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A Study to Determine the Supply and Demand of Marketing Education Teachers Within the Next Five School Years in the Tidewater, Virginia Area

Christin Leigh Gilbert
Old Dominion University

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A STUDY TO DETERMINE THE SUPPLY AND DEMAND OF MARKETING EDUCATION TEACHERS WITHIN THE NEXT FIVE SCHOOL YEARS IN THE TIDEWATER, VIRGINIA, AREA

A RESEARCH PROJECT PRESENTED TO THE FACULTY OF THE COLLEGE OF EDUCATION OLD DOMINION UNIVERSITY

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

By Christin Leigh Gilbert, M.S. August, 1991
This project was prepared by Christin Leigh Gilbert under the direction of Dr. John Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science in Education degree.

APPROVED BY:

[Signature]
Dr. John M. Ritz, Advisor

Date 5-22-91

[Signature]
Dr. John J. DeRolf, III
Graduate Program Director

Date 6/5/91
ACKNOWLEDGEMENTS

I extend a sincere debt of gratitude to all those who have helped and cooperated with this study.

A sincere thank you is extended to all the Marketing Education Supervisors for participating in this study.

Also, a special thank you goes to Dr. John Ritz who gave unselfishly of his time.
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CHAPTER I
INTRODUCTION

Much reporting has been done on the lack of teachers in certain fields, namely mathematics, science, and technology. Vocational subjects tend to get lost in the clutter. These subjects are needed for students who do not pursue a college education (4-year university) following high school but prefer to directly enter the workforce.

An increasing number of students in our high schools today do not follow the "traditional" college preparatory curriculum which includes such courses and physics, Algebra II, trigonometry and at least two consecutive years of a foreign language. Many choose the vocational track. These students choose to learn job skills in order to obtain employment directly following high school.

There are six traditional vocational subjects found in high schools. Those six subjects include Agriculture Education, Business Education, Home Economics, Marketing Education, Technology Education, and Trade and Industry. Many post-secondary and adult programs are also offered as well as several vocational special needs programs.

Marketing Education is one vocational subject that is taught in Tidewater, Virginia schools. However, the numbers of teachers needed is indeterminate as is the growth of the Marketing Education program.
STATEMENT OF THE PROBLEM

The problem of this study was to determine the overall projected needs for Marketing Education teachers within the next five school years in the Tidewater, Virginia, area. Information from this study was used to determine the future needs or lack thereof for Marketing Education teachers in this area.

RESEARCH GOALS

The following goals were established to find a solution to this problem:

1. Determine the number of graduates in this field that will be seeking employment.

2. Determine the number of positions to be filled due to the number of persons retiring from Marketing Education teaching positions.

3. Determine the number of positions to be filled due to career changes of Marketing Education teachers.

4. Determine the growth of local school district Marketing Education programs.

5. Determine the future needs for Marketing Education teachers.

BACKGROUND AND SIGNIFICANCE

Marketing Education was born from the ideas of Lucinda Prince. The first documented evidence of such a program in this country appeared in 1905 when Prince, in cooperation with the Women's Education and Industrial Union (WEIU), organized sales training for girls who worked in Boston stores. In 1907, Prince, together with Filene's Department Store, initiated the
first cooperative-type vocational training. Young women would attend Prince's Union School of Salesmanship five mornings a week and would then spend their afternoons working at Filene's in Boston, Massachusetts. Finally, in 1912 the Boston Board of Education included a salesmanship class in a large high school, thus making the Boston Board of Education the first public institution to offer a course in marketing at the secondary level (Lynch, 1983, p.8).

Today the marketing program has grown considerably and so has the job of the marketing teacher. Today, he/she carries with him/her a number of roles that must be performed on a regular basis. Those roles consist of being a teacher, a coordinator, an administrator, and a guidance counselor, and carrying on relations with the public.

Reports on the need for teachers stresses the lack of teachers in the areas of mathematics, science, and technology. More specifically in the vocational education area, reports for supply and demand of Technology Education teachers and Trade and Industry teachers are plentiful (Akin, 1981, p. 11). No supply and demand reports could be found for Marketing Education teachers. This study should serve as an indicator of the needs for Marketing Education teachers in the Tidewater, Virginia, area.
LIMITATIONS

The limitations encountered in this study were as follows:

1. Only the Tidewater, Virginia, area was studied. This included the school systems of Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, and Virginia Beach.

2. Only supervisors were polled.

3. The results will be useful only to those school divisions studied.

ASSUMPTIONS

In this study it was assumed that:

1. Marketing Education teachers will be needed at the secondary level within the next five school years.

2. Marketing Education programs at the secondary level will grow within the next five school years.

3. Supervisors polled had an idea of the future needs for teachers.

4. The economy will support secondary schools for Marketing Education programs and positions in the future.

PROCEDURES

Supervisors for Marketing Education in each city in the Tidewater, Virginia, area were mailed information regarding the study following a telephone call. The information received by each supervisor included the questions that would be discussed in an interview, which followed the receipt of the information package. Data was then collected by discussion in an interview
session on the problem at hand. Following the interview, and after all data was collected, the data was tabulated and analyzed.

**DEFINITION OF TERMS**

The following list of terminology and definitions were relevant to this study:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECA</td>
<td>Distributive Education Clubs of America. This is the co-curricular club exclusively for Marketing Education students.</td>
</tr>
<tr>
<td>Marketing Education Teacher</td>
<td>A teacher who educates in a vocational manner how goods and services get from producers to consumers, including the business activities of selling, buying, transporting, storing, promoting, financing, marketing research, and management (Recruitment Brochure, Virginia Beach, 1988).</td>
</tr>
<tr>
<td>School Years</td>
<td>A school year is a year that consists of ten months that begin in September and end in June. The five school years discussed here include the years beginning in 1991 and ending in 1996. School year one = 9/91 through 6/92; school year two = 9/92 through 6/93; school year three = 9/93 through 6/94; school year four = 9/94 through 6/95; school year five = 9/95 through 6/96.</td>
</tr>
<tr>
<td>Tidewater Area</td>
<td>The Tidewater area consists of all the cities located in the Hampton Roads area. Those cities include Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, and Virginia Beach. All of the aforementioned cities are located in the state of Virginia.</td>
</tr>
</tbody>
</table>
OVERVIEW OF CHAPTERS

Chapter I has been an introduction to this study. It stated the problem which was to determine the overall projected needs for Marketing Education teachers in the Tidewater area of Virginia within the next five school years. The significance of this study was outlined as well as the procedures used to conduct this study.

In the preceding chapters, literature that related to this study will be reviewed, the methods and procedures used to conduct this study will be explained, and the finding will be presented as well as some conclusions and recommendations relating to this study.
CHAPTER II
REVIEW OF LITERATURE

Before conducting an interview with the seven Marketing Education supervisors in the Tidewater, Virginia, area, a review of the existing literature on teacher supply and demand was conducted. The literature provided reports on the supply and demand for teachers in all areas, however no such reports for Marketing Education teachers could be located. In this chapter, information was reviewed on a) the job markets for teachers, b) the Marketing Education teacher today, and c) the number of Marketing Education graduates entering the field that are seeking employment.

JOB MARKET FOR TEACHERS

For the school year 1979-1980, one million secondary level teachers were employed by public schools nationally (Ornstein, 1983, p. 411). In the Tidewater, Virginia, area three hundred sixty-three (363) secondary teachers were employed for the current school year (1990-1991). Table 1 illustrates the number of new teachers hired for each city.

Certain trends are evident in the supply and demand of teachers continuing from extreme shortages to extreme surpluses back to extreme shortages. It was estimated that by 1986, the over supply of new teachers would range from 100,000 to 500,000 with this bulk being found at the secondary level (Ornstein,
Table 1

New Secondary Teachers Hired
For the Current School Year (1990 - 1991)
In The Tidewater, Virginia Area

<table>
<thead>
<tr>
<th>School System</th>
<th>Number of New Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake City Schools</td>
<td>74</td>
</tr>
<tr>
<td>Hampton City Schools</td>
<td>76</td>
</tr>
<tr>
<td>Newport News City Schools</td>
<td>13</td>
</tr>
<tr>
<td>Norfolk City Schools</td>
<td>30</td>
</tr>
<tr>
<td>Portsmouth City Schools</td>
<td>35</td>
</tr>
<tr>
<td>Suffolk City Schools</td>
<td>17</td>
</tr>
<tr>
<td>Virginia Beach City Schools</td>
<td>118</td>
</tr>
</tbody>
</table>

=====

Total 363

(Personnel Departments for each city, 1991)
Conversely, it was estimated that by 1995, another teacher shortage would be at hand.

One solution to the extreme shortage and surplus problem would be to look at the overall quality of education. Class sizes could be reduced which would create demand for teachers, but it would also create demand for much larger budgets. This is something taxpayers will not tolerate.

Another solution to the shortage and surplus problem would be to extend the schooling process. This would push back the beginning school age two years from six years old to four years old and would also extend the education process into adulthood. This, too, would create demand for teachers as it would create demand for larger budgets. Again, taxpayers would not tolerate these demands.

MARKETING EDUCATION TEACHERS TODAY

Today the Marketing Education teacher is more than just a teacher. Their roles have been expanding since Lucinda Prince began the program. In addition to performing the duties of being teachers of Marketing Education, this group of teachers must also serve as coordinators, administrators, guidance counselors, and someone who relates with the public.

A Teacher

When performing the traditional duties of a teacher, the Marketing Educator provides students with knowledge, skills, and
attitudes. He/she prepares and revises teaching materials. Not only does the Marketing Educator teach children (usually secondary students), but he/she teaches adults. When performing the nontraditional duties often associated with those belonging to a teacher, the Marketing Educator provides for classroom participation experiences for students, plans yearly, monthly, and weekly teaching calendars as well as daily lesson plans for classroom activities, and maintains teaching content resource files.

A Coordinator

The Marketing Coordinator combines the students with the proper training station. That is, he/she places students in marketing jobs such as cashiers, waiters/waitresses, hosts/hostesses, and sales associates in retail outlets. After this has been accomplished, a training plan is prepared for each student. This helps the Marketing Coordinator and the employer give the best instruction possible to the student. Back in the classroom, the Marketing Coordinator organizes classroom activities that will match on-the-job work experience to provide for the best transfer of learning possible. On-the-job coordination visits, on-the-job participation experiences for the students, and evaluation of student progress in cooperation with the employer are all duties that are performed by the Marketing Coordinator.
An Administrator

The Marketing Administrator prepares the necessary reports and conducts practical research that will aid the Marketing Education program. These reports include evaluations made on the student in cooperation with the employer and financial reports in regard to the wages and earnings of students. Other duties of the Marketing Administrator include planning well-rounded programs of work, arranging for adequate classroom facilities, organizing and supervising DECA programs and activities, and working with the advisory committees.

A Guidance Counselor

The Marketing Counselor explains the marketing programs to students, parents, and school officials and works cooperatively with the school guidance counselors. Also the Marketing Counselor develops overall guidance plans for students, selects students for the Marketing Education program, counsels with students, and follows up on student progress.

A Public Relations Consultant

When the Marketing Educator is in the role involving public relations, he/she must keep in direct contact with the school officials, parents, students, and the business community. The Marketing Consultant must explain the program to businesses, civic groups, and school groups so that the students will have a welcome place to use the skills they are learning in the
classroom. Other activities conducted by the Marketing Consultant include participating in local community functions, planning and preparing publicity, and arranging and directing special events relating to the Marketing Education program.

Although each of these functions performed by the Marketing Educator have their own specific duties and are distinguished in themselves, they all work together to make a whole. For example, the Marketing Educator cannot be a coordinator without combining those duties of a public relations consultant.

NUMBER OF GRADUATES ENTERING THE FIELD SEEKING EMPLOYMENT

After research into the number of graduates from Old Dominion University in the field of Marketing Education was completed, thirty-two Marketing Educators were identified between May, 1988 and December, 1990. Table 2 displays a breakdown of the graduates and time of graduation. Note that Old Dominion University is the only institution in the Tidewater, Virginia, area that offers this program to students.

SUMMARY

It is evident that the Marketing Educator performs many duties and functions. Those of teacher, coordinator, administrator, guidance counselor, and public relations consultant are all very important and inter-connecting
TABLE 2

Marketing Education Teacher

Graduates from

Old Dominion University, Norfolk, Virginia

<table>
<thead>
<tr>
<th>Graduation Date</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>December, 1990</td>
<td>1</td>
</tr>
<tr>
<td>August, 1990</td>
<td>3</td>
</tr>
<tr>
<td>May, 1990</td>
<td>6</td>
</tr>
<tr>
<td>December, 1989</td>
<td>4</td>
</tr>
<tr>
<td>August, 1989</td>
<td>1</td>
</tr>
<tr>
<td>May, 1989</td>
<td>8</td>
</tr>
<tr>
<td>December, 1988</td>
<td>2</td>
</tr>
<tr>
<td>August, 1988</td>
<td>0</td>
</tr>
<tr>
<td>May, 1988</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

(David Netherton, 1991, Old Dominion University)
(Patterson, 1988, p. 7). One role cannot be performed alone. It is also evident that there is a wealthy supply of Marketing Education teachers in the Tidewater, Virginia, area seeking employment (Netherton, 1991). The supply of Marketing Education teachers is known, however the demand for them is not known. This study fills that void.
CHAPTER III

METHODS AND PROCEDURES

In order to determine the needs for Marketing Education teachers in the Tidewater, Virginia, area, a questionnaire was designed. In this chapter, the population, questionnaire design, methods for collecting data, and procedures for analyzing the data are discussed.

POPULATION

The population consisted of the Marketing Education Supervisors in the Tidewater, Virginia, area. Those cities include Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, and Virginia Beach. A list of each supervisor and his/her respective city can be found in Appendix A. Seven individuals were contacted to answer the questions which comprised the questionnaire.

DESCRIPTION OF INSTRUMENT

In order to determine the needs for Marketing Education teachers in the Tidewater, Virginia, area, a questionnaire was designed and administered to the seven Marketing Education Supervisors. The questionnaire consisted of both open form and close-ended form questions. The questions included on the questionnaire dealt with student enrollment and teacher supply. The questionnaire acted as a guide to be used in an interview with each supervisor. The questionnaire can be found in Appendix B.
METHODS FOR COLLECTING DATA

The questionnaire was mailed to each supervisor, accompanied by a cover letter, following a telephone conversation with each of the supervisors prior to the interview. During that telephone conversation, the purpose of the study was explained and an interview was requested. A day and time was then agreed upon between the dates of April 12 and May 14. The cover letter is found in Appendix C. Following the interview a thank you letter was mailed. A copy of the letter is found in Appendix D.

ANALYSIS OF DATA

Upon completion of the interviews with each Marketing Education Supervisor, the data was compiled as frequencies of responses and analyzed. The results of the interviews were then summarized. The findings of the study were presented in Chapter IV.

SUMMARY

This chapter presented the methods and procedures used to secure the data for this study. A questionnaire was used jointly with an interview session with the Marketing Education Supervisor in each city in the Tidewater, Virginia, area.

The findings of the questionnaire and interview will be presented in the following chapter. Based on the findings, the needs for Marketing Education teachers in the Tidewater, Virginia area will be determined.
Chapter IV
FINDINGS

The purpose of this chapter was to present the data collected in the study. The described data was the result of seven interviews with the Marketing Education Supervisor of each of the cities in the Tidewater, Virginia, area which include Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, and Virginia Beach. The questionnaire used for this study (Appendix B) was mailed to each supervisor prior to the interview.

RETIREMENT

A total of four Marketing Education teachers were expected to retire at the end of the 1991-1992 school year. However, the teacher in Virginia Beach will retire in October, and the teacher in Portsmouth is waiting to hear the decision of the early retirement plan proposed by Governor Douglas Wilder.

A total of five teachers were expected to retire in the subsequent four school years. Table 3 illustrates these results.

CAREER CHANGE

Although, one teacher is expected to leave education due to a career change before the 1991-1992 school year, no other teachers are expected to change careers during the time span researched in this study. Table 4 illustrates these results.
### Table 3

**Marketing Education Teachers**

**Expected to Retire**

<table>
<thead>
<tr>
<th>City</th>
<th>1991 - 1992</th>
<th>Subsequent 4 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hampton</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Newport News</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Norfolk</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Suffolk</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Virginia Beach</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

### Table 4

**Marketing Education Teachers**

**Expected to Change Careers**

<table>
<thead>
<tr>
<th>City</th>
<th>1991 - 1992</th>
<th>Subsequent 4 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Hampton</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Newport News</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Norfolk</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Suffolk</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Virginia Beach</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
PROGRAM GROWTH

All programs expected to maintain their enrollment except the Suffolk Marketing Education program. Suffolk expected their program to decrease in both size and demand due to their students having more electives from which to choose and pursue. The Chesapeake Marketing Education program believed that their program will grow only if an aggressive recruitment program is launched, but the supervisor expects their program to maintain enrollment. The Newport News program expected a decrease in their program due to the decreased budget. However, conversely, the Hampton Marketing Education program expected their program to increase in size through enrollment increases within the next five years.

MARKETING EDUCATION TEACHERS

Presently there are seventy-eight and one half (78.5) Marketing Education teachers employed by the seven school divisions in the Tidewater, Virginia, area. Table 5 provides a detailed account of the teachers employed by each city.

If Marketing Education teachers were to be hired for the upcoming five school years, the numbers would not be high. The Virginia Beach Marketing Education program is worried that two to three of their teachers will be lost due to budget crunches, and Norfolk has placed a hiring freeze on all employees. The Portsmouth and Newport News Marketing Education programs have in their 1991 - 1992 school budgets a new position,
but enrollments must increase for new Marketing Education teachers to be hired by those systems.

In the subsequent four school years after the 1991 - 1992 school year, the Virginia Beach Marketing Education Department plans to hire one or possibly two new Marketing Education teachers, and the Norfolk Marketing Education Department plans to hire two or possibly four new Marketing Education teachers for the 1993 - 1994 school year. Table 6 illustrates these results.

Table 5

Number of Marketing Education Teachers Presently Employed By Each City

Chesapeake

Deep Creek High School 2
Great Bridge High School 4
Indian River High School 2
Oscar Smith High School 2
Western Branch High School 2

Total 12

(Mr. Bernard Spellman, 1991)

Hampton

Bethel High School 2
Hampton High School 2
Kechoughtan High School 2
Phoebus High School 2

Total 8

(Ms. Doris K. Wimmer, 1991)
Newport News

Denbigh High School  1
Ferguson High School  3
Minchville High School  2
Warrick High School  2

Total  8

(Ms. Ettalea Kanter, 1991)

Norfolk

Granby High School  2
Lake Taylor High School  2
Maury High School  2
Norview High School  3
Washington High School  4
Technical-Vocational Center  1

Total  14

(Ms. Sharalyn Midgett, 1991)

Portsmouth

Churchland High School  1
Craddock High School  1
Manner High School  2
Woodrow Wilson High School  2.5

Total  6.5

(Ms. Glenda Brown, 1991)

Suffolk

Lakeland High School  2
Nanesmond River High School  2

Total  4

(Ms. Judy Liles, 1991)
Virginia Beach

- Bayside High School: 3
- Cox High School: 4
- First Colonial High School: 3
- Green Run High School: 3
- Kellam High School: 3
- Kempsville High School: 3
- Princess Anne High School: 3
- Salem High School: 2

Total: 24

(Mr. Robert J. Parr, 1991)

**Table 6**

Marketing Education Teachers

<table>
<thead>
<tr>
<th>City</th>
<th>1991 - 1992</th>
<th>Subsequent 4 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hampton</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Newport News</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Norfolk</td>
<td>0</td>
<td>2 to 4</td>
</tr>
<tr>
<td>Portsmouth</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Suffolk</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Virginia Beach</td>
<td>0</td>
<td>1 to 2</td>
</tr>
</tbody>
</table>
SUMMARY

This chapter reported the results of the interviews with the Marketing Education supervisors for each of the seven cities in the Tidewater, Virginia, area. The information described will be analyzed in the following chapter. Conclusions and recommendations will also be made.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The problem of this study was to determine the overall projected needs for Marketing Education teachers within the next five school years in the Tidewater, Virginia, area. More specifically the goals of this study were to:

1. Determine the number of graduates in this field that will be seeking employment.

2. Determine the number of positions to be filled due to the number of persons retiring from Marketing Education teaching positions.

3. Determine the number of positions to be filled due to career changes of Marketing Education teachers.

4. Determine the growth of local school district Marketing Education programs.

5. Determine the future needs for Marketing Education teachers.

A questionnaire was designed and administered through an interview to the seven Marketing Education Supervisors in the cities of Tidewater. Following completion of all interviews, the results were reported in the forms of frequencies and presented through table form. Based on the collected data, conclusions and recommendations were made.
CONCLUSIONS

In fulfillment of the research goals, the following conclusions were made based on the collected data:

Goal 1: Determine the number of graduates in this field that will be seeking employment.

The research has shown that thirty-two Marketing Education teachers have graduated from Old Dominion University since May, 1988, and are seeking employment. This suggests an ample supply of Marketing Education teachers in the Tidewater, Virginia, area.

Goal 2: Determine the number of positions to be filled due to the number of persons retiring from Marketing Education teaching positions.

The research has shown that four teachers plan to retire upon completion of the 1991-1992 school year, and five teachers plan to retire within the subsequent four school years. Although there will be teachers retiring from their teaching positions, this does not necessarily indicate that these positions will be refilled by new teachers. Supervisors suggested that class sizes will increase and the remaining Marketing Education teachers will take on heavier class loads.

Goal 3: Determine the number of positions to be filled due to career changes of Marketing Education teachers.

The research has shown that there is a possibility of one Marketing Education teacher making a career change within the parameters of this study. This also does not imply that this position would be refilled by a new Marketing Education teacher. Instead, class sizes would increase and the remaining Marketing Education teachers would take on heavier class loads.

Goal 4: Determine the growth of local school district Marketing Education programs.

The research has shown that the majority of the school divisions in the Tidewater, Virginia, area plan to maintain the enrollment of their programs. One school division foresees a decrease in enrollment, and one school division foresees an increase in enrollment within the next five school years. Enrollment increases would occur if more enthusiastic recruitment plans were implemented. The research data has shown...
that Marketing Education is not seen by the students as a beneficial subject because enrollment is down. More vigorous and exciting recruitment programs would increase enrollment in these programs, hence increasing the demand for Marketing Education teachers.

Goal 5: Determine the future needs for Marketing Education teachers.

The research showed that for the 1991 - 1992 school year, there is no demand for any Marketing Education teachers in the Tidewater, Virginia, area. The research also showed that there is likely to be no demand for Marketing Education teachers in the Tidewater, Virginia, area until the 1993 - 1994 school year. Once again, although there seems to be positions opening up in these school systems, they will not be filled by new Marketing Education teachers. Class sizes will be enlarged and the remaining teachers will take on heavier class loads.

Decreased enrollment is not the single cause of the lack of demand for Marketing Education teachers. School budgets are currently being reduced because of a recession. All the supervisors indicated that they have never seen such economically difficult times.

RECOMMENDATIONS

Based on the results and conclusions of this study, the following recommendations are made:

1. It is recommended that a more exciting and vigorous recruitment campaign be launched in all of the programs included in this study to increase enrollment.

2. It is recommended that recruitment strategies and public relations methods be added to the teacher education methods courses in the teacher preparatory programs.
3. It is recommended that Marketing Education teachers update their programs to include speciality classes, such as Fashion Merchandising in the Mall, Entrepreneurship, Marketing Management, and International Marketing, which would increase enrollment.

4. It is recommended that additional studies be done to determine the supply and demand of Marketing Education teachers in the Tidewater, Virginia, area each year following the 1991 - 1992 school year.
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BIBLIOGRAPHY


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Spellman, Bernard. Marketing Education Supervisor, City of Chesapeake, Virginia.

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APPENDICES

APPENDIX A: Marketing Education Supervisors for Each City in the Tidewater, Virginia Area

APPENDIX B: Questionnaire

APPENDIX C: Cover Letters for Questionnaire

APPENDIX D: Thank You Letters for Interview
APPENDIX A

Marketing Education Supervisors for Each City
In the Tidewater, Virginia Area
## APPENDIX A

Marketing Education Supervisors for Each City

In the Tidewater, Virginia Area

<table>
<thead>
<tr>
<th>School Division</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chesapeake City Schools</td>
<td>Bernard Spellman</td>
</tr>
<tr>
<td>Hampton City Schools</td>
<td>Doris K. Wimmer</td>
</tr>
<tr>
<td>Newport News City Schools</td>
<td>Ettalea Kanter</td>
</tr>
<tr>
<td>Norfolk City Schools</td>
<td>Sharalyn Midgett</td>
</tr>
<tr>
<td>Portsmouth City Schools</td>
<td>Glenda Brown</td>
</tr>
<tr>
<td>Suffolk City Schools</td>
<td>Judy Liles</td>
</tr>
<tr>
<td>Virginia Beach City Schools</td>
<td>Robert J. Parr</td>
</tr>
</tbody>
</table>

APPENDIX B

Questionnaire
APPENDIX B

QUESTIONNAIRE

PURPOSE: No reports on the supply and demand of Marketing Education teachers exists for Tidewater, Virginia. This study is designed to fill that void. It is designed to gather data on the supply and demand of Marketing Education teachers so that our area may be better served in the future.

DIRECTIONS: This is not a survey. It serves only as a guide to aid in an interview. However, please feel free to review the following questions to familiarize yourself with the data.

1. How many Marketing Education students are enrolled in your system at the present time?

2. How many Marketing Education teachers are employed by your system at the present time?

3. What is the ratio of students to teacher in your Marketing Education program to date?

4. How many teachers do you expect to be retiring upon completion of this school year?

5. How many teachers will be retiring upon completion of the subsequent four school years.

6. How many teachers are not expected to return in August in lieu of a career change?

7. How many teachers do you expect will not be returning in the subsequent four school years in lieu of a career change?

8. Will the Marketing Education program grow in both size and demand within the next five school years? How many additional teachers do you expect to hire due to the expenses?

9. Will the Marketing Education program decrease in both size and demand within the next five school years? How many teachers do you expect to eliminate or remove due to that loss?
10. How many Marketing Education teachers do you expect to hire for the upcoming school year?

11. How many Marketing Education teachers do you expect to hire for the subsequent four school years?

12. Do you expect to offer more specialized Marketing Education classes (ie Sports Marketing, Entrepreneurship, Fashion Merchandising in the Mall, etc.) in the future?

13. Will the offering of new programs cause you to hire additional teachers? If so, can you provide an estimated number?

THANK YOU FOR YOUR TIME AND COOPERATION!
APPENDIX C

Cover Letters for Questionnaire
April 8, 1991

Ms. Sharalyn Midgett
Norfolk City Schools
800 East City Hall Avenue
Norfolk, Virginia 23501

Dear Ms. Midgett:

This is to confirm today's telephone conversation in which we discussed the study on the projected needs for Marketing Education teachers in the Tidewater, Virginia area. This study is needed in lieu of the fact that no other such studies on Marketing Education supply and demand have been conducted, and this information will be extremely beneficial to the Marketing Education profession.

This is also to confirm our meeting on Friday, April 12. Your expertise in this area is imperative to this study and the Marketing Education profession.

Enclosed you will find a copy of a questionnaire that I will use as a guide in our conversation.

I am looking forward to our meeting and our work to project the needs for Marketing Education teachers for Tidewater, Virginia. I would like to thank you for your association with this project.

Sincerely,

Christin L. Gilbert

/cg
Encl.
April 8, 1991

Ms. Doris Wimmer  
Hampton City Schools  
1819 Nickerson Boulevard  
Hampton, Virginia 23663

Dear Ms. Wimmer:

This is to confirm today's telephone conversation in which we discussed the study on the projected needs for Marketing Education teachers in the Tidewater, Virginia area. This study is needed in lieu of the fact that no other such studies on Marketing Education supply and demand have been conducted, and this information will be extremely beneficial to the Marketing Education profession.

This is also to confirm our meeting on Thursday, April 18. Your expertise in this area is imperative to this study and the Marketing Education profession.

Enclosed you will find a copy of a questionnaire that I will use as a guide in our conversation.

I am looking forward to our meeting and our work to project the needs for Marketing Education teachers for Tidewater, Virginia. I would like to thank you for your association with this project.

Sincerely,

Christin L. Gilbert  
/cg  
Encl.

Old Dominion University is an affirmative action, equal opportunity institution.
April 8, 1991

Ms. Judy Liles
Suffolk City Schools
P.O. Box 1549
Suffolk, Virginia 23434

Dear Ms. Liles:

This is to confirm today's telephone conversation in which we discussed the study on the projected needs for Marketing Education teachers in the Tidewater, Virginia area. This study is needed in lieu of the fact that no other such studies on Marketing Education supply and demand have been conducted, and this information will be extremely beneficial to the Marketing Education profession.

This is also to confirm our meeting on Tuesday, April 23. Your expertise in this area is imperative to this study and the Marketing Education profession.

Enclosed you will find a copy of a questionnaire that I will use as a guide in our conversation.

I am looking forward to our meeting and our work to project the needs for Marketing Education teachers for Tidewater, Virginia. I would like to thank you for your association with this project.

Sincerely,

Christin L. Gilbert
/cg
Encl.
April 8, 1991

Ms. Ettalea Kanter
Newport News City Schools
12465 Warwick Boulevard
Newport News, Virginia 23606-0130

Dear Ms. Kanter:

This is to confirm today's telephone conversation in which we discussed the study on the projected needs for Marketing Education teachers in the Tidewater, Virginia area. This study is needed in lieu of the fact that no other such studies on Marketing Education supply and demand have been conducted, and this information will be extremely beneficial to the Marketing Education profession.

This is also to confirm our meeting on Wednesday, May 1. Your expertise in this area is imperative to this study and the Marketing Education profession.

Enclosed you will find a copy of a questionnaire that I will use as a guide in our conversation.

I am looking forward to our meeting and our work to project the needs for Marketing Education teachers for Tidewater, Virginia. I would like to thank you for your association with this project.

Sincerely,

Christin L. Gilbert

/cg
Encl.
April 8, 1991

Mr. Bernard Spellman
Chesapeake City Schools
Box 15204
300 Cedar Road
Chesapeake, Virginia 23320

Dear Mr. Spellman:

This is to confirm today's telephone conversation in which we discussed the study on the projected needs for Marketing Education teachers in the Tidewater, Virginia area. This study is needed in lieu of the fact that no other such studies on Marketing Education supply and demand have been conducted, and this information will be extremely beneficial to the Marketing Education profession.

This is also to confirm our meeting on Tuesday, May 14. Your expertise in this area is imperative to this study and the Marketing Education profession.

Enclosed you will find a copy of a questionnaire that I will use as a guide in our conversation.

I am looking forward to our meeting and our work to project the needs for Marketing Education teachers for Tidewater, Virginia. I would like to thank you for your association with this project.

Sincerely,

Christin L. Gilbert

/cg
Encl.
April 8, 1991

Ms. Glenda Brown
Portsmouth City Schools
Vocational Education Department
3000 North Street
Portsmouth, Virginia 23707

Dear Ms. Brown:

This is to confirm today's telephone conversation in which we discussed the study on the projected needs for Marketing Education teachers in the Tidewater, Virginia area. This study is needed in lieu of the fact that no other such studies on Marketing Education supply and demand have been conducted, and this information will be extremely beneficial to the Marketing Education profession.

This is also to confirm our meeting on Thursday, May 2. Your expertise in this area is imperative to this study and the Marketing Education profession.

Enclosed you will find a copy of a questionnaire that I will use as a guide in our conversation.

I am looking forward to our meeting and our work to project the needs for Marketing Education teachers for Tidewater, Virginia. I would like to thank you for your association with this project.

Sincerely,

Christin L. Gilbert

/cg
Encl.
April 8, 1991

Mr. Robert J. Parr
Virginia Beach City Schools
P.O. Box 6038
Virginia Beach, Virginia 23456

Dear Mr. Parr:

This is to confirm today's telephone conversation in which we discussed the study on the projected needs for Marketing Education teachers in the Tidewater, Virginia area. This study is needed in lieu of the fact that no other such studies on Marketing Education supply and demand have been conducted, and this information will be extremely beneficial to the Marketing Education profession.

This is also to confirm our meeting on Thursday, April 25. Your expertise in this area is imperative to this study and the Marketing Education profession.

Enclosed you will find a copy of a questionnaire that I will use as a guide in our conversation.

I am looking forward to our meeting and our work to project the needs for Marketing Education teachers for Tidewater, Virginia. I would like to thank you for your association with this project.

Sincerely,

Christin L. Gilbert

/cg
Encl.
APPENDIX D

Thank You Letters for Interview
APPENDIX D

Thank You Letters for Interviews

April 15, 1991

Ms. Sharalyn Midgett
Norfolk City Schools
800 East City Hall Avenue
Norfolk, Virginia 23501

Dear Ms. Midgett:

Thank you so much for taking the time to meet with me. I thoroughly enjoyed our conversation. The information you provided me will benefit me and the Marketing Education profession enormously. Your expertise was imperative to this study.

I look forward to working with you again in the future. Once again, I appreciate your cooperation and time.

Thanking you, I am,

Very truly yours,

Christin L. Gilbert
/cg
May 15, 1991

Ms. Ettalea Kanter
Newport News City Schools
12465 Warwick Boulevard
Newport News, Virginia 23606-0130

Dear Ms. Kanter:

Thank you so much for taking the time to meet with me. I thoroughly enjoyed our conversation. The information you provided me will benefit me and the Marketing Education profession enormously. Your expertise was imperative to this study.

I look forward to working with you again in the future. Once again, I appreciate your cooperation and time.

Thanking you, I am,

Very truly yours,

Christin L. Gilbert
/cg
Ms. Judy Liles  
Suffolk City Schools  
P.O. Box 1549  
Suffolk, Virginia 23434

Dear Ms. Liles:

Thank you so much for taking the time to meet with me. I thoroughly enjoyed our conversation. The information you provided me will benefit me and the Marketing Education profession enormously. Your expertise was imperative to this study.

I look forward to working with you again in the future. Once again, I appreciate your cooperation and time.

Thanking you, I am,

Very truly yours,

Christin L. Gilbert

/cg
May 15, 1991

Mr. Robert J. Parr
Virginia Beach City Schools
P.O. Box 6038
Virginia Beach, Virginia 23456

Dear Mr. Parr:

Thank you so much for taking the time to meet with me. I thoroughly enjoyed our conversation. The information you provided me will benefit me and the Marketing Education profession enormously. Your expertise was imperative to this study.

I look forward to working with you again in the future. Once again, I appreciate your cooperation and time.

Thanking you, I am,

Very truly yours,

Christin L. Gilbert

/cg
May 15, 1991

Mr. Bernard Spellman
Chesapeake City Schools
Box 15204
300 Cedar Road
Chesapeake, Virginia 23320

Dear Mr. Spellman:

Thank you so much for taking the time to meet with me. I thoroughly enjoyed our conversation. The information you provided me will benefit me and the Marketing Education profession enormously. Your expertise was imperative to this study.

I look forward to working with you again in the future. Once again, I appreciate your cooperation and time.

Thanking you, I am,

Very truly yours,

Christin L. Gilbert

cg
May 15, 1991

Ms. Glenda Brown
Portsmouth City Schools
Vocational Education Department
3000 North Street
Portsmouth, Virginia 23707

Dear Ms. Brown:

Thank you so much for taking the time to meet with me. I thoroughly enjoyed our conversation. The information you provided me will benefit me and the Marketing Education profession enormously. Your expertise was imperative to this study.

I look forward to working with you again in the future. Once again, I appreciate your cooperation and time.

Thanking you, I am,

Very truly yours,

Christin L. Gilbert

/cg
April 18, 1991

Ms. Doris K. Wimmer
Hampton City Schools
1819 Nickerson Boulevard
Hampton, Virginia 23663

Dear Ms. Wimmer:

Thank you so much for taking the time to meet with me. I thoroughly enjoyed our conversation. The information you provided me will benefit me and the Marketing Education profession enormously. Your expertise was imperative to this study.

I look forward to working with you again in the future. Once again, I appreciate your cooperation and time.

Thanking you, I am,

Very truly yours,

Christin L. Gilbert

/cg