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A STUDY TO DETERMINE RECRUITMENT STRATEGIES
USED BY VIRGINIA BEACH HIGH SCHOOL MARKETING EDUCATION
TEACHERS IN THE SPRING OF 1990

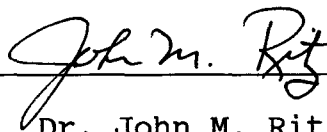
A RESEARCH PROJECT
PRESENTED TO
THE FACULTY OF THE COLLEGE OF EDUCATION
OLD DOMINION UNIVERSITY

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

By
Stacie R. Hayden
August, 1990

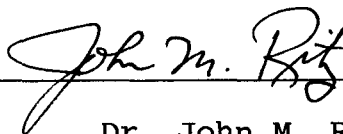
This project was prepared by Stacie R. Hayden under the direction of Dr. John M. Ritz in VTE 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science in Education degree.

APPROVED

A handwritten signature in cursive script, reading "John M. Ritz", is written over a horizontal line.

Dr. John M. Ritz, Advisor

Date 7-25-90

A handwritten signature in cursive script, reading "John M. Ritz", is written over a horizontal line.

Dr. John M. Ritz

Graduate Program Director

Date 7-25-90

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

Our technologically advanced and changing society has made it more important than ever for students to plan in advance in preparing themselves for their future. It is critical that students prepare themselves so that they can handle the challenges of our technologically advanced society. Educators also recognize the need for students to plan and prepare for their futures. These educators see a need for all students to acquire a complete, well rounded education. Since "business" is such an important part of today's society, education in this area is essential. Vocational education can provide competencies in this area: Therefore it should be a part of every students complete educational program. However, vocational educators must be aware of the business areas that students need to be prepared with so they can provide these technical skills as part of their total educational program. Also, vocational educators need to be aware of the reasons why students participate in programs offered by their schools. They must use these reasons to recruit quality students and build enrollment. If not, programs may be eliminated due to low enrollment.

STATEMENT OF THE PROBLEM

The problem of this study was to determine recruitment strategies used by the Marketing Education teachers of Virginia Beach high schools in the spring of 1990.

The result of this study will hopefully enlighten educators about recruitment strategies that can be used to boost enrollment of the Marketing Education Departments of Virginia Beach High Schools. The findings and data will be made available to local Marketing Education Departments to provide additional ideas for recruitment of Marketing Education students and increasing their enrollment.

RESEARCH QUESTIONS

The following questions were identified and answered through this study:

1. What were the major recruitment methods used by Virginia Beach Marketing Education teachers?
2. Which of the recruitment methods used was most successful?
3. Why did students enroll in Marketing Education programs?

BACKGROUND AND SIGNIFICANCE

In 1917, the Smith-Hughes Vocation Education Act was passed by Congress. This act brought increased interest and popularity to Vocational Education. Marketing Education was not an earmarked part of the initial legislation. However, in 1936 Congress passed the George Deen Act for Vocational programs which included Distributive Education, now labeled Marketing Education. With the passage of this law, the responsibility for Vocational Education was shifted to separate vocational schools and classes within the traditional public school system, enabling Vocational Education to become a more acceptable part of the total educational offerings. As noted by Roberts:

The following goals have been established to enable Distributive Education to accomplish its general purpose: (1) to offer instruction in marketing, merchandising, and management; (2) to aid in improving the techniques of distribution; and (3) to develop an understanding of the wide range of social and economic responsibilities that accompany the right to engage in distribution in a free competitive society. (1971, pg. 61)

Using these goals as a guideline, it could be seen that Marketing Education could play a significant role in a students overall curriculum. The execution of these goals remain an important part of Marketing Education as education moves towards a new decade.

The significance of this study was to determine recruitment strategies used by Virginia Beach Marketing Education teachers to promote the program and encourage students to enroll. Along with this examination, the researcher could determine if the recruitment strategies used were effective and what changes would make them more useful in boosting enrollment. The anticipated effect of increased enrollment of the Marketing Education program would be to create a better awareness of the role marketing plays in our economy.

LIMITATIONS

The limitations that apply to this study included:

1. The surveys were administered exclusively to the Marketing Education teachers and students within one school system, Virginia Beach.
2. The researcher did not work with guidance personally to determine their reasons for guiding students to or from marketing classes.

ASSUMPTIONS

The investigator made the following assumptions:

1. The Virginia Beach School System would be able to handle a significant enrollment increase.
2. Teachers in the Marketing Education Department would be able to provide an adequate number of recruitment methods that they have used.
3. Better strategies could be developed to more effectively market the Marketing Education program.
4. Students involved in the survey entered the Marketing Education program as a result of some type of recruitment method.

PROCEDURES

The investigator employed several steps in conducting this study. It included designing two survey questionnaires to be administered to Virginia Beach Marketing Education students and teachers. These surveys were distributed to every Marketing Education teacher in Virginia Beach and one of their classes. The survey instruments were received and tabulated. Finally, the resulting data were analyzed and the results and explanations were given.

DEFINITION OF TERMS

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

1. Marketing Education - A program of instruction in marketing, merchandising, and management. The program is concerned with the education needed for purposes of updating, upgrading, career development, and operational management. (Nanassy, Malsbary, and Tonne, 1977, p.4).
2. Education - An attempt by human beings (alone or in groups) to improve themselves or their society by increasing their skill, their knowledge, or their sensitiveness. (Houle, 1972, p. 231).
3. Vocational Education - A broad field of study designed to prepare one for useful employment. Vocational Education was designed to assist individuals with attitudes, skills, knowledges, understandings and work habits needed by workers to enter and successfully progress in employment. Vocational Education courses include home economics, trade and industrial education, marketing and distributive education, business education and agricultural education. (Roberts, 1965, p. 10-11).
4. Recruitment strategies - An activity attempting to supply new members of an organization or body. (Mifflin, 1976, p. 1090, 1273)
5. Enrollment strategies - An activity conducted to get one's name on a roll or register. (Mifflin, 1976, p. 435, 1273)

SUMMARY

The problem of this study was to identify and assess the recruitment strategies used by Marketing Education

teachers in Virginia Beach. With proper data, it could be determined which recruitment strategies were most influential in getting students to enroll in the Marketing Education programs offered in Virginia Beach. This study was important as a means of determining why students included marketing education as part of their total educational program. By assessing these reasons and recruitment strategies, some reasons for the number enrolled in marketing education programs could be determined and eventually increased.

A review of literature was completed for this study. The literature was reviewed by the researcher and survey questionnaires were administered to students and educators. Information relevant to the study will also be discussed. In addition, conclusions were drawn from the review of the literature and from the findings of the two surveys. Based on these findings, recommendations were made on how Marketing Education teachers could more effectively use recruitment strategies to increase enrollment in Virginia Beach High Schools Marketing Education programs.

CHAPTER II

REVIEW OF THE LITERATURE

Prior to actually collecting data for this research, it was necessary to determine what existing studies had been undertaken related to high school marketing education teachers' recruitment strategies, who had completed the work, when and where, and what approaches were involved. However, it did not take long to determine that little documented research had been performed involving specifically high school marketing education teachers recruitment methods. Fortunately many different types of recruitment strategies were identified and researched and the literature provided some insight as to why students enrolled in marketing education courses. In this chapter, information was reviewed on: (1) Vocational Education (2) Marketing Education, (3) Marketing Education teachers' recruitment methods, and (4) student enrollment in marketing education courses.

Vocational Education

"The history of Vocational Education is the history of mans' efforts to learn to work." (Roberts, 1971,

pg.22) The reasoning behind this was that work brought prosperity and growth. The formal basis of Vocational Education can only be surmised to have originated and developed from generation to generation. This type of education began as crafts or skills and eventually developed into technical or vocational skills. The educational effort was thought to have grown out of father-to-son relations. It proceeded in the apprenticeship system in Egypt, through the Golden Age of Greece, and by way of the Romans it was nurtured by the guilds until its acceptance as part of the educational program in the Renaissance. (Cochran, 1970, pg. 1)

During the last two decades of the 19th Century, education in the practical arts came to the forefront. Practical arts came into being because of the insistence of some educators that hard work and artistic modeling were as much a part of general culture as mathematics and foreign languages. Educators indicated that education in the practical arts had both a broadening and humanizing effect and contributed to the development of the individual as a whole. It was pointed out that the practical arts in education was not designed to prepare students for a vocation but to provide them with general knowledge, skills, and attitudes. This would enable them to find a degree of satisfaction in everyday

life and meet their responsibilities as a citizen.

Practical arts was also known as manual training. Some of the manually trained educators in the early twentieth century objected to the undue emphasis placed on skill and the formalized instruction of the Russian, Sloyd, and Arts and Crafts Movements. These educators suggested that the so called "manual training" courses should place more attention on a study of the processes that operate in transforming raw materials into usable products.

The passage of the Smith-Hughes Vocation Education Act of 1917 increased the popularity of the vocational education movement. The law shifted responsibility for vocational education to separate schools and classes enabling educators to devote their efforts to the aims of general education during the early years of the twentieth century.

Marketing Education

In 1935, a movement towards Vocational Marketing Education began to grow. The title Distributive Education was coined and used until 1981. Just prior to this, in 1980, the discipline started its transition to Marketing Education. It then became known as Marketing

and Distributive Education. It eventually evolved into the universal term Marketing Education.

Marketing education is both vocational and instructional. It encompasses actual job experience simultaneously with structured classroom learning. It is vocational in that the instruction is focused on the career objective of the student. Likewise, it is instructional in that it provides a series of courses and experiences organized into curriculums suitable for varying levels of abilities and needs. (Crawford, 1980, pg.2) The focus of the Marketing Education curriculum is to combine actual job experience with structured classroom learning to create a total overall learning experience.

Marketing Education Teachers Recruitment Strategies

Several recruitment strategies were reviewed by the researcher in preparation for this section. The most successful recruitment strategies were those that addressed the learners' needs. Marketing education teachers needed to look at recruitment from their students' points of view.

The National Consortium of State Guidance Supervisors sponsored a project to help counselors and

teachers with their recruitment process. The project yielded some interesting findings. It drew on several published studies of successful recruitment techniques. According to these studies, it was vital for marketing education recruiters to aid students in finding vocational programs that suited their interests and aptitudes. Similarly the authors of a 1980 study, "Options Unlimited," warned against enticing students into decisions contrary to their interests, values and abilities when recruiting them into non-traditional programs. (Rankin, 1986, p. 56) The article stressed that recruiters should emphasize planned strategies to communicate to students a better understanding of themselves, existing non-traditional career options, and alternative class opportunities.

Another successful recruiting technique was simply communication. Clearly and accurately discussing what the program was about, what was required of the students, and what problems they were likely to face proved to be a positive recruitment method.

One method used to excite potential students about high school vocational opportunities was by word of mouth from those students currently enrolled in vocational programs. Several sources reviewed stated current students were their best recruiters. One principle expressed in "Options Unlimited," was that

these students were the ones who were really turned on to the school. They were the ones who were achieving and they felt good about themselves; they liked their school and they saw progress, thus they were good recruiters due to the fact that they were promoting something they believed in.

According to Harry Drier's article, "A Review of Successful Recruiting Techniques," a study in 1983 was conducted to rank the top ten most successful recruitment practices used by vocational directors and teachers/coordinators. These results included:

1. Using currently enrolled students as recruiters;
2. Encouraging high school students to take vocational courses to fill in their graduation requirements (include vocational education courses along with traditional courses);
3. Doing mass mailings of the schools schedule to prospective students;
4. Advertising programs in local news and newspaper;
5. Developing special displays that emphasize the success of students who have completed vocational programs;
6. Recruiting through community organizations that deal with special target groups;
7. Sending advertisements or fliers to parents;
8. Developing slide-tape presentations for distribution throughout the region;
9. Participating in recruitment programs conducted by local vocational schools;
10. Providing tours of vocational programs for prospective students.

In addition to these ten, other recruitment options that were noted included: giving students direct exposure to appropriate vocational programs and

developing posters, signs, and bulletin board displays. Many vocational teachers said they relied on assembly programs where they featured vocational teachers, current and former vocational students, films, slides and skits. In addition, homeroom talks, career days and school newspapers were sources used.

Another suggestion by the 1979 Texas Occupational Investigation Teachers Handbook was rotating potential vocational students throughout all elective classes during the last two school periods of a day. In this way students could see, and get a feel for, the vocational offerings.

Also, good working relationships between high school and junior high school vocational education departments was cited as critical to recruitment success. A 1985 survey of 151 Pennsylvania vocational educators revealed that support of junior high school counselors and vocational and marketing education teachers was a major strength of their recruiting process. They also cited the importance of visits by junior high school students to area vocational-technical high schools, slide presentations to prospective students, an aggressive public relations campaign and successfully employed vocational graduates as being critical to their success.

One obstacle that needed to be tackled in recruitment was overcoming the negative attitudes

attached to vocational education. To try and overcome these attitudes, vocational educators tried to establish regular contacts with counselors at their own high schools, local junior high schools, and other feeding schools. The vocational educators tried to assure counselors of the vocational staff's willingness to answer questions from students or parents. They tried to ensure that vocational instructors knew about and believed in the value of vocational classes. They also included "adversaries" on program review committees and reminded instructors that they could recruit from among their present students for high-level vocational classes. They continually reviewed and updated promotional materials once a year and made sure they were of high quality. In addition, they hosted open houses and career days and provided scholarships to students. The recruitment goal of all vocational and marketing educators was to provide all students with the awareness, understanding and opportunity to explore, learn and grow through vocational education.

Student Enrollment in Vocational Education

Many states have raised their academic graduation requirements. However some are allowing students to substitute vocational education courses for the new

requirements. This was one of the many strategies used to fight declining enrollment in vocational education. Of the states and territories that raised their graduation requirements, twenty-eight allowed the substitution of vocational education courses for math, science, and English as long as similar skills were covered in the vocational education classes. The substitutions were not all statewide mandates; some were permitted under a local school board option. With these substitutions for the core classes available students may be more apt to enroll in a vocational program.

The identification of enrollment patterns was crucial in determining recruitment strategies. A report titled, "High School Graduation Requirements and Enrollment Patterns in High School Vocational Education Programs in the United States", was one of the initial components of a five year study that started tracking high school and vocational education enrollment in the United States beginning with the 1984-85 school year. It recommended that "state and local administrators of vocational education programs be responsive to declines in vocational education enrollments and use initiatives and strategies to provide students access into vocational education programs" (Drier, 1988, pg. 48). The study found no conclusive evidence that higher graduation requirements reduced enrollment in vocational

education courses. However, many of the states that responded said that despite the substitution clause, the increased requirements were a major factor in the decline of vocational education enrollments.

Segmentation as it pertains to marketing education could be helpful in identifying what specific needs are being met by enrolling in Marketing Education programs. Individuals that enrolled in Vocational or Marketing Education classes were easily categorized. Most individuals enrolled for vocational reasons or job skills. In addition, technological advances demanded that many students gain or update their knowledge. It was evident that survival in the nineteen ninety's demanded some form of technical knowledge or update. Many students chose the path of vocational or marketing education to obtain that knowledge.

Summary

The review of the literature dealt with three main areas. The first section examined the evolution of the Marketing Education field from its origins as simple skills or craftwork through the more specialized training required for today's complex society. The review addressed how Vocational Education evolved and adapted along with a rapidly changing world. The review

then focussed on the various recruitment strategies used by Marketing Education teachers to attract students to their programs. These strategies were evaluated as to their strengths, weaknesses, and general effectiveness as a recruiting tool in the final chapter of this study. Finally, the third section addressed the question, 'Why did students enroll in Marketing Education classes?' Chapter three will deal with the development and application of two surveys in obtaining useful data in answering the research goals.

CHAPTER III

METHODS AND PROCEDURES

According to two authors, describing systematically the facts and characteristics of a given population or area of interest, factually and accurately is the main purpose of descriptive research. (Isaac and Michael, 1971, p. 18). In order to determine recruitment strategies used by Virginia Beach high school Marketing Education teachers and reasons for student enrollment, two questionnaire surveys were designed. In this chapter, the population, the survey design, methods for collecting data, and procedures for analyzing the data were discussed.

Population

The population for this study consisted of each of the Marketing Education teachers from each of the eight high schools in Virginia Beach, Virginia and the students who were currently enrolled in one of their classes during the Spring of 1990. Individuals in this study were teachers and students in each of the eight Virginia Beach high schools: Kempsville High School,

Cox High School, First Colonial High School, Green Run High School, Bayside High School, Kellam High School, Salem High School and Princess Anne High School. It was necessary to use a large sample in order to ensure valid and reliable results. The teachers were all contacted through their respective school addresses.

Instrument

In this research study two questionnaires were used as the means of collecting data on: (1) The recruitment strategies used by Virginia Beach High School Marketing Education Teachers, and (2) Reasons for student enrollment in the Marketing Education courses offered by Virginia Beach High Schools. They consisted of closed-form questions. The survey questions were designed after consultation with Dr. John M. Ritz, Graduate Program Director for Vocational Education at Old Dominion University, and a selected sample of current Marketing Education teachers and students in Virginia Beach. The survey questions dealt with the Marketing Educations teachers' recruitment strategies and the students' reasons for enrolling in Marketing Education classes. Sample surveys are found in Appendix B and C.

Methods of Collecting Data

In June of 1990, the researcher mailed two surveys: One survey was to be filled out by each Marketing Education teacher in Virginia Beach, the second survey was to be administered by each of the same Marketing Education teachers to the students enrolled in one of their classes. This was done with the permission of the various classroom teachers. A sample of the letter requesting permission to conduct the survey is found in Appendix C.

Through the letter of explanation, the researcher was able to communicate with the teachers and the students via the teacher. The importance of this survey in determining effective recruitment strategies used by Virginia Beach Marketing Education teachers was to be emphasized to all participating. The researcher talked to each Virginia Beach Marketing Education teacher personally to explain the purpose of the study. The researcher requested that each of the Marketing Education teachers complete the first survey form and administer the second survey form to the students in one of their classes.

Analyzing the Data

After tabulating the results of the two surveys, percentages were calculated for each item on the two surveys. The data was broken down and analyzed according to three categories. The first category looked at why students enrolled in the marketing education program at their perspective high schools. The second category was used to determine the source from which students became aware of the marketing education program at their school. The final category analyzed looked at the recruitment strategies used by Virginia Beach Marketing Education teachers. The findings of the surveys, in addition to the percentages for each response item, were presented in Chapter IV in table form.

Summary

This chapter discussed the methods and procedures used to obtain the information/data for this study. A closed-form questionnaire survey was administered to each Virginia Beach Marketing Education teacher and the students enrolled in one of their classes during the Spring of 1990. The closed-form questionnaire surveys

made the tabulations very quick and easy. The information from the two surveys provided all the data necessary to complete Chapter IV of this research paper which is the findings section. Based on these findings, recommendations were made as to the most effective way to market the Marketing Education programs to Virginia Beach High School students.

CHAPTER IV

FINDINGS

The purpose of this chapter was to present the findings of a questionnaire administered to all Virginia Beach Marketing Education teachers and one of their classes during the Spring semester of 1990. The surveys were completed and returned by twenty of the twenty-four teachers, and two hundred and forty-five of the students contacted. The findings were analyzed on the basis of three main criteria. They are: (1) students reasons for enrolling in the Marketing Education Program; (2) how the students became aware of the program within their schools; (3) and the Virginia Beach Marketing Education Teachers recruitment methods.

Student Enrollment

The first data presented was to inquire about the reasons that students enrolled in the Marketing Education program at their respective high schools. Items A, B, C, and D, found in Table 1, were used to determine to what extent the student enrolled for career or practical purposes. Items E, F, and G, attempted to determine other social or non-classroom oriented reasons for enrolling.

TABLE 1

Virginia Beach Marketing Education Students
Reasons For Enrolling In The Program

ITEM	I ENROLLED IN THIS CLASS:	NO. OF RESPONSES
A	to assist with my current job	73
B	to receive a job promotion	10
C	to prepare for a job	89
D	to prepare for a job change	15
E	to socialize	29
F	to engage in a leisure-time activity	25
G	to eliminate extra "in-class" courses	100
H	others:	69
	1. to earn credits	35
	2. for the opportunity to work (money)	8
	3. to learn about marketing	26

Item H was left as an "open" question so as not to exclude any options. The responses to each of the items were dispersed among the options listed on the survey with three additional responses commonly listed under "other" in Item H. These items fell into the same category as the career or practical responses similar to Items A, B, C, and D.

Of the two hundred and forty-five Marketing Education students who participated in the survey, seventy-three, representing 30 percent of the sample population, indicated that they had enrolled to assist them with their current job. Items B and H2 gathered an almost equal number of responses. These two items dealt with the job or money oriented side of Marketing Education. Eighty-nine students, representing 36 percent of the sample population said they enrolled in the program to help them prepare for a job or for their future careers. A much smaller number of students, fifteen, responded that they hoped the program would assist them with a job or career change. Thirty-five students, representing 14 percent of the sample population, indicated that they enrolled in the Marketing Education program to earn the credits. Most indicated that they enrolled because the class provided two credits needed for graduation. Eleven percent of the sample population, or twenty-six students indicated that they enrolled so that they could learn about marketing. Some students had previous exposure to marketing and wanted to

explore the field more closely. Others were interested in majoring in marketing in college or going into the marketing field directly out of high school. A smaller amount said simply that they liked marketing and wanted to take the class. The above items which were included in the survey as the career or practical oriented options had a total of two hundred and fifty-six responses.

The second part of Table 1, Items E, F, and G, was included to determine the social, non-classroom or non-job oriented reasons students had for enrolling in the Marketing Education program. Twenty-nine students, representing 12 percent of the sample population said that they enrolled in the program to be with friends and socialize. Another twenty-five students within the two hundred and forty-five surveyed saw Marketing Education as a leisure-time class or an "easy A," rather than as a "curriculum class" and enrolled for that reason. Item G had the highest ranking number of responses of all the options included in the first part of the survey. One-hundred students, representing 41 percent of the sample population, enrolled in the program in order to eliminate any extra "in-class" courses they may have had to take. The above items which were again included in the survey as the social, non-classroom or non-job oriented options had a total of one-hundred and fifty-four responses included.

Table 2, which presented the second half of the

TABLE 2

Virginia Beach Marketing Education Students Source Of
Information Leading To Enrollment In The Marketing
Education Program At Their High School

ITEM	I HEARD ABOUT THE MARKETING EDUCATION PROGRAM AT MY SCHOOL:	NO. OF RESPONSES
A	from friends	139
B	when I received informational materials in the mail	2
C	from the radio	0
D	from the television	0
E	from a promotional activity through the school	28
F	from promotional materials distributed through the school	32
G	from your guidance counselor	124

student survey, dealt with the sources from which the students became aware of the Marketing Education program in their high school that ultimately led to their enrollment. Items A and G were the two highest ranking responses for this section. The highest was one hundred and thirty-nine students, representing 57 percent of the sample population, which said they heard about the Marketing Education program at their school from peers. A close second, one-hundred twenty-four students, representing 51 percent of the sample population, responded that their source of information regarding the program was their guidance counselors. In Item F, thirty-two of the two hundred and forty-five participating students said they learned about the program through promotional materials that were distributed through their school. A similar amount of students in Item E said they became aware of the program through a promotional activity conducted through the school. Items B, C, and D, which were receiving information through the mail, hearing advertisements on the radio and television, ranked by far as the lowest responses. Only three students, representing 1 percent of the sample population said that they heard about the program through one of the these three sources.

Marketing Education Teachers Recruitment Strategies

The second survey which reviewed Virginia Beach Marketing Education teachers recruitment strategies was summarized in Table 3. The survey asked each Marketing Education teacher how they promoted the Marketing Education program at their school. The responses to the items were consistent. Of the twenty teachers who responded to the survey, nineteen or 95 percent of the sample population said that they use currently enrolled Marketing Education students to promote the program to their friends and student body, Item H. In Item D, eighteen teachers, representing 90 percent of the sample population said that they established and continually maintained an ongoing relationship with guidance counselors. Stressing participation in clubs, Item E and keeping the programs activities visible within the school, Item F, both accounted for 80 percent of the sample population. Many Marketing Education teachers felt Item G, contacting potential candidates for the program personally was important. Seventeen, or 85 percent of the sample population, said that they contacted potential Marketing Education students personally or on a regular basis. Eleven teachers out of the twenty-four surveyed said that they distributed informational materials to students and local residents. Eight teachers, representing 40 percent of the

TABLE 3

Recruitment Strategies Used By
Virginia Beach Marketing Education Teachers

ITEM	I PROMOTE THE MARKETING EDUCATION PROGRAM AT MY SCHOOL THROUGH:	NO. OF RESPONSES
A	in school assemblies	5
B	informational materials distributed through the school to local residents/students	11
C	making presentations to the community; both students and parents	8
D	establishing and maintaining and ongoing relationship with guidance counselors	18
E	stressing participation in clubs;DECA	16
F	keeping the programs activities visible within the school	16
G	contacting potential candidates for the Marketing Education program personally	17
H	using currently enrolled Marketing Ed. students to promote the program	19
I	others	0

sample population, said they made presentations promoting the Marketing Education program to both students and parents, Item C. The lowest ranking response was to Item A. Only five teachers, representing 25 percent of the sample population, said that they used in school assemblies to promote the Marketing Education program at their school.

SUMMARY

This chapter reported the results of two surveys. One was an attempt to determine why Virginia Beach students enrolled in the Marketing Education program at their high schools. The second was to determine recruitment strategies used by Virginia Beach Marketing Education teachers. The information will be analyzed in the following chapter. Chapter V will consist of a summary, recommendations, and conclusions based on the survey results.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study sought to determine the recruitment strategies used by Virginia Beach Marketing Education teachers. The intent of carrying out this study was to remove any factor(s) or to implement modifications which would bring about increased student enrollment of the Marketing Education programs in the Virginia Beach area.

Summary

The sample population was comprised of two separate groups. The first was all the High School Marketing Education teachers in Virginia Beach, while the second group consisted of students in one of the Marketing Education teachers classes. The study was based on two surveys distributed to these participating groups. The teachers questionnaire attempted to determine what recruitment methods the Virginia Beach Marketing Education teachers used to encourage students to enroll in the Marketing Education program in their high schools. The second survey, administered to the students, attempted to determine how the students heard about the Marketing

Education program and/or why they enrolled.

The surveys used for this study were tabulated manually and the data was presented in table form in Chapter IV. Based on this data, conclusions and recommendations for promoting the Virginia Beach Marketing Education program were made.

Conclusions

In response to the research questions:

1. What were the major recruitment methods used by Virginia Beach Marketing Education Teachers?

Several recruitment strategies were used frequently by teachers. One of the more popular was using currently enrolled Marketing Education students to promote the program and establishing and maintaining an ongoing relationship with guidance counselors. Personally contacting potential candidates, stressing participation in clubs and keeping the Marketing Education programs activities visible within the school were also among the most commonly used methods.

2. Which of the recruitment methods used was most successful?

One hundred and thirty-nine students, representing 57 percent of the sample population, said they heard about the program from their peers currently enrolled in the marketing education program at their school. Another

successful method was establishing and maintaining an open line of communication between teachers and guidance counselors. One hundred twenty-four students, representing 51 percent of the sample population, said that they heard about the program from their guidance counselors.

3. Why did students enroll in the Marketing Education program?

The research showed that 80 percent of the students enrolled in the program for career or job purposes. However, 41 percent of the students said they enrolled to eliminate any extra "in-class" courses they may have had to take. The remaining students, approximately 22 percent, indicated they enrolled to fulfill a personal interest.

Recommendations

Based on the results and conclusions of this study, the researcher recommends the following:

1. Continue sending promotional materials and conducting promotional activities through the school.
2. Virginia Beach Marketing Education teachers should continue to meet with guidance counselors on a regular basis to maintain a strong relationship.
3. Marketing Education teachers should develop an awareness of the career possibilities for students with the knowledge acquired through studying Marketing in their high schools.
4. Promotional and informative materials should be periodically presented utilizing a variety of

media to inform parents, students and the community about the importance of Marketing Education being included as part of a students total curriculum.

5. Continue to promote and enhance the image and reputation of Marketing Education with students as a useful and worthwhile program.
6. Continue to use and encourage currently enrolled Marketing Education students to promote the program.
7. Continue to stress the importance of participation in school clubs.
8. Continue to keep the activities conducted through the Marketing Education program visible throughout the school.

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APPENDICES

APPENDIX A - Letter to Colleague

APPENDIX B - Teacher Survey Instrument

APPENDIX C - Student Survey Instrument

APPENDIX A

Letter to Colleague

842 W. 50th St. #2
Norfolk, Va. 23508
May 16, 1990

Dear

I am currently pursuing a Masters Degree in Vocational Education from Old Dominion University. My anticipated date of graduation is August 1990.

The title of my thesis is "Recruitment Strategies Used By Virginia Beach High School Marketing Education Teachers." In order to complete my thesis, I would like to survey all the Marketing Education teachers in Virginia Beach and one of each of your classes. I am, therefore, requesting your participation and cooperation in surveying you and one of your classes with the enclosed surveys.

Thank you for your assistance in this matter. I look forward to receiving a response from you by June 1, 1990. Thanks Again!

Sincerely,

Stacie R. Hayden

APPENDIX B

Teacher Survey Instrument

MARKETING EDUCATION TEACHERS SURVEY

Purpose: This survey is being undertaken to determine recruitment strategies used by Virginia Beach High School Marketing Education Teachers. The data will be used by Marketing Education Program Personnel to assist in more effectively marketing the Marketing Education programs in this area.

SCHOOL: _____ **TEACHER:** _____

1. How many Marketing Education students do you currently have enrolled in your classes?
2. What was the enrollment in your Marketing Education program in the following academic years?
1989-90 _____
1988-89 _____
1987-88 _____

Directions:

Please indicate your response by placing a check in the space provided.

1. I promote the Marketing Education Program at my school through:
☐ in school assemblies
☐ informational material distributed through the school to local residents
☐ making presentations to the community; both students and parents
☐ establishing and maintaining an ongoing relationship with guidance counselors
☐ stressing participation in clubs; DECA
☐ keeping the program activities visible in the school; Bulletin boards, Trophies, Awards, Special Recognitions etc.
☐ contacting potential candidates for Marketing Education programs personally
☐ using currently enrolled Marketing Education students to promote the program
☐ other _____

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS SURVEY!!!!

APPENDIX C

Student Survey Instrument

MARKETING EDUCATION STUDENT SURVEY

Purpose: This survey is being undertaken to determine Recruitment Strategies used by Virginia Beach High School Marketing Education Teachers. The data will be used by Marketing Education program personnel to assist in more effectively marketing the Marketing Education Programs.

School: _____

Directions: Please indicate your response by placing a check in the space provided.

1. I enrolled in this class:

___ to assist me with my current job

___ to receive a job promotion

___ to prepare for a job

___ to prepare for a job change

___ to socialize

___ to engage in a leisure-time activity

___ to eliminate extra "in-class" courses

___ other _____

2. I heard about the Marketing Education Program at my school:

___ from friends

___ when I received informational materials in the mail

___ from the radio

___ from the television

___ from a promotional activity through the school

___ from promotional materials distributed through the school

___ from your guidance counselor

_____ other _____

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS SURVEY!!!!

