcher hopes to find some significant factors that will help to bolster the enrollment in the Meyer Middle School technology education classes. The lack of enrollment in technology education classes has been declining in the last couple of years. This problem has been prevalent for many years in this field. The researcher hopes to shed some light on what influences students elective class choices at Meyer Middle School.

Limitations of the Study

This study is based on the information that will be gathered during the spring of the 2006-07 school year at Meyer Middle School. The subjects that will be studied are the 8th grade students at Meyer Middle School. These findings will mostly apply only to the students of Meyer Middle School class of 2012, because attitudes and feelings would

vary outside the 8th grade class of the River Falls School District at Meyer Middle School. This study will be limited to a comparison of the responses of the participants.

Definition of Terms

AutoCAD- is a suite of CAD, computer aided drafting, software products for 2 and 3 dimensional design and drafting developed and sold by Autodesk Inc.

Internet- a vast computer network linking smaller computer networks worldwide, the Internet includes commercial, educational, governmental, and other networks, all of which use the same set of communications protocols.

Internet culture- referred to as cyber culture is the culture that has emerged, or is emerging, from the use of computers for communication, entertainment and business.

Technology- the scientific method and material used to achieve a commercial or industrial objective.

Technology education- provides the general framework of skills and experiences that equip students with the ability to utilize technology as it exists and evolves.

Chapter II: Literature Review

Throughout the literature there have been many studies referring to the declining enrollment in technology education classes (Gronley, 2004; Fry, 2004; Buker, 2000; Haugland, 1991). This decline is a concern for technology education teachers across the spectrum of teaching. Less students enrolling in technology education classes means less need for teachers to teach the subject, thus lay offs and departments being dropped in this time of budget cuts. This decline seems to be associated with the new graduation requirements that have been implemented in the early 1990s. More students are now looking at going to a four year college or university, then a two year technological institute or going directly into the workforce (Fry, 2004). Another factor that keeps students from enrolling into technology education classes could be the fact that the curriculum has stayed stagnant over the years. The job market has changed dramatically but the technology education curriculum has stayed the same. Students do not see the need to know this type of information, or can not see how this will benefit them by taking this course. Technology education still has the stigma of being for the non-college bound students (Gronley, 2004). In correlation with the increased graduation requirements, students have been encouraged to take more core type classes so their high school record looks better to the admittance board of the colleges and universities that high school graduates are applying to.

Looking into the problem of lower student enrollment of technology education classes, these areas of concern have been studied: Enrollment trends and the influential factors of enrollment. The overall population of the school has not declined just the

numbers of students that enroll in technology education classes. This can be sighted in the following studies (Fry, 2004; Gronley, 2004; Haugland, 1991). This holds true for last couple of years for this research also.

Table 2

Enrollment of students in Technology Education classes

School Year	Grade Level	Enrolled in Tech ED	Class Size
2006-2007	8 th	196	255
2005-2006	8 th	117*	260*
2004-2005	8 th	245	245
2003-2004	8 th	220	220
2002-2003	8 th	226	226
2001-2002	8 th	219	219

*This was the first year of 8th grade electives, years previous this course was an exploratory class so every 8th grade student was enrolled in the technology education class.

The influential factors that have been compiled from previous studies fall under these areas: family, parents, peers, graduation requirements, guidance counselors, course content, difficulty of course content, likeability of instructor, knowledge of course offerings, and mainly the students themselves. The reoccurring influences that have stood out have been the students enrolling in courses that will benefit them in the road to their future which seems for the majority of them will lead to a four year college or university (Fry, 2004). So, when given a choice, students will enroll in classes such as science, language arts, math and foreign languages to improve their school record thinking this will give them a better chance to get into a better college or university. This

thinking is leaving out what industry wants most out of the new workforce that will be entering the job market in the future. What the industry wants is a worker who is adaptable to the ever changing environment of the technological age that is upon us, which technology education lends itself to through its curriculum (S.D Johnson, 1991).

An issue that must be brought up with technology education classes is gender. The last two decades have seen an increase in female enrollment. Female enrollment has increased to be about 1/3 of the total students enrolled in technology education classes. This is up 15 times the percentage of the enrollment numbers of females in the 1960s (Sanders, 2001). Even though the numbers are rising, they are still very low. Two major factors that affect the enrollment of females in technology education classes are the stereotypes about male and female occupations and that technology has been dominated by males until recently. The females that did take technology education classes were considered “path breakers” and wanted to prove that they could be as good as their male counterparts (Silverman & Pritchard, 1996). Female enrollment could be enhanced by stressing the importance of connecting what is taught to the lives and interests of the students, more importantly the female students. Female students and women in general respond better to teaching that relates to their own lives and giving them encouragement about their abilities (Caine & Caine, 1991). Both genders enjoy taking technology education classes because of the chance to work with their hands and self expression. An interest in technology education was often encouraged by family and relatives or friends outside of school. This encouragement was particularly important for females (Silverman & Pritchard, 1996). The key to getting female students interested in technology education is to stimulate an interest at an early age. Female students need to have an

equal opportunity to work on and use the computer in elementary school classes.

Computer skills must be emphasized so that girls recognize the critical role that computer skills play in a wide variety of careers and professions. Girls need opportunities to interact with science, math and technology education so that they can form beliefs of what they are good at in substantial ways. These early interactions must be positive or their interest will be jaded there after throughout their remaining school years. Young female students need to be introduced to women in the workforce that have jobs in a technological area, in order for them to envision themselves in technical positions (Ettenheim, 2000).

Most of the studies have taken place in high schools but these trends start before students start attending the high school. There is a study that offers a suggestion of doing research in the elementary schools to see if the stigma of technology education is only for students that are not going on to college starts at a younger age (Buker, 2000). One case specifically is at Meyer Middle School in River Falls, Wisconsin. There has been a decline in enrollment in the technology education classes. This decline has created an opportunity to try and find out why these trends are occurring. Along with this literature review and the data collected from the questionnaire, the technology education class offerings at Meyer Middle School will be improved so to bolster the enrollment of students in the future.

Chapter III: Methodology

The purpose of this research was to find out what influences students at Meyer Middle School to enroll in technology education classes. As eighth graders, students have the opportunity to choose their electives from the following areas: reading, science, math, art, foods, and technology education. Additionally, female enrollment has gone from being about 50 percent of the class to less than one-third. The class sizes have been becoming smaller over the years. This study will help the instructor to modify the class offerings in order to increase the class size and fit the needs of more students. The methods and procedures used in this study will be explained under the following headings: research design, sample selection, instrumentation, procedures followed, and method of analysis.

Research Design

This research involved reading past research that was completed in other area middle and high schools to see if there are any results that might correlate with the student population of Meyer Middle School. There have been many studies done about the lack of students enrolled into technology education. The researcher will be concentrating on why students are not enrolling into technology education classes. All of the students will be surveyed. The researcher does not want to single out a smaller part of the total population when administering the survey. The students will be asked a series of questions that should explain the lack of enrollment in the Meyer Middle School technology education program. The researcher hopes to find out who or what influences the students when selecting elective classes for their eighth grade year. Once the survey

is completed and the analysis of the data is completed, the researcher will hope to change and improve the course selections so that more females will get interested in the technology education field and perhaps select a career in one of the job related fields.

Sample Selection

The sample of subjects was selected from the overall population of Meyer Middle School. The sample consisted of the entire eighth grade class, which consists of 255 students. Out of the possible 255 participants only 87 students chose to participate in the study. The majority of students come from white middle class homes. There are a few minority students that are part of the subject sample. The sample was selected because they have been exposed to the technology education program already or they are currently enrolled. These students may hold the answers to the lack of enrollment in technology education courses at Meyer Middle School. Meyer Middle School is located in River Falls, Wisconsin. The population of River Falls is about 13,000 people and is located 25 miles east of the Twin Cities of Minneapolis and St. Paul.

Instrumentation

A survey instrument will be used to collect the data. This survey will be patterned after a similar survey used by P. Haugland (Haugland, 1991). This survey was modified to better fit the student population of the middle school (see Appendix A). This survey was chosen because it will be easy to administer and will gather the data necessary to address the research questions. A Likert-type scale was used to answer the questions on the survey; this might allow for more honest responses. This survey deals with the attitudes and feelings of the eighth grade students of Meyer Middle School. The

instrument was approved by the Institute Review Board of the University of Wisconsin-Stout.

Procedures

First a consent form was sent home before the survey was handed out to the students. If the parents did not sign the consent form or the student did not return the consent form, that student did not participate in the study. The survey was administered after permission was granted by the building principal. The study took place during the second week of May during 2006-07. The student population is split into two different houses at Meyer Middle School, the blue house and the gold house. These sub groups are selected at the beginning of the school year. The determining factors of which house a student goes into depends on their learning style, how the student's personality aligns with the staff members of that house, it could also be a classroom management situation that needs to be resolved by separating two students so that they will not be in the same class together. A student's placement in one house can change from one year to the next depending on how that student relates to the staff in that house or if there is classroom management problem that occurs over the school year. The survey was administered during Social Studies in the gold house and Science in the blue house that week. There were two sub groups of the overall sample. An e-mail was sent to those teachers so that they could relay the best time to administer the survey and during the beginning of Social Studies and Science was the consensus. The surveys were counted and put in the Social Studies and Science teacher's boxes with return envelopes to put the completed surveys in when they were completed by the students. The researcher will give the two staff

members that are administering the survey a roster of those students that returned consent forms so that they are the only students that complete the survey.

Data Analysis

The questionnaire was developed to measure the extent to which student perceptions effect enrollment into elective classes offered at Meyer Middle School in River Falls, Wisconsin. The data collected was analyzed using percentages and means. The results were arranged into visual tables that follow the research questions from chapter one.

Chapter IV: Results

The researcher used a questionnaire to collect the data. This questionnaire was modeled after a similar questionnaire used by (Paul Haugland, 1991). A Likert scale was used to gauge the importance of each component the questions asked. The scale used was from 1 to 5, five being most influential and 1 being the least. The respondents of the survey were the eighth grade class of Meyer Middle School. The total number of respondents out of a total of 255 was 87. There were 27 male, 32 female and 28 non specified respondents totaling 87. The following tables depict only the most influential #5 responses collected from the data. The first table represents the data from survey question #1.

Question #1 states: What influences your elective class selection? The table shows that the male respondents at 81% hold themselves as the major influence when selecting elective classes. The female respondents at 66% hold themselves also as the major influence when selecting elective classes. Guidance counselors and teachers have the least amount of influence according to the table. One factor that does stand out is that the female respondents stated that teachers have more of an influence at 13% than do their parents at 0%.

Table 3

The influences of student elective class selection

Survey Question #1	Male n (27)	Female n (32)	Non-specified n (28)
Yourself	81%	66%	64%
Parents	15%	0%	7%
Friends	15%	16%	11%
Guidance Counselors	4%	0%	0%
Teachers	7%	13%	0%

Question #2 states: What influences your enrollment in elective classes? The table shows that 67% of the male respondents reported that having the course content being interesting was the most influential when selecting electives. The likeability of the instructor was the second most influential factor at 41% of the male respondents. Having the elective being relevant to

their future schooling plans was third at 37%. The results of the female respondents are as follows; 75% of the female respondents found that interesting course content was the most influential factor when selecting their elective courses. The second most influential factor at 38% was whether or not their friends were enrolled in the course. The likeability of the instructor was reported at 28%. This leaves parents encouragement and relevance to their future plans at 9% and 13% respectively. Guidance counselors and whether the course was challenging enough were least influential at a 0% response rate.

Table 4

The influences of student enrollment in elective classes

Survey Question #2	Male n (27)	Female n (32)	Non-specified n (28)
Interesting course content	67%	75%	64%
Relevant to future plans	37%	13%	25%
Likeability of instructor	41%	28%	18%
Course challenging enough	7%	0%	0%
Parents encouragement	7%	9%	18%
Friends not taking the course	26%	38%	18%
Guidance counselors advised	0%	0%	0%

Question #3 states: What influences you not to enroll in technology education course?

The table shows that 44% of the male respondents found that dislike of the instructor was the biggest deciding factor for not enrolling in technology education elective courses. The second most influential factor at 19% was that other elective courses were more desirable. The course not being challenging enough was the third most influential factor at 11%. Having their friends not enrolled was the fourth most influential at 7%. Parents discouragement, lack of information, and the course is not relevant were all tied at 4%. The female respondents found that competing electives were more desirable to be the most influential at 53%. Course relevancy to future plans and that the course was not challenging was the second most influential at 28%. The dislike of the instructor was the third most influential factor at 25%. Not having friends enrolled in the class was the fourth most influential at 19%. The second least influential factor causing female

respondents to not enroll in technology education was discouragement from parents at 6% response rate. The least most influential factor of the female respondents was the lack of information about the elective course at 3% response rate.

Table 5

The influences that cause students not to enroll in technology education

Survey Question #3	Male n (27)	Female n (32)	Non-specified n (28)
Course content not relevant	4%	28%	14%
Lack of information	4%	3%	16%
Dislike instructor	44%	25%	4%
Not challenging	11%	28%	7%
Parents discouraged	4%	6%	4%
Friends not enrolled	7%	19%	7%
Competing electives more desirable	19%	53%	25%

Summary

1. Both the male and female respondents found themselves the most influential when selecting elective courses. Female respondents found their parents and guidance counselors to have zero influence on their selection of elective courses.
2. A majority of male and female respondents reported that they are the most influential when they make the decision to enroll into elective courses. Almost twice as many male respondents found the likeability of the instructor to be a deciding factor in order to enroll in an elective course. Both male and female respondents reported that guidance counselors had no influence on their enrollment in elective courses. Nearly three times as many male respondents enrolled in elective courses based on relevancy to their future schooling plans. It was slightly more important to the female respondents than the male respondents if their friends were not taking the same elective course.
3. Nearly half of the male respondents found that their dislike of the instructor kept them from enrolling in elective courses. Over half of the female respondents found that competing electives were more desirable than technology education electives.

Chapter V: Discussion

The purpose of this research was to find out what influences students at Meyer Middle School to enroll in technology education classes. As eighth graders, students have the opportunity to choose their electives from the following areas: reading, science, math, art, foods, and technology education. Additionally, female enrollment has gone from being about 50 percent of the class to less than one-third. The class sizes have been becoming smaller over the years. This study will help the instructor to modify the class offerings in order to increase the class size and fit the needs of more students. A survey was given to 87 out of the total of 255 possible of the eighth grade class of the 2006-2007 school year. The data showed what was most influential when selecting which elective courses to enroll in. The researcher will go through each research question and give a brief summary of the data then state a conclusion and finally give recommendations based on the data.

Research Question #1: To what extent does student perception of the teacher affect student enrollment.

The data shows that the likeability of the instructor is extremely important in order for the male respondents to enroll into any technology education elective courses. Where as, only $\frac{1}{4}$ of the female respondents found the likeability of the instructor to be extremely important. Along with this data, both genders of respondents found that teacher influence was not found to be significant when influencing student enrollment into technology education electives.

Based on the data it can be concluded that the male students' perception of the instructor can either encourage enrollment or discourage enrollment into eighth grade elective courses. It can be concluded that the female perception of the instructor only slightly encouraged or

discouraged enrollment into the elective courses. Based on the data it can be concluded that the influence of the instructor was found to be insignificant to the student enrollment of electives.

Based on the conclusion, it is recommended that the instructor become more involved in student activities so to increase his likeability in the eyes of the students. This can be done by attending band concerts, choir concerts, sporting events etc. This will show that the instructor cares what the interests of his students are and interacts with them outside of the walls of the classroom.

Research Question #2: To what extent do peer interactions affect student enrollment in technology education classes?

The data shows that female students' peers are slightly more influential when it comes to elective class selection than do their male counterparts, at 16% and 15% respectively. The data shows that having friends in the same class was slightly more important to females than that of their male counterparts, at 38% and 26% respectively. The data shows that male respondents found it less significant to not enroll if their peers were not in the same class. Nearly three times as many of the female students found it extremely important to not enroll if their friends were not taking the elective class.

Based on the data, it can be concluded that peer interactions only slightly influence students when enrolling into elective classes. It can be concluded that females are influenced more by their peers than that of their male counterparts.

Based on the conclusions, it is recommended that the curriculum be looked at to see if it could be more geared to a larger section of the overall student population to try to bolster enrollment numbers. The instructor may have to go out in the community and find professional females that have jobs that are technology based.

Research Question #3: To what extent does preparing for college affect enrollment in technology education classes?

The data shows that preparing for future schooling affects student enrollment in this manner, three times as many of the male respondents found it extremely important, compared to that of the female respondents. The fact that technology education electives were not a part of your future plans influenced 7 times as many female respondents to not enroll in any technology education electives in their eighth grade year.

Based on the data, it can be concluded that male and female students take electives in their eighth grade year based on what their high school class choices may be. It can be concluded that students do not see a need to take technology education elective over reading, science or math elective because it does not correlate with their high school plan.

Based on the conclusions, it is recommended that guidance counselors get more involved in student class scheduling so that they can help to express the importance of technology education classes to the students and their parents. This could be done at parent teacher conferences. While parents wait for the next core teacher they could be talking to a guidance counselor about the future plans of their child.

Research Question #4: To what extent do scheduling conflicts play in enrollment in technology education classes?

The data shows that over twice as many female students than male students found the other electives more desirable than the technology education electives.

Based on the data, it can be concluded that females would be more interested in enrolling in other electives than technology education electives.

Based on the conclusion, it is recommended that all electives be changed over to exploratory classes that all students are enrolled in so that they get a taste of what different types of experiences are out there for them and not to narrow their chances for a

good experience by choosing an elective that they know that they will be good at or excel at.

Research Question #5: To what extent do the competing electives have on student enrollment in technology education classes?

The data shows that over twice as many female students than male students found the other electives more desirable than the technology education electives.

Based on the data, it can be concluded that females would be more interested in enrolling in other electives than technology education electives.

Based on the conclusion, it is recommended that all electives be changed over to exploratory classes that all students are enrolled in so that they get a taste of what different types of experiences are out there for them and not to narrow their chances for a good experience by choosing an elective that they know that they will be good at or excel at.

Research Question #6: Are female perceptions of these questions different than male?

The data shows throughout the survey that female and male perceptions vary from survey question to survey question. The greatest difference can be noted by looking at research questions 4 and 5. More than twice as many females found other elective classes more desirable than technology education electives. The data shows that female perceptions are different from male perceptions when it comes to enrolling in technology education classes when their friends are not in that class also.

Based on the data, it can be concluded that technology education classes are still seen as male dominated classes. Technology education elective curriculum is still seen as biased toward the male gender.

Based on the conclusions, it is recommended that the instructor do more research in the present job market to see if there are females in the community that are willing to come in the classroom and speak to the class about job opportunities that stem from taking technology education classes while in middle school and high school or even enrolling in classes in an area two-year technology education college

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APPENDIX A

Using the following scale, please circle the number that best describes the way you feel about each statement.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Not</i>	<i>Somewhat</i>	<i>Important</i>	<i>Highly</i>	<i>Extremely</i>
<i>Important</i>	<i>Important</i>		<i>Important</i>	<i>Important</i>

1. What influences your elective class selection?

1	2	3	4	5	Yourself
1	2	3	4	5	Parents/Family
1	2	3	4	5	Friends
1	2	3	4	5	Guidance Counselors
1	2	3	4	5	Teachers

2. What influences your enrollment in elective classes?

1	2	3	4	5	Interesting course content
1	2	3	4	5	Course is relevant to future schooling plans
1	2	3	4	5	Like the instructor that teaches the course
1	2	3	4	5	Challenging course that is not too easy
1	2	3	4	5	Parents encouraged taking the course
1	2	3	4	5	Friends are taking the course
1	2	3	4	5	Guidance counselors advised taking the course

3. What influences *you not* to enroll in technology education elective classes?

1	2	3	4	5	Course content is not relevant to future school plans
1	2	3	4	5	Lack of information about the elective course
1	2	3	4	5	Dislike the instructor that teaches the course
1	2	3	4	5	Elective is too challenging
1	2	3	4	5	Parents discouraged taking the course
1	2	3	4	5	Friends are not taking the course
1	2	3	4	5	Competing electives were more desirable

APPENDIX B

TO: Eight Grade TA Teachers
FROM: Kevin E. Dorn
RE: Student Questionnaire
Tuesday, May 29th

I will need your help to conduct a survey of all the eight grade students during teacher advisory (TA) period on Tuesday, May 29th . The results of this study will be used to analyze student participation in the Technology Education Program at Meyer Middle School.

Students will need a writing utensil to fill out the questionnaire.

No name will be required on the survey.

Emphasize the directions.

Emphasize the importance to their honest response to the questionnaire.

Place all of the surveys in the provided envelope and return them to the designated box in the teachers lounge.

Thank you