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An Estimate on the Supply and Demand of Marketing Education Teachers in the Next Five Years in the Hampton Roads, Virginia Area

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AN ESTIMATE ON THE SUPPLY AND DEMAND OF MARKETING EDUCATION TEACHERS IN THE NEXT FIVE YEARS IN THE HAMPTON ROADS, VIRGINIA AREA

by

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ABSTRACT

AN ESTIMATE ON THE SUPPLY AND DEMAND OF MARKETING EDUCATION TEACHERS IN THE NEXT FIVE YEARS IN THE HAMPTON ROADS, VIRGINIA AREA

Alison Briel
Old Dominion University, 2017

As of 2017, there is a lack of information about the number of Marketing Education teachers at the high school level employed in the Hampton Roads area of south eastern Virginia. Marketing Education is an essential subject to teach at the secondary level because it prepares students for careers in marketing and management. For this study, a survey was created to understand the current state of Marketing Education and the supply and demand of Marketing Education teachers. This study primarily focused on Marketing Education programs in the high school setting. A survey consisting of open-ended questions was developed and distributed to all high school marketing teachers currently employed in the Hampton Roads area. There was a total of 37 surveys sent to High Schools in the Hampton Roads area, and a total of 13 survey responses returned. High schools in four of the seven cities in the Hampton Roads area provided information for this study including Norfolk, Virginia Beach, Chesapeake, and Hampton. There were no returned surveys from high schools in Newport News, Portsmouth, or Suffolk.

The study investigated the open positions due to retirement, career change, or new positions created due to growth in the Marketing Education program. Research study participants revealed that nine Marketing Education teachers are expected to retire in the next five years, five Marketing Education teachers are expected to make a career change, and nine positions would need to be filled due to growth in Marketing Education programs. The returned surveys showed that Chesapeake High Schools and Hampton High Schools currently have very strong marketing programs and are expected to keep growing. Virginia Beach and Norfolk High School Marketing Programs are seen as positive programs and are also expected to grow.

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Chapter 1- Introduction

Background of the Problem

There has been a moderate amount of reports done on teacher shortages within the traditional core subjects, which include Math, Science, History, and English (Hutchins, 2013; Wavy News, 2015; Freedberg, 2015). However, there has been a lack of reports done on the shortages of teachers in the Career and Technical Education (CTE) field in the high school setting, more specifically, in Marketing Education. CTE courses are directed for students who prefer to enter the workforce after high school as opposed to students who would pursue a higher education degree. Today's cutting-edge, rigorous, and relevant Career and Technical Education prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers (ACTE, 2017).

Students now have the option to enter the workforce after high school with CTE certifications as opposed to enrolling in postsecondary education. These students chose to learn job skills in order to obtain employment directly following high school. There are 16 career clusters within CTE that can be found in high schools. These career clusters include Agriculture, Food and Natural Resources; Architecture and Construction; Arts, Audio/Video Technology and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections, and Security; Manufacturing; Marketing; Science, Technology, Engineering, and Mathematics; and Transportation, Distribution, and Logistics (ACTE, 2017). Students enroll in these courses to learn skills preparing them for the job field they want to enter following high school.

Most of the students currently being served by Marketing Education are at the secondary level. It is estimated that between 5,000-6,000 marketing programs are in place, nationally, at the secondary level of instruction (Association for Career and Technical Education, 2017). This

study primarily focuses on the supply and demand of Marketing Education teachers at the secondary level because that is the level at which Marketing Education is most popular.

Marketing Education is one CTE subject that is taught in the Hampton Roads, Virginia High Schools. Marketing Education is a program designed to prepare secondary and postsecondary students to conduct the critical business functions associated with directing the flow of products and services from the producer to the consumer. A fundamental understanding of the marketing concept and basic marketing skills are essential not only to students entering the field of marketing but for everyone entering the workforce. Marketing Education courses provides students with knowledge and skills that are highly transferable and will last a lifetime. Course work in the Marketing Education curriculum is expanded to include application and integration of technology, higher-order thinking skills, problem solving, and core academic competencies (Association for Career and Technical Education, 2017). Students also have opportunities to develop leadership, social, civic, and career skills in marketing through their participation in DECA, an association of marketing students (Association for Career and Technical Education, 2017).

Despite the fact that Marketing Education is very useful to high school students as marketing concepts, basic marketing skills, and critical business functions are learned in this program, there is no up-to-date information on the teachers employed in the Marketing Education field. Marketing Education teachers are the prime reason students have the option to enroll in Marketing Education classes. The number of teachers needed for Marketing Education is unknown as well as the expected growth of the Marketing Education program.

The United States Department of Education has created a document that lists the areas in which the nation has a shortage of teachers. Each state reports the academic discipline or subject matter that has a shortage of teachers. From 2004 to 2016 there has been a reported shortage of Career and Technical Education teachers (Cross, 2016). Without a sufficient number of CTE teachers, students are not able to enroll in CTE courses, which can open up

pathways to good, high-paying career fields. There is currently a high demand for people to work in technical fields, but the people who can teach those skills are limited (News Staff, 2015.) Recruiting and maintaining high-quality CTE educators is vital to ensuring student success. CTE as a whole is ranked fourth in the top-ten list of critical teacher shortages in Virginia (News Staff, 2015.)

Statement of the Problem

The problem of this study is that there is no information about the number of Marketing Education currently employed in the Hampton Roads, Virginia, area. This study will primarily focus on Marketing Education programs in the high school setting. Information from this study can be used to determine upcoming needs of Marketing Education teachers in this area. The study will examine the future needs in Marketing Education in the Hampton, Roads area, analyzing factors such as the number of Marketing Education teachers leaving their position due to retirement or career field switches. These areas are analyzed to show that some teachers choose to stay in Marketing Education field their entire career or they choose to change because teaching is not the career path for them.

Purpose of the Study

The purpose of this study is to determine if there will be a shortage or surplus of Marketing Education teachers within the next five years in the Hampton Roads, Virginia area. The study seeks to examine the future status of employment in the Marketing Education field. This study is being conducted because there is currently a critical teaching shortage in Virginia for Career and Technical Education teachers (Virginia Department of Education, 2017).

The following objectives were established to examine the supply and demand of Marketing Education teachers within the next five years in the Hampton Roads, Virginia area:

1) Determine how many Marketing Education students are currently enrolled in marketing programs in the Hampton Roads area high schools.
2) Discover how many positions are currently available in the Hampton Roads area for Marketing Education teachers.
3) Discover what is the expected growth of Marketing Education programs in the next five years.
4) Determine how many positions will be opening up for Marketing Education teachers in the next five years due to career switches.
5) Determine how many positions will be opening up for Marketing Education teachers in the next five years due to retirement.

Research Question

What is the relationship between Marketing Education teachers and the high school job market?

Significance of the Study

Marketing Education is an essential subject to teach at the secondary level because it prepares students for careers in marketing and management. Marketing programs provide instruction in basic academic skills, business foundations, economic foundations, and marketing functions. The programs are designed to match the marketing needs in their geographic area but still include the principles, concepts, attitudes, and skills that will prepare students for their future career in retail, service, and manufacturing environments from any job position.

Marketing Education can be taught as a general labor market preparation program, or as a CTE program for specific labor market preparation. It provides students with the basic foundations of marketing and the opportunity to explore occupations in their areas through job shadowing, field trips and short-time internships at the middle/junior high level. Programs at the secondary and postsecondary levels consists of sequenced courses such as advertising, sales

promotion, management, etc. Marketing Education is designed to allow students to choose a concentration from marketing industries and occupations. General workplace skills are included in the curriculum to better prepare students. It helps student's transition from secondary schools to postsecondary schools into high-paying careers in marketing (Ready, Set, Go, 2012).

Marketing Education includes cooperative education, which is on the job training and classroom instruction. Students can enhance their marketing skills through DECA, which provides students with activities and programs to help further their understanding of civic and ethical responsibilities of business as well as personal development. Marketing Education can prepare students greatly for the future careers. It teaches skills that will help students get a competitive edge and they can use these skills for life.

Today, the marketing program has grown considerably and so has the job of the marketing teacher. Marketing educators are more than just teachers; they are also career counselors, coordinators, public relations person, and administrators. In the role of a career counselor, a CTE teacher has the responsibility of student recruitment, selection, job placement, and counseling. In the role of a coordinator, the CTE teacher has the responsibility of selecting training agencies, placing students, evaluating student progress on the job, coordinating theory and practice, and advising a DECA chapter. In the role as a public relations person, the CTE teacher has the responsibility of handling school relationships, business and community relationships, professional relationships, communicating with the public, and supervising the adult CTE education program. In the role of an administrator, the CTE teacher has the responsibility of planning, budgeting, reporting, and evaluating.

It is clear that Marketing Education is a meaningful subject in Secondary Education curriculum and Marketing Educators play different roles. However, there is no information on how many job positions are available for Marketing Educators or how many graduates are looking for employment in the Marketing Education field. The last study that was done on the supply and demand of Marketing Education teachers in the Hampton Roads area was in August

of 1991(Gilbert, 1991). There is no up-to-date information on the number of graduates looking for employment as a Marketing Education teacher in the Hampton Roads area nor is there up to date information on the number of Marketing Education teachers' vacancies in the Hampton Roads area.

This study seeks to determine how many Marketing Education teachers will need to be hired in the next five years in the Hampton Roads, Virginia area. The study will analyze the Marketing Education teachers leaving their positions due to retirement or a career field switch. The study will also determine how many Marketing Education positions will need to be filled due to the growth in the program.

Assumptions, Limitations, and Delimitations

Assumptions

1) Marketing Education teachers may be needed at the secondary level within the next five years.
2) Marketing Education programs will grow at the secondary level within the next five years.
3) Educators questioned have an idea of the future needs of Marketing Education.
4) The survey would uncover honest answers to the questions related to Marketing Education.
5) Educators will be informed enough to provide projections of the future of Marketing Education.

Limitations

1) Only the Hampton Roads, Virginia area was studied. This includes the school systems of Norfolk, Virginia Beach, Chesapeake, Portsmouth, Newport News, Hampton, and Suffolk.
2) The results might only be useful to the schools studied.
3) The validity of findings are dependent on the interviewee's exposure to Marketing. Education programs.
4) The questionnaire that was used only attempts to seek information related to Marketing Education.

5) The results depend on the marketing teachers at each school to complete and return the survey.

Definition of Terms

Career and Technical Education (CTE)- provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. In total, about 12.5 million high school and college students are enrolled in CTE across the nation. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context (Advance CTE, 2017).

Career Clusters- a career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are cluster "pathways" that correspond to a collection of courses and training opportunities to prepare you for a given career (ACTE, 2017).

Marketing Education- a program designed to prepare secondary and postsecondary students to conduct the critical business functions associated with directing the flow of products and services from the producer to the consumer (Association for Career and Technical Education, 2017).

United States Department of Education- the agency of the federal government that establishes policy for administers and coordinates most federal assistance to education. It assists the president in executing his education policies for the nation and in implementing laws enacted by Congress (U.S. Department of Education, 2010).

Hampton Roads- The Hampton Roads area in Virginia is comprised of seven cities: Norfolk, Virginia Beach, Chesapeake, Portsmouth, Newport News, Hampton and Suffolk.

Curriculum- the subjects comprising a course of study in a school or college.

DECA- DECA is organized into two unique student divisions each with programs designed to address the learning styles, interest and focus of its members. The High School Division includes 200,000 members in 3,500 schools (DECA, Inc., 2017).

Apprenticeship- combination of on-the-job training (OJT) and related classroom instruction under the supervision of a journey-level craft person or trade professional in which workers learn the practical and theoretical aspects of a highly skilled occupation. (Washington State Department of Labor & Industries, n.d.).

Vocational Education- organized educational programs offering a sequence of course which are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree (National Center for Education Statistics, n.d.).

Summary and Overview of Chapters

Chapter 1 has been an introduction to this study. It stated the purpose, which is to determine the future needs of Marketing Educators in the next five years in the Hampton Roads, Virginia area. Chapter 1 also covered the problem of the study: there is currently a critical teaching shortage in Virginia for Career and Technical Education teachers. It was also discussed how critical it is to include Marketing Education in the curriculum for secondary education and why Marketing Educators are important. A review of literature is provided in Chapter 2. The chapter gives a background and insight into Career and Technical Education, Career and Technical Education teachers, and the impact CTE has on participating students. Chapter 3 presents the methods and procedures used to collect the data for the study. The

findings of the study are described in Chapter 4. The conclusions and recommendations of the study are presented in Chapter 5.

Chapter 2- Review of Literature

Career and Technical Education (CTE) courses contribute greatly to 21st-century readiness by promoting certain skills. These skills include employability, technical knowledge, and a foundation in lifelong education (Fala, Strous, Tully, & Viviano, 2012). The areas of focus within this research give background and insight into CTE and Marketing Education, CTE teachers, and its impact on the success of participating students.

Benefits of High School Career and Technical Education (CTE)

There is a goal of ensuring that "every student graduates from high school well prepared for college and a career" (Wager, Newman, & Javitz, 2015, p.658). The creation of the Common Core State Standards for K-12 instruction and their widespread adoption is the centerpiece of a movement to raise the bar regarding the content and skills taught to American students (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). Increasing college and career readiness is one of five major administration themes in its proposed changes to the Elementary and Secondary Education Act in its next reauthorization (U.S. Department of Education, 2010). The reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 also brings the nonacademic program it funds into the policy spotlight. The Administration's "blueprint" for reauthorization contends that the "federal investment in CTE must be dramatically reshaped to fulfill its potential to prepare all students for further education and cutting edge career" (Office of Vocational and Adult Education, 2012).

In an article supporting the first National Assessment of Vocational Education (NAVE), an analysis concluded that CTE participation increased the odds of a non-college-bound student finishing high school by about 6% (Kulick, 1998). Analyses of the data from the National

Longitudinal Survey of Youth 1997 found that students who completed 3 or more years of CTE courses had a 90% high school completion rate compared to 72% for high school students overall (Plank, DeLuca, Estacion, 2008). Other research associated higher employment rates and for some students, higher wages with taking CTE courses in high school (Catterall & Stern, 1986). The 2004 final report to Congress from the NAVE affirmed earlier findings of a positive relationship between CTE course taking and higher earning by reporting that 7 years after high school graduation, students earned almost 2% more for each high school occupational course they took (Silverberg, Warner, Fong, & Goodwin, 2004). Despite largely positive findings, historically and more recently, regarding the benefits of CTE, high school students as a whole have evidenced a decline in CTE course taking at the same time that average academic credits earned increased (U.S. Department of Education, 2009).

Impact of Secondary Career and Technical Education on Postsecondary Career

While some students in the United States attend a two- or four- year college, a number of other students leave high school and attempt to enter the workforce immediately (Radcliffe & Bos, 2013). In a recent study by Radcliffe and Bos (2013), almost one-third of students had a career goal and planned to enter some type of technical, post-secondary training or the workforce after graduation. Since students are planning to enter the workforce after graduation, “states are adopting various policy initiatives to increase students’ preparedness for life after high school” (Gaertner, Kim, DesJardins, & McClarty, 2014, p. 145).

There was a study performed by Roy Moss to determine if there was statistical evidence supporting Career and Technical Education as having a significant impact on student success after high school graduation in the form of continued vocational training or career success. This was accomplished by using data to determine if a correlation existed between students taking CTE courses and resulting postsecondary success (Moss, 2016). The results showed that 37% of students who completed a CTE program also entered into an occupation within that field.

There was a large positive relationship between students who participated in Career and Technical Education at the secondary level and then were placed in a related occupation.

In the past, vocational education was used as an area for students who would not be successful in a college atmosphere; that is no longer true (Wilson, 2014). Career and Technical Education courses contribute greatly to 21st-century readiness by promoting certain skills (Fala, Strouse, Tully, & Viviano, 2012). These skills include employability, technical knowledge, and a foundation in lifelong education (Fala et al., 2012).

History of Career and Technical Education

The current structure and growth of Career and Technical Education in the United States is the product of an extensive evolutionary process. The program of Career and Technical Education, as it is known today, had its origin in the early part of the twentieth century (Gordon, 2014). However, the causal factors of the vocational movement in education occurred during the nineteenth century, and the historical roots can be traced to ancient times, with significant European connections (Gordon, 2014).

During the latter part of the nineteenth century, the need for vocational training produced a number of private trade schools. Although there were many different types of trade schools, trade schools were defined as one of three things (1) schools that offered only training, (2) schools that offered a combination of trade training and general education, and (3) schools that apprenticed their students to the boards of trustees as well as offering trade and general education (Gordon, 2014).

A second major development prior to the beginning of the twentieth century was the establishment in the public schools of programs known as manual training, commercial training, domestic science, and agriculture (Gordon, 2014). Manual training taught students the power of doing things instead of merely thinking about them, and writing about them (Westerink, n.d).

At the turn on the twentieth century, some of the people in the manual training area observed that many of their graduates were using the skills and knowledge gained in manual training classes for vocational purposes (Gordon, 2014). This turn of events encouraged the manual training leaders to develop a separate system of what was then referred to as vocational education.

Traditionally, CTE has provided practical and applied instruction with the goal of matching students with work positions in industry and commerce (Benavot,1983). The 1990 federal law defined vocational education, for purposes of federal funding, as preparation for "occupations requiring other than a baccalaureate or advanced degree." In spite of the limited definition, Career and Technical Education itself has been changing. Thousands of high schools and community colleges have developed new courses of study that prepare students for work as well as for further education, including four-year college or university (Gordon, 2014).

Teacher and Student Relationships

The aspect of teacher and student relationships holds a positive place in CTE coursework, but also carries with it an enormous expectation on vocational instructors (Casale-Giannola, 2012). As stated in the study by Casale-Giannola (2012), a meaningful student-teacher relationship was one of the main five strengths of inclusion within a vocational class. Student behavior and performance were closely tied to a student having respect for and relationships with their instructors (Casale-Giannola, 2012). One aspect to build this relationship on is a well-trained teacher who has had rigorous professional development (Fritsch, 2014). In both vocational programs and in regular academic classrooms, a student's choice of a particular class may not come from interest in a particular subject or type of work, but the influence or preference of a particular teacher (Casale-Giannola, 2012).

One of the most important aspects or benefits of CTE programs is that students are learning real-life skills and knowledge (Fritsch, 2013). This is especially evident when teachers

come from a particular workforce that utilizes the skills and knowledge taught in a particular CTE program (Fritsch, 2013). Not only do these teachers bring a wealth of practical knowledge and experience, but often they also bring a love or enjoyment from having practiced in their fields (Fritsch, 2013). Teachers who come to education from business and industry "are able to draw connections between academics and commerce, between theory and application. They make learning meaningful for their students through authentic problem-solving scenarios" (Moscon & Thompson, 2013).

Educators' Perceptions of Career and Technical Education Programs

It is not known the extent to which CTE teachers compared to core teachers, student advisors, and administrators perceive the value of CTE programs (Shanklin, 2014). Stacey Shanklin conducted a study to investigate the perception of teachers, student advisors, and administrators related to CTE. The sample size for this qualitative case study was comprised of ten staff members who represented core teachers, student advisors, administrators and CTE teachers from a Colorado high school, which served approximately 1,200 students (Shanklin, 2014). The study also explored the perceptions among educators about 21st century skill readiness that CTE programs and academic curricular areas can provide for students preparing to enter the workplace or college (Shanklin, 2014). The results of the study showed that CTE programs in relationship to 21st century skills are valuable to ensure success for students in employment and/or postsecondary education. The study concluded that all teachers involved, perceived CTE programs as valuable and beneficial to students to varying degrees (Shanklin, 2014). Core teachers, CTE teachers, and administrators more clearly understand the value and perceptions of CTE programs in connection with cross-curricular relationships and equipping students with 21st Century skills for employment (Shanklin, 2014).

Perceptions of Teacher Educators in Marketing Education

The image and future of Marketing Education depends on the ability to demonstrate that the programs make a difference in the success and satisfaction of individuals and a contribution to the economy. Efforts must be increased to maintain enrollments and even expand; quality in all parts of the marketing programs must be of concern. (Klaurens, 1984). Marketing Education has always been a hot topic. Marketing Education programs started primarily as descriptive and functional college level courses but have developed into a theoretical, managerial curriculum incorporating a vast array of behavioral concepts (Lynch, 1983).

Gayle Kearns created a study to gather data concerning teacher educators' perceptions of current program status and future trends of Marketing Education programs. The findings from the study showed that teacher educators felt that the program was moving toward an increased emphasis toward training and development for business and industry. A significant association was found between the current enrollment in Marketing Education and the primary reason for choosing the field as a major. It was also found that the majority of teacher educators emphasized DECA as a viable factor to ensure the success of Marketing Education programs. It was recommended that the Marketing Education curriculum be redesigned to broaden the population being served, and that the Marketing Education teacher educators rely heavily on business and industry for direction.

Marketing Education: Changes Observed and Challenges Anticipated

With the 20th century coming to a close, the marketing discipline also found itself being criticized by business leaders and students for its seeming ineffectiveness, as well as its inability to respond quickly enough to the revolutionary changes taking place in the educational environment (Smart, Kelley, Conant, 1999). Making things even more complex is that all of these issues are set in an environment marked by an explosion of information and technology,

increased professional demands on faculty, and in the case of many schools, decreasing resources.

As Ferrell (1995) has observed, Marketing Education is changing at an increasing rate and most faculty will need to adapt to an environment that will be significantly different from today. A common theme in a study by Denise Smart, Craig Kelley, and Jeffery Conant (1999) was that marketing faculty is making increased use of emerging technologies. It was discovered that faculty member's motives for adopting new technologies are often student based. The study also revealed that marketing faculty is placing a greater emphasis on how material can be applied to allow students to develop those distinctive competencies that are in demand by prospective employers. In the study, participating educators were asked to contemplate the question, "what are the greatest challenges that Marketing Education faces in the next 10 years?" (Smart, Kelley, Conant, 1999, p. 209). The majority of the answers deal in some way with maintaining marketing's academic position/standing and with remaining relevant to both students and employers. As one respondent notes, marketing educators must continue "demonstrating to students and companies that marketing is a profession with specialized skills that are essential to business success." A sizeable number of respondents' comments (27%) focused on the technological challenges that await marketing educators in the new millennium. In general, faculty are concerned about their ability to keep up with and adapt to high-tech advancements.

The most significant finding in regard to the marketing discipline is the observation by respondents that fewer students are interested in majoring in marketing today than was the case 10 years ago. Faculty members in the study did not speculate specifically on whether they believe this will continue, but they indicated that faculty in the marketing area must confront the challenge to increase the field's relevance and value to both students and employers to ensure the trend is reversed. The rate of change in Marketing Education is escalating and the

transformations that began in the late 1980s will continue well into the new millennium (Smart, Kelley, Conant, 1999). What is important for educators to do is embrace the change in Marketing Education.

Trends and Issues within Marketing Education

James Gleason studied what states are doing in Career and Technical Education in general, and business/marketing specifically. After looking at Marketing Education, some challenges and opportunities came to light for Dr. Gleason. Issues and trends in Marketing Education include heavy emphasis on STEM (science, technology, engineering, and math) curricula. Issues surrounding STEM are clearly one of the top discussion items among state directors of CTE. Resources are being consumed disproportionately to support STEM based programs. Another issue and trend is the number of marketing programs has been in steep decline for a number of years. Decisions to eliminate programs at the local levels appear to be driven in part by efforts to focus on academics and lack of available certified teachers to replace large number of retirees (Gleason, 2017). Another issue is that the challenges of No Child Left Behind legislation, particularly issues of testing, have encouraged students to focus on test results, to increase focus on traditional academics, and to increase required courses in math and language. Student organizations, such as DECA, tend to influence classroom instruction as teachers align what they do with competitive events. If focus on a competitive event reduces focus on the national standards, overall learning, and, therefore, test scores will decline (Gleason, 2017). There are many national trends and issues that we must address if we are to ensure the growth and stability of a meaningful Marketing Education curriculum.

Career Readiness

With the adoption of Common Core State Standards, high schools are moving toward aligning their curricula with career and college readiness expectations. David Conley of the

Educational Policy Improvement Center (2011) defined “college and career ready” as: The level of preparation a student needs in order to enroll and succeed- without remediation- in a credit-bearing course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program, or in a high-quality certificate program that enables students to enter a career pathway with potential future advancement.

According to Moscon and Thompson (2013), “there has been an outcry from policy makers and the public for school systems to produce students who are college and career ready.” It is essential for all students to be ready for college and career when they graduate from high school. Postsecondary educators expect high school graduates to be prepared academically for success in postsecondary education, which in turn influences success in the work world. Employers continue to call for workers to have the tools needed to perform well on the job and stay in the job (The Conference Board, Inc. 2006). Thus, in an effort to ensure that CTE students are “college and career ready”, in October of 2010 the Association of State Directors of Career Technical Education Consortium (NASDCTEc), and Partnership for the 21st Century Skills came together to organize reform efforts at the local, state, and national levels (Hyslop, 2011). Strong academic achievement, certainty of occupational choice, and college readiness promote degree and job attainment in careers of interest and job satisfaction. Students enrolled in a Career and Technical Education class can better prepare students for college or employment following secondary education from its rigorous curriculum.

Career and Technical Education at the Secondary Level

At the secondary level, Career and Technical Education is a large and complex system. Like academic subjects, CTE courses are available at various grade levels and include both introductory and advanced offerings. Because nearly all public high school graduates earn credits in Career and Technical Education, it follows that most secondary schools offer at least some form of career learning. According to Silverberg, Warner, Fong, & Goodwin (2004), at

least 11,000 high schools, more than two-thirds of such schools national, provided at least one of the common occupational programs. The schools that provide at least one of the common occupational programs include close to 9,500 comprehensive high schools (Hudson & Shafer, 2002). These schools typically have an academic focus, but about 1,000 CTE high schools have large CTE programs. These schools emphasize Career and Technical Education instruction but also offer the full set of academic courses required in a high school curriculum. About 800 area or regional Career and Technical Education schools provide only CTE instruction.

Marketing Education

The first comprehensive investigation of retail occupations was made in 1905 by the Women's Educational and Industrial Union in Boston, a society for the advancement of women in industrial work (Gordon, 2014). Conditions revealed by this investigation motivated Mrs. Lucinda Wyman Prince to establish classes in retail selling as part of the society's activities (Gordon, 2014). The principles developed by Mrs. Prince have greatly influenced vocational practices. Mrs. Prince felt that the daily experiences of pupils must be the basis for the curriculum, that instruction should be largely individual, and that training should prove itself in practice on the job (Gordon, 2014). The Committee of Nine of the National Education Association recommended in 1903 that advertising be included in the high school commerce curriculum. In 1912, Mrs. Prince organized the first retail training cooperative program in the Boston high schools (Gordon, 2014).

The objectives of Marketing Education have changed since they were first introduced to secondary school programs in Boston in 1912. At that time, the objective was to provide cooperative training in retail store work for the purpose of improving the lot and quality of work of sales personnel (Haas, 1972).

Marketing education is the instructional program designed to prepare individuals for the major occupational areas within marketing and management (Gordon, 2014). Marketing, simply

defined, is the selling of ideas, products, and services of all kinds to identified and qualified markets (Gordon, 2014). Marketing includes information gathering, recruiting, image building, promoting, training, campaigning, financing, lobbying, researching, and communicating (DECA, Inc., 1992).

The changing way of life in America is reflected by the development of Marketing Education. For several decades, people engaged in Marketing Education reported that two of every three jobs involved the distribution of goods and services, and they felt that the public schools should prepare students to work in these jobs and careers (Leventhal, 2002).

Instruction for Marketing Education is a combination of hard skills and soft skills. Students learn occupational skills that include marketing skills, self-development/personality development, leadership skills, and getting along with co-workers/supervisors/ customers. In the field of education, all teachers are responsible for student learning in the areas of cognitive skills, psychomotor skills, and affective skills (Gordon, 2014).

Providing related supervised work experience as part of the school's marketing education program is an established component. From the early 1900s, on-the-job training was an important ingredient of the curriculum (Gordon, 2014). The pioneering efforts in placing and supervising students in the workplace have led marketing education teachers-coordinators to be recognized as the experts in cooperative education strategies.

Marketing Education programs are quite popular; nearly one-third of the United States public schools offer marketing education programs (Gordon, 2014). Data has shown that 8.7% of public high school graduates have been enrolled in marketing education programs (Scott & Sarkees-Wircenski, 2008).

The Future of Marketing Education

Scholars have long debated the comparative value of developing marketing skills versus knowledge. The supporters of the knowledge argument contend that although specific skills are

perpetually changing, areas of conceptual knowledge possess an extended lifecycle that is deeply rooted and significantly more stable (Finch, Nadeau, O'Reilly, 2012). This perception has led to the argument that educators should prioritize conceptual knowledge over technical skills. This belief is further supported by the opinion that technical skills are known to be highly interdependent and are reported to be a reflection of the underlying theory of a given discipline. Defined as the "activity, set of instructions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large" (American Marketing Association, 2007), marketing is a complex field requiring industry practitioners with a varied set of competencies. David Finch, John Nadeau and Norm O'Reilly created a survey to determine marketing practitioners' top priorities for improvement in Marketing Education, as well as the key challenges in need of attention. Finch, Nadeau, and O'Reilly's study seeks to extend the work of previous scholars who have examined a practitioner's view of Marketing Education.

To conduct the study, Finch, Nadeau, and O'Reilly conducted a curriculum analysis of the top 20 marketing programs in the United States. They then established an expert industry panel to support questionnaire development based on purposeful sampling to ensure a diverse representation of marketing expertise. The panel's objective was to deconstruct the definition of marketing and specifically focus on the skills and knowledge areas used by practitioners to evaluate the hiring of entry-level marketing employees.

The findings from the study suggest that to be competitive, Marketing Education must emphasize the development of foundational meta-skills, which includes critical thinking, interpersonal communication and leadership, through experiential methods that demonstrate application in unique marketing contexts. The results of the study also suggest that the speed of transformation facing many industries today may negatively dilute the perceived value of Marketing Education and give rise to the substitution of alternate training. Results report that marketing educators are doing good work in certain areas but need to prioritize other areas

where practitioners observe shortcomings. Some areas where shortcomings were observed include product management, communications, strategic marketing, and marketing context. The areas where marketing educators are doing good work include strategic thinking, analytic skills, and design skills. The findings from the panel showed that practitioners want to hire a graduate who is scalable and will provide return on their investment as an employee. This validates the assertion by the panel that a new graduate who demonstrates the priority meta-skills will be more competitive in the marketplace when compared with the one who possess only marketing knowledge.

Shortage of Career and Technical Education Teachers

Research suggests that the number of colleges and universities offering Career and Technical Education teacher training programs declined by about 10% between 1991 and 2001 (Bruening, 2001). Some states and local communities report teacher shortages, often blaming the lack of Career and Technical Education teacher training programs in state Universities (Stasz & Bodilly, 2004). Increased primary and secondary student enrollment, recent expansion of secondary CTE education programs, teacher attrition, and the decreasing number of universities offering CTE degrees have led to a nationwide shortage of CTE teachers (Gray & Daughtrey, 2004). National data suggest a gap between supply and demand for Career and Technical Education teachers (Levesque, 2004): the number of students in high school grew by 17.9% between 1991 and 2000. However, the average number of Career and Technical Education courses taken remained constant at approximately 4 credits per student. These trends suggest that the total number of Career and Technical Education courses taken by students increased during the decade. During the last decade, the proportion of Career and Technical Education teachers at retirement age remained steady while the proportion of new hires increased. These trends resulted in a substantial net gain of teachers into Career and

Technical Education classrooms: between 1991 and 2000, and estimated 55,000 new Career and Technical Education teachers were added to the workforce.

The proportion of high schools seeking Career and Technical Education teachers remained the same between 1991 and 2000 (at about one-third). Schools reported growing difficulty in filling vacancies in all subject areas. Specifically, the schools that found it very difficult to fill Career and Technical Education teacher vacancies more than doubled (US Department of Education, 2004).

In 2008, the average age of CTE teachers was 46 (US Department of Education, 2008). This aging workforce has led to an increased number of retirees. With as many as 76 million baby boomers approaching retirement age, this trend is likely to continue and will impact the classroom (Dohm, 2000). By 2000, one out of 15 schools did not fill their Career and Technical Education teacher vacancies, one possible signal of a teacher shortage. Another indicator of excess demand was that average salaries increased more for CTE teacher than for academic teachers (Levesque, 2004). In May of 2010, the median annual wage of high school CTE teachers was $54,310, while the median annual wage of non-CTE high school teacher was $53,230 (Bureau of Labor Statistics, 2012). According to Stasz and Bodilly (2014), twelve sites in five states reported anticipated CTE teacher shortages. Five of these reported that shortages had affected programs. As some teachers retire and others enter outside professions, the shortage of teachers may be crucial.

A 2012 report by the Bureau of Labor Statistics indicated that overall student enrollment in middle and secondary schools will be a key indicator in the demand for CTE teachers. The projected high school CTE teacher employment growth rate is only 1%. Rapidly growing states in the South and West will likely experience the largest demand for CTE teachers. If Career and Technical Education is to remain alive and well, there must be sufficient teachers.

Closing the Skills Gap

Skills gap is “between what students are learning in school and what they actually need to be competitive in the high-tech, global economy” (Daggett, n.d.). Several studies (Reese, 2011; Shatkin, 2011) suggest that a gap exists between the skills employees have and the skills employees demand. Yang (2013) suggests that job seekers and employers work together to prepare students for future jobs. Job seekers must take skills development and education into their own hands. Jobs that require education and training beyond high school but less than a bachelor’s degree are a significant part of the economy and are classified as middle-skill job or occupations (Carnevale, 2010). Skills certificates, on-the-job training, and apprenticeship programs are relevant and practical methods for developing middle skills. Marketing Education classes can prepare students for jobs they are seeking after their high school graduation. Marketing Education teaches students skills that employers are looking for. Students learning job skills in Marketing Education classes can make students more marketable and give students a competitive edge.

Critique of Previous Research

Previous research done on the supply and demand of marketing education teachers in the Tidewater, Virginia area is out-of-date. The last report (Gilbert, 1991) done on this topic was 25 years ago. The job market and the amount of graduates in the Marketing Education field have significantly changed. Considering the change in the job market and the change in the number of Marketing Education major seeking employment, it would be beneficial to marketing teachers to have an updated study on the supply and demand of marketing teachers.

Summary

Career and Technical Education has a goal of ensuring that every student graduates from high school well prepared for college and a career. High schools are aligning their curricula

with career and college readiness expectations. Being college and career ready is defined as the level of preparation a student needs in order to enroll and succeed in a credit-bearing course as a postsecondary institution. Since students are planning to enter the workforce after graduation, states are adopting various initiatives to increase students' preparedness for life after high school. There is statistical evidence supporting Career and Technical Education as having a significant impact on students' success after high school graduation. Studies show that Marketing Education programs are moving towards an increased emphasis towards training and development for business and industries. It is also emphasized that DECA is a viable factor to ensure the success of marketing education programs.

Marketing Education, a career cluster in Career and Technical Education, is the instructional program designed to prepare individuals for the major occupational areas within marketing and management. Nearly one-third of our nation's public-school offer Marketing Education programs. Data has shown that 8.7% of public high school graduates have been enrolled in marketing education programs.

Increased primary and secondary student enrollment, recent expansion of secondary CTE programs, teacher attrition, and the decreasing number of universities offering CTE degrees have led to a nationwide shortage of CTE teachers. National data suggests a gap between supply and demand for Career and Technical Education teachers. If Career and Technical Education is to remain alive and well, there must be sufficient teachers.

Chapter 3- Methodology

This chapter presents information on the methods and procedures used to collect and analyze data for determining the number of Marketing Education employment opportunities in the Hampton Roads, Virginia, area. In order to gain the appropriate data, a 10-question survey was developed and distributed to Marketing Education teachers in the Hampton Roads area. The following sections describes in detail the research design including the target population and survey instrument, the procedures, and methods for data analysis. The methods and procedures to conduct the study were assessed by the Old Dominion University College of Education Human Subjects Review Committee (see Appendix A for the letter of Determination of Exempt Status).

Research Design

In order to determine the needs for Marketing Education teachers in the Hampton Roads, Virginia, area, a survey was created. This research is a qualitative study. The survey includes ten questions about perceptions of Marketing Education and the future job market for Marketing Education teachers. The questions for the current high school Marketing Education teachers in the Hampton Roads area includes student enrollment in the programs and the current supply of Marketing Education teachers. A survey was deemed the best research instrument to use because of the opinions and trends that need to be uncovered (see Appendix B).

Research Question

To determine the needs of Marketing Education teachers, the study explores the following research question:

What is the relationship between Marketing Education teachers and the high school job market?

Procedures

A survey was developed and distributed via e-mail to all high school marketing teachers currently employed in the Hampton Roads area. This survey consisted open-ended questions. The open-ended questions determined the number of students enrolled in marketing education classes, the number of teachers currently employed in the marketing education field and those expected to leave, and perceptions of the current job field for marketing education majors. A copy of the survey can be found in Appendix B.

In order to have a larger sample size, the survey was distributed to all high schools in the Hampton Roads area with a Marketing department. It was expected that only one teacher from each high school marketing department would need to fill out the survey to reduce the number of surveys being returned with repetitive information. To have more detailed information included in the study about the amount of marketing teachers needed and currently employed in the Hampton Roads, all returned surveys were included in the study. There was a total of 37 surveys distributed.

Research Setting

The data for this study was collected in the Hampton Roads, Virginia area. The cities include Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, Suffolk, and Virginia Beach. Hampton Roads is located in Southeastern Virginia and Northeastern North Carolina. There are a total of forty high schools in the Hampton Roads area, three of which do not have a marketing program. The grade levels high school Marketing teachers teach are a mix of 9^{th} to 12^{th} grade. Table 1 shows specific information for the high schools in the Hampton Roads area, which is also described in the following paragraphs.

Chesapeake has six high schools, which includes Indian River High School, Western Branch High School, Deep Creek High School, Oscar Smith High School, Grassfield High

School, and Hickory High School. There is a total enrollment of 10,899 students in Chesapeake High Schools (Chesapeake High School Directory). There is an average student to teacher ratio of 14.6:1 (Chesapeake High School Directory).

Hampton City Public Schools has four high schools including Kecoughtan High School, Phoebus High School, Hampton High School, and George P. Phenix High School. Hampton City High Schools has an average pupil to teacher ratio of 25:1. In 2016, Hampton City High Schools had 1,300 graduates (Hampton City Schools).

Newport News Public Schools is comprised of 49.1% female and 50.9% male (Newport News Public Schools.) There are five high schools in Newport News and this includes Denbigh High School, Heritage High School, Menchville High School, Warwick High School, and Woodside High School.

Norfolk Public Schools employs 2,276 teachers and educates approximately 33,000 students everyday (Norfolk Public Schools). They have an on-time graduation rate of 80.47% (Norfolk Public Schools). The high schools in Norfolk are Booker T. Washington High School, Maury High School, Granby High School, Lake Taylor High School, and Norview High School.

Portsmouth Public Schools offers small class sizes with nearly 15,000 students. Their students are comprised of 50.2% male and 49.8% female (Portsmouth Public Schools). Portsmouth Public Schools have 1,086 certified classroom teachers (Portsmouth Public Schools). They have three high schools, which include Churchland High School, I.C. Norcom High School, and Woodrow Wilson High School.

Suffolk has three high schools, which include Lakeland High School, King's Fork High School, and Nansemond River High School. There are a total of 4,000 student enrolled in Suffolk Public High Schools. The high schools are 49% female and 51% male. The class of 2016 had an on-time graduation rate of 87%.

Virginia Beach has 67,214 students enrolled and a 91.3% on-time graduation rate. There are eleven public high schools located in Virginia Beach. These high schools are Bayside, Cox,

First Colonial, Green Run, Kellam, Kempsville, Landstown, Ocean Lakes, Princess Anne, Salem, and Tallwood.

Table 1- Student Enrollment and Student to Teacher Ratio for each city in the Hampton Roads, Virginia area

City	Student Enrollment	Student to Teacher Ratio	High Schools
Chesapeake	10,899	14.6:1	Indian River, Western Branch, Deep Creek, Oscar Smith, Grassfield, Hickory
Hampton	7,206	13.1:1	Kecoughtan, Phoebus, Hampton, Phenix
Newport News	9,620	15.2:1	Denbigh, Heritage, Menchville, Warwick, Woodside
Norfolk	33,000	14:1	Booker T. Washington, Maury, Granby, Lake Taylor, Norview
Portsmouth	7.244	15.7:1	Churchland, I.C. Norcom, Woodrow Wilson
Suffolk	14,245	12.4:1	Lakeland, King's Fork, Nansemond
Virginia Beach	67,214	7.5:1	Bayside, Cox, First Colonial, Green Run, Kellam, Kempsville, Landstown, Ocean Lakes, Princess Anne, Salem, Tallwood

Population

For the study population, Marketing Education teachers in the Hampton Roads, Virginia area were targeted to respond to the developed survey. There is a total of forty high schools in the Hampton Roads area, three of these high schools do not have a marketing program.

Data Collection

A survey was sent to the 37 high schools that have a Marketing Education program in the Hampton Roads area. The surveys were emailed to each individual Marketing Education teacher. The emails were obtained from each high school public website. The total number of Marketing Education teachers is approximate, 132, and includes CTE teachers. A cover letter was attached to each survey explaining the purpose of the study. The cover letter can be found in Appendix C. The survey was first sent on a Friday afternoon and the participants were given one week to return the survey. After the first week, only two surveys were returned. A follow up e-mail was sent on a Monday to remind the participants to complete the survey. This e-mail was sent to the participants that did not respond in the first week. The follow up email gave the participants another week to complete and return the survey. Participants were given two weeks to respond to the survey.

Research Instrument

The survey created for this study consisted of ten questions. The participants were asked to include the corresponding school they are currently working at. The survey includes a brief introductory paragraph to explain the purpose of the study. Questions in the survey are related to current student enrollment and employment of Marketing Education teachers, as well as expectation of retirement, career change, and hiring of Marketing Education teachers (see Appendix B).

Data Analysis

Upon the return of the surveys, the data was reviewed and analyzed. The data was put into three categories. The first category related to the enrollment and expected growth in Marketing Education programs. The second category determines the current and future open positions for Marketing Education teachers. The third category determines the number of

Marketing Education teachers that are currently employed. Open-ended questions are examined through an inductive approach.

Summary

In this chapter, the methods and procedures for the research study were discussed. The target population was Marketing Education teachers in the Hampton Roads area. A survey was sent via e-mail to the 37 high schools in the Hampton Roads area that have Marketing Education programs. The survey consisted of ten open ended questions. The questions determined the number of students enrolled in Marketing Education classes, the number of teachers currently employed in the Marketing Education field and those expected to leave. The participants had two weeks to complete and return the survey. The collected responses were compiled into three categories to be analyzed. The three categories were enrollment and expected growth in Marketing Education programs, current and future open positions for Marketing Education teachers, and the number of Marketing Education teachers that are currently employed. The findings from the surveys are presented in Chapter 4.

Chapter 4- Data Analysis and Results

The purpose of this study is to determine if there will be a shortage or surplus of Marketing Education teachers within the next five years in the Hampton Roads, Virginia area. The study seeks to examine the future status of employment in the Marketing Education field. The study investigated the open positions due to retirement, career change, or new positions created due to growth in the Marketing Education program. This chapter presents the findings of the data collected. The data is a result of the surveys that were completed and emailed back by the given deadline. There was a total of 132 surveys distributed and there were a total of 13 surveys returned. There was a response rate of 10.15%.

Enrollment in Marketing Education Programs and Expected Growth

In Chesapeake, Western Branch High School and Oscar Smith High School have very large marketing education programs with over 300 students and 4 marketing teachers per school. The programs were expected to grow or stay very similar in enrollment. However, Deep Creek High School and Grassfield High School had smaller amounts of students enrolled in their Marketing Education programs. Deep Creek and Grassfield have less than 120 students and 3 marketing teachers per school. Both high schools, Deep Creek and Grassfield expected their programs to grow in the future. All four respondents from Chesapeake did not expect to hire any new marketing teachers due to growth in the programs.

In Hampton, Kecoughtan High School and Phoebus High School have large enrollment in their marketing classes with about 200 students. Kecoughtan expects their marketing program to stay the same while Phoebus expected their program to grow. Neither high school expected to hire teachers due to program growth.

In Norfolk, Lake Taylor was the only high school that completed the survey. Lake Taylor has a strong enrollment in their marketing programs with 125 students. The goal at Lake Taylor

High School is to grow the marketing program by adding more marketing classes and hire a second teacher due to this growth.

In Virginia Beach, there were six different high schools that completed the survey. Landstown High School (350 students) had the highest number of students enrolled in their marketing program. Tallwood (120 students), Bayside (140 students), and Green Run (125 students) High School fall in the middle of the amount of students enrolled in their Marketing Education programs while Kempsville (70 students) and Salem High School (30 students) had smaller amounts of students enrolled in their Marketing Education programs. Kempsville High School, Green Run High School, and Tallwood High School all expected their marketing programs to increase in size in the future due to more students enrolling in marketing classes. Salem High School anticipates its program to decrease in size, and Landstown expects its program to remain the same in size. Kempsville, Salem, Green Run, Bayside, Tallwood and Landstown all expect to hire a new teacher due to the change in program size. Table 2 illustrates the results of the enrollment in Marketing Education programs and the expected growth or decline in the programs.

There were no returned surveys from high schools in Newport News, Portsmouth, or Suffolk.

Current and Future Open Positions

The high schools in Chesapeake that expect teachers to retire are Western Branch and Deep Creek. Grassfield and Oscar Smith High Schools do not anticipate any teachers retiring anytime in the next five years. Only one teacher is expected to change careers in the next five years at Chesapeake Public schools.

Hampton City marketing teachers only expect to have open positions due to career changes. They do not anticipate their marketing teachers to be retiring in the next five years.

In Virginia Beach, Salem, Green Run, Tallwood, and Landstown all anticipate marketing teachers to be retiring in the next five years. Bayside and Deep Creek each expect a teacher to change careers thus leaving open marketing positions at these high schools.

Lake Taylor in Norfolk does not expect their marketing teacher to leave due to retirement or a career change. Table 3 shows the results of open marketing teacher positions due to either retirement or a career change.

Table 2- Characteristics of the Marketing Education Programs in Hampton Roads High Schools Participating in the Study.

High School	Number of Students enrolled in Marketing Education Programs	Expected growth or decline in programs	Number of teachers expected to be hired due to program change
Kecoughtan (Hampton)	284	Stay the same	0
Western Branch (Chesapeake)	240	Stay very close	0
Kempsville (Virginia Beach)	70	Grow	1
Lake Taylor (Norfolk)	125	Goal is to grow	1
Oscar Smith (Chesapeake)	300	Grow	0
Salem (Virginia Beach)	30	Decrease	3
Green Run (Virginia Beach)	125	Grow	1
Bayside (Virginia Beach)	140	Unknown	1
Deep Creek (Chesapeake)	100	Grow	Unknown
Tallwood (Virginia Beach)	120	Grow	1
Landstown (Virginia Beach)	350	Remain the same	1
Grassfield (Chesapeake)	120	Grow due to recruitment	0
Phoebus (Hampton)	200	Grow	0

Table 3- Open Marketing Teacher Positions Due to either Retirement or a Career Change at Participating Hampton Roads High Schools.

High School	Number of marketing teachers expected to retire in 1 year	Number of marketing teachers expected to retire in subsequent 4 years	Number of marketing teachers expected to leave due to career change	Number of marketing teachers expected to leave due to career change in subsequent 4 years
Western Branch (Chesapeake)	0	1	0	0
Kecoughtan (Hampton)	0	0	0	2
Kempsville (Virginia Beach)	0	0	0	0
Lake Taylor (Norfolk)	0	0	0	0
Oscar Smith (Chesapeake)	0	0	0	0
Salem (Virginia Beach)	0	1	0	0
Green Run (Virginia Beach)	1	1	Unknown	Unknown
Bayside (Virginia Beach)	0	0	1	0
Deep Creek (Chesapeake)	0	2	0	1
Tallwood (Virginia Beach)	1	0	0	0
Landstown (Virginia Beach)	1	1	0	0
Grassfield (Chesapeake)	0	0	0	0
Phoebus (Hampton)	0	0	1	0

Marketing Education Teachers Currently Employed and Perceptions

From the returned surveys, Chesapeake has a total of thirteen marketing teachers, Hampton has a total of four marketing teachers, Virginia Beach has a total of ten marketing teachers and Norfolk has one marketing teacher. Table 4 illustrates the number of marketing teachers currently employed in Hampton Roads High Schools. According to the responses to the surveys, a total of 28 Marketing teachers are currently employed in the Hampton Roads area.

The last question in the survey asked participants to state the perception about the Marketing program at their school from the point of view of other teachers and administrators. In Chesapeake, Western Branch's marketing program is overlapped between their business program and they have more enrollments in their business classes. The marketing program at Oscar Smith is seen as classes that can help students achieve industry certifications and help students learn career skills and acquire entry-level jobs. Deep Creek's marketing program is seen as favorable, while Grassfield's marketing program is seen as just another elective. Grassfield is currently trying to promote DECA to enhance their program.

In both Hampton and Norfolk, they have a favorable perception about marketing programs. In Hampton, their marketing programs are an essential part to the school program. They have had several wins at international DECA conferences. Norfolk's marketing program perception is excellent. They have a successful program with a consistent certification pass rate of 95%-100%.

Virginia Beach's marketing programs are overall positive. Kempsville, Green Run, and Bayside's marketing program has a positive and likeable perception. Salem's marketing program is slowly going away while Landstown and Tallwood have strong marketing programs. Their administrators are supportive because the marketing classes provide industry certifications and they have strong program involvement from students.

Table 4- Number of Marketing Education Teachers Currently Employed at Participating Hampton Roads High Schools

High School	Number of Marketing Education Teachers Currently Employed
Oscar Smith (Chesapeake)	4
Deep Creek (Chesapeake)	3
Landstown (Virginia Beach)	3
Grassfield (Chesapeake)	3
Western Branch (Chesapeake)	3
Kecoughtan (Hampton)	2
Tallwood (Virginia Beach)	2
Bayside (Virginia Beach)	2
Phoebus (Hampton)	2
Kempsville (Hampton)	1
Lake Taylor (Norfolk)	1
Salem (Virginia Beach)	1
Green Run (Virginia Beach)	1

Summary

Overall, the marketing programs in Hampton and Chesapeake are currently very strong and are expected to keep growing. In Chesapeake, Western Branch High School and Oscar Smith High School have the largest Marketing Education Programs. In Hampton, Kecoughtan and Phoebus High School have the largest enrollment of students in their marketing classes with about 200 students. Virginia Beach and Norfolk marketing programs are all seen as positive programs and overall, the marketing programs are expected to grow. Lake Taylor High School in Norfolk has strong enrollment in their marketing programs with 125 students.

Landstown High School in Virginia Beach had the highest number of students enrolled in their marketing program with 350 students.

Chesapeake and Virginia Beach are the only cities that anticipate open marketing positions due to teachers retiring. Hampton, Virginia Beach, and Chesapeake all anticipate positions opening for marketing teachers due to career changes among their currently employed marketing teachers. In both Hampton and Norfolk, they have a favorable marketing programs. Virginia Beach's marketing programs are overall positive. In Chesapeake, Western Branch High School and Grassfield High School's marketing program is not as positive as compared to Oscar Smith High School and Deep Creek High School.

Chapter 5- Conclusions, Discussion, and Recommendations

The purpose of the study was to determine the overall needs for Marketing Education teachers within the next five years in the Hampton Roads, Virginia area. The study investigated the number of teachers expected to retire, the number of marketing teachers changing careers, and the number of open marketing positions due to growth of marketing programs.

The survey was sent to the 37 high schools in the Hampton Roads area that had a Marketing Education program and completed through e-mail. The purpose of sending the survey to every high school with a marketing program in the Hampton Roads area was to gain the best possible understanding of the teaching positions that may become available for marketing teachers. There was a total of thirteen returned surveys.

Conclusions

The research question of this study was to determine what is the relationship between Marketing Education teachers and the job market within the next five years? Research study participants revealed that nine marketing education teachers are expected to retire in the next five years, five marketing education teachers are expected to make a career change, and nine positions will need to be filled due to growth in Marketing Education programs.

Discussion

The results were dependent on Marketing Education teachers checking their email to receive, complete, and send back the surveys by the deadline. There were only 10.15% of the sent surveys that were returned. This could be due to teachers not checking their emails by the deadline or choosing to not complete the surveys. Not having all of the surveys returned does

not give a completely accurate amount of marketing positions that will become available in the next five years.

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

Objective 1: Determine how many Marketing Education students are currently enrolled in marketing programs in the Hampton Roads area high schools.

Responses to the survey show that Chesapeake has 760 students, Hampton has 484 students, Virginia Beach has 835, and Norfolk has 125 students enrolled in Marketing Education programs.

Objective 2: Discover how many positions are currently available in the Hampton Roads area for Marketing Education teachers.

Responses to the survey indicate that Chesapeake has 13 positions for Marketing Education teachers, Hampton has four positions for Marketing Education teachers, Virginia Beach has ten positions for Marketing Education teachers, and Norfolk has one position for Marketing Education teachers. Kempsville High School, Lake Taylor High School, Salem High School, Green Run High School, Bayside High School, Tallwood High School, and Landstown High School all expect to create a new position for Marketing Education teachers in the next five years due to growth in their programs. There is a total of nine positions expected to be open for Marketing Education teachers due to growth in the marketing programs.

Objective 3: Discover what is the expected growth of Marketing Education programs in the next five years.

Kempsville High School, Lake Taylor High School, Oscar Smith High School, Green Run High School, Deep Creek High School, Tallwood High School, Grassfield High School, and Phoebus High School all expect their programs to grow in the next five years. Western Branch, Kecoughtan, and Landstown all expect their programs to stay the same in size. Salem High School is anticipating their program will decrease and the program is slowly going away.

Objective 4: Determine how many positions will be opening up for Marketing Education teachers in the next five years due to career switches.

Within the next year, Bayside and Phoebus High School are expecting one teacher to leave their job due to a career change. Within the subsequent four years, Kecoughtan and Deep Creek High School are expecting three teachers to leave their job due to a career change. Western Branch, Kempsville, Lake Taylor, Oscar Smith, Salem, Tallwood, Landstown, and Grassfield High School do not plan on having any teachers make a career change. Green Run High School is unsure if any teachers will leave their current job due to a career change. There is a total of five positions that will become available in the next five years due to a career change.

Objective 5: Determine how many positions will be opening up for Marketing Education teachers in the next five years due to retirement.

Within the next year, Green Run, Tallwood, and Landstown High School are each expecting one teacher to retire for a total of three teachers. Within the subsequent four years, Western Branch (1), Salem (1), Green Run (1), Landstown (1), and Deep Creek High School (2) are anticipating that teachers will be retiring. Kecoughtan, Kempsville, Lake Taylor, Oscar Smith, Bayside, Grassfield, and Phoebus High School do not expect any of their marketing teachers to retire within the next five years. There is a total of nine positions that will become

available in the next five years for marketing teachers' due to current marketing teachers retiring.

Recommendations

The following recommendations for further research include finding a more effective form of communication with Marketing Education teachers that will produce the completion of more surveys, one option would be to use a web-based survey system. The survey was sent via e-mail as a word document to fill out and send back, this might be a reason for people not responding. Using an online system such as Survey Monkey or Qualtrics for participants to respond requires less activities the participant has to do such as saving the document, filling out the information, saving the new document, and sending the document back. If participants have to open a system and input data, there is a greater chance of more people responding. The study was carried out during the summer time when teachers are on summer break. This could explain the low response rate to the surveys. A recommendation to improve the response rate is to carry out the study during the months of September-June. Another option to increase responses to the survey would be to extend the survey collection time to one month.

Summary

Research study participants revealed that nine Marketing Education teachers are expected to retire in the next five years, five Marketing Education teachers are expected to make a career change, and nine positions will need to be filled due to growth in Marketing Education programs. Recommendations for further research include using an online system to complete surveys such as Survey Monkey, giving a longer deadline for the surveys to be completed and returned, and sending the surveys at a time when teachers might be checking their e-mails more frequently; not on summer break.

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Appendix A- Letter from IRB

OLD DOMINION UNIVERSITY

OFFICE OF THE VICE PRESIDENT FOR RESEARCH

aacsb INTERNATIONAL
PROUDLY AN AACSB ACCREDITED PROGRAM

Physical Address
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Norfolk, Virginia 23529
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DATE:	July 21, 2017
TO:	Karina Arcaute, Ph.D.
FROM:	Old Dominion University Education Human Subjects Review Committee
PROJECT TITLE:	[1090261-1] Supply and demand of marketing education teachers within the next five years in the Hampton Roads, VA area.
REFERENCE #:	
SUBMISSION TYPE:	New Project
ACTION:	DETERMINATION OF EXEMPT STATUS
DECISION DATE:	July 21, 2017
REVIEW CATEGORY:	Exemption category # *6.2*

Thank you for your submission of New Project materials for this project. The Old Dominion University Education Human Subjects Review Committee has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will retain a copy of this correspondence within our records.

If you have any questions, please contact Jill Stefaniak at (757) 683-6696 or jstefani@odu.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Old Dominion University Education Human Subjects Review Committee's records.

Appendix B- Survey

Supply and Demand of Marketing Education Teachers Survey

This study is being conducted to examine the supply and demand of marketing education teachers in the Hampton Roads, VA, area in the next five years. The information collected through this study will be used to assess the future needs of marketing education teachers and future marking education programs.

Respondent Name_____ Respondents School_____

1) How many marketing education students are enrolled in your program at the present time?

2) How many marketing education teachers are employed at your school at the present time?

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

4) How many teachers will be retiring upon completion of the subsequent four years?

5) How many teachers are not expected to return due to a career change?

6) How many teachers are not expected to return due to a career change of the subsequent four years?

7) Is the marketing education program at your school expected to grow or decrease in size within the next five school years? Do you expect to hire any new teachers due to this growth?

8) How many Marketing Education teachers do you expect to hire for the upcoming school year?

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

10) What is the perception of the Marketing Education program from other teachers and administrators at your high school?

Appendix C- Cover Letter

Dear_____,

My name is Alison Briel and I am a graduate student at Old Dominion University. I am conducting a study to determine the supply and demand of marketing education teachers within the next five years in the Hampton Roads area. This study will uncover the available job positions for marketing education teachers. I am conducting this study because there is no recent information on the supply and demand of marketing education teachers and this information will be extremely beneficial to the marketing education profession.

If you chose to participate in this study, the questions will take approximately 30 minutes to complete. The survey will be emailed to you. You can complete the survey at your leisure but I kindly ask that you return the survey seven days after the survey is emailed to you. Your responses will be very helpful in guiding my study.

Thank you in advance for your association with this study.
Sincerely,

Alison Briel

Appendix D- Schools and Corresponding District that Participated in the Study

District/City	High Schools	Number of Schools that Participated in the Study	Total number of High Schools in the District/City
Chesapeake	Hickory, Grassfield, Great Bridge, Deep Creek, Oscar Smith, Western Branch, Indian River	4- Western Branch, Oscar Smith, Deep Creek, Grassfield	7
Hampton	Kecoughtan, Bethel, Hampton, Phoebus	2- Phoebus, Kecoughtan	4
Newport News	Heritage, Woodside, Menchville, Warwick, Denbigh	0	5
Norfolk	Booker T. Washington, Granby, Maury, Norview, Lake Taylor	1- Lake Taylor	5
Portsmouth	Woodrow Wilson, I.C. Norcom, Churchland	0	3
Suffolk	King's Fork, Lakeland, Nansemond River	0	3
Virginia Beach	Green Run, Princess Anne, Tallwood, Salem, Kempsville, Landstown, Ocean Lakes, First Colonial, Bayside, Frank W. Cox, Floyd E. Kellam	6- Kempsville, Salem, Green Run, Bayside, Tallwood, Landstown	11