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ABSTRACT

A study examined the supply of and demand for marketing education (ME) teachers throughout the United States. A 6-question survey was mailed to a sample of 54 administrators of ME teacher preparation programs, and a 12-question survey was mailed to all 51 state directors of ME. Supply and demand data were obtained from 49 (91%) of the administrators and 44 (86%) state directors, respectively. Forty-five more ME teaching positions were reported in 1991-92 than in 1992-93, and a surplus of 183 secondary-level ME teachers was anticipated for the 1993-94 school year. ME graduates will likely continue to obtain teaching positions at the secondary rather than postsecondary levels; however, 14% of graduates obtained postsecondary teaching positions in 1993-94 versus only 7% in 1992-93. In 1993-94, 39% of secondary ME teacher vacancies were filled by new graduates versus only 25% in 1992-93. Eight fewer faculty positions were reported in ME teacher preparation programs in 1993-94. Recommendations included calls for additional research to determine why the supply of ME teachers continues to exceed the demand. (Ten references are included. Appended are a list of ME teacher preparation programs and the supply and demand survey cover letters and questionnaires.) (MN)

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# University of Missouri-Columbia

**NATIONAL STUDY OF THE SUPPLY OF AND DEMAND  
FOR SECONDARY MARKETING EDUCATION TEACHERS IN 1993**

## **Department of Practical Arts and Vocational Technical Education**

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June, 1994**

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**Data Collection and Analysis  
Funded as a project of the  
Marketing Education Foundation**

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## NATIONAL STUDY OF THE SUPPLY OF AND DEMAND FOR SECONDARY MARKETING EDUCATION TEACHERS IN 1993

### Introduction

Estimating the supply and demand of teachers is a difficult and often frustrating task. Projections of teacher supply and demand have been published in the past by the National Center for Education Statistics (NCES). Concerns as to the methodology and data availability of teacher supply and demand resulted in the National Academy of Sciences (NAS) to reevaluate efforts by NCES. As a result two reports emerged (Gilford & Tennenbaum, 1990; National Research Council, 1987). Both reports cited the need for additional data on determinants of teacher supply and demand (Gerald, 1991). Gerald further stated "developing accurate projections of teacher supply and demand becomes a necessity in light of the age of the teaching force and pending retirements, as well as nonteaching opportunities for graduates and former teachers" (p. 69).

It is to provide such data--numbers and placement patterns of newly qualified potential teachers, number of secondary teachers, types of programs, sources of secondary marketing education teachers--that this study was designed. This is the second year for which national supply and demand data for secondary marketing education teachers have been collected.

### Background

The profession of teaching has been at a turning point, and several possibilities exist for its future. Wise (1986) stated that "a general shortage of teachers is developing; the teacher supply will not be adequate to meet the demand unless steps are taken to attract and retain more people" (p. 649). There is little data available on a national level regarding a shortage of vocational teachers. Specifically in Marketing Education, there does not appear to be a shortage of secondary marketing education teachers. Recent data indicated there were 481 marketing education teacher

graduates and 198 secondary marketing education teaching vacancies during the 1991-1992 school year (Ruhland, 1993).

An important factor related to the anticipated decline in the supply of secondary marketing education teachers is the number of marketing education teacher preparation programs housed in a variety of higher education institutions. These institutions ranged from large public doctoral institutions to small private baccalaureate colleges. Lynch's study (cited Dykman, 1993) reported 432 pre-service vocational teacher education programs. Lynch further stated that "there are at least one-third fewer programs today" (p. 24).

Dykman (1993) stated that many of the 22 Universities associated with the University Council of Vocational Education (UCVE) identified as offering comprehensive vocational education programs are doing at least one of the following: phasing out programs, eliminating faculty positions, consolidating courses, transferring programs to other colleges or changing the way they do business. There were 89 marketing education teacher preparation programs reported in 1989 in U.S. Colleges and Universities (Lynch, 1991). In 1992 there were 56 institutions of higher education with marketing education teacher preparation programs (Ruhland, 1993).

As this decline continues, there is the potential for a shortage of marketing education teachers. This could impact the sources for postsecondary educators as well. According to Olson (1991) "the growth and need for postsecondary technical education and training are ever increasing at a rapid rate" (p. 349).

Meanwhile the demand for qualified secondary marketing education teachers was evident in the growth of jobs in managerial and non-managerial positions. Eck (1993) indicated 22% of the managerial positions to fall within the range of occupations served by marketing programs. Similarly, 15% of all non-managerial jobs fall within the marketing and sales occupations category.

The demands of the job market have changed. The large number of high-paying production jobs that required unskilled workers to repeat simple tasks have been reorganized. More jobs now require reading, mathematics, communication skill and high school vocational training as essential to entering the workforce (Eck, 1993).

The information obtained from this study was collected to assist program administrators of Marketing Education teacher preparation programs and state directors of Marketing Education to improve and strengthen their programs. This study was designed to answer the following questions:

1. Has there been a change in the number of secondary marketing education teaching positions, on a national level, between 1992 and 1993?
2. Is there a shortage of employable certified secondary marketing education teachers?
3. What are the sources of secondary marketing education teachers?
4. Does the projected marketing education teacher supply meet the projected marketing education teacher demand?
5. What degrees are students obtaining as they graduate from marketing education programs?
6. Are students who complete marketing education teaching degrees seeking secondary marketing education teaching positions or positions in business and industry?
7. How many full-time equivalent (FTE) faculty are employed in marketing education teacher preparation programs?



## Data Collection

### Population

Two populations were selected for this study. The first population was program administrators for Marketing Education teacher preparation programs. The second population was state directors of Marketing Education.

Program administrators for Marketing Education teacher preparation programs were surveyed to obtain supply data. Each institution of higher education in the United States with a program to prepare marketing education teachers was included in this study. The list of program administrators was obtained from the 1993 Directory of Leaders in Marketing Education compiled yearly by the Marketing Education Association in Columbus, Ohio. From this list, 54 program administrators were selected to be part of this study. A list of institutions, by state, is in Appendix A.

State directors of Marketing Education were surveyed to obtain demand data. Each state having a director identified for Marketing Education was included in this study. The list of state directors was obtained from the 1993 Directory of Leaders in Marketing Education. From this list, 51 state directors were selected to be part of this study.

### Research Instrument

The supply survey consisted of six questions, and the demand survey consisted of 12 questions. A copy of the supply survey is included in Appendix B, and the demand survey is included in Appendix C. The initial surveys, along with a cover letter (see Appendix D and E) and a return envelope, were mailed in early September. Participants were given a return date of three weeks to complete the survey. A follow up letter, survey and return envelope was mailed to non-respondents in early October. A third follow-up consisted of a telephone contact. Information was obtained over the telephone from the participants who had not responded to the second survey. Following an

attempt to contact participants by telephone, a final contact by mail was sent to non-respondents in December.

From the initial list of 54 program administrators for Marketing Education teacher preparation programs, 49 (91%) institutions of higher education reported data for inclusion of this study. Following a fourth inquiry, two institutions of higher education with marketing education teacher preparation programs did not provide supply data. Institutions contacted for which data are not available (NA) include: (a) Trenton State College, and (b) University of North Texas.

Two institutions of higher education indicated the marketing education teacher preparation program was no longer in existence. These institutions for which data is not reported include: (a) Oklahoma State University, and (b) University South Florida. The program administrator for Central Connecticut State University reported their institution as providing only business education certification courses. Supply data were not provided for these institutions.

Contacts made with state directors of Marketing Education, following a fourth inquiry, identified 7 states as not providing the demand data. Therefore states contacted for which data are not available (NA) include: Alaska; District of Columbia; Florida; Illinois; Minnesota; New Jersey; and New York. State directors of Marketing Education contacted but were not able to report the information requested (NA) include: (a) New Hampshire, (b) Virginia, and (c) Wyoming.

## Results

### National Analysis

The number of secondary marketing education teaching positions (including comprehensive high schools, area vocational technical schools, junior high, and middle schools) increased by 45 between 1992 and 1993. The total number of secondary marketing education teachers employed during the 1991-1992 school year was 4,395. The total number of secondary marketing education teachers employed during the 1992-

1993 school year was 4,440. Table 1 shows the total number of secondary marketing education teachers in the workforce by region. The four regions were identified by the U.S. Bureau of the Census (1990).

Table 1

Secondary Marketing Education Teachers in the Workforce

Region	1991- 1992	1992- 1993	+/- INC/DEC	% INC/DEC
Northeast	312	305	-7	-3.47
Midwest	1,283	1,318	+35	+2.73
South	1,838	1,832	-6	-0.33
West	962	985	+23	+2.39
<b>TOTAL</b>	<b>4,395</b>	<b>4,440</b>	<b>+45</b>	<b>+1.05</b>

Note. Data obtained from state directors of Marketing Education.

Of the secondary marketing education teachers employed, 1,800 held standard state certificates, and 46 held probational certificates. This is a decrease of 47% in the number of probational certificates reported in 1992. There were 32 teachers with temporary, provisional or emergency certificates. Seventeen states responded as not having updated certificate information available. Therefore, the certification status of the remaining 2,562 teachers was unknown.

There were 369 marketing education teacher graduates during the 1992-1993 school year. The total number of secondary marketing education teacher vacancies for the 1993-1994 school year was 173 positions. If each of the graduates had sought a position in teaching, there would have been a surplus of 183 teachers. Likewise, it was expected that in 1994 there will be a surplus of secondary marketing education teachers. State directors estimated 149 positions to be available as of September, 1994. Based on the estimated number of undergraduate marketing education majors expected to graduate ( $n = 260$ ), there was expected to be an average of two marketing

education teacher graduates for every vacancy. Table 2 provides a comparison of the supply and demand data reported for the last two years.

Table 2

A Comparison of Selected Information on the Supply and Demand for Secondary Marketing Education Teachers

	Total Number of Positions <sup>a</sup>	Teaching Positions Eliminated <sup>a</sup>	Teacher Vacancies 9/1 <sup>a</sup>	Number of Graduates <sup>b</sup>
1990-91	4,295	NA	NA	NA
1991-92	4,395	43	198	481
1992-93	4,440	50	173	369

Note. <sup>a</sup> Source: State Director  
<sup>b</sup> Source: Program Administrator

One third of the Marketing Education teaching vacancies at the secondary level have been filled with new marketing education graduates. This is an increase from the number of new graduates hired in 1992 (25%). Individuals from business and industry that have applied for teaching jobs and obtained a teaching position accounted for 32% of the positions filled. Likewise, this is an increase in the number of teachers hired in 1992 from business and industry (22%). Other teaching positions were filled by teachers transferring between schools (11%), former marketing education teacher (6%), and non-marketing certified teacher (7%). State directors identified 8 (5%) positions filled from unidentified sources.

Table 3 provides the sources for new secondary marketing education teachers hired for the 1993-1994 school year. The difference in the number of secondary marketing education teacher vacancies (173) and the source for new secondary marketing education teachers (175) is due to the combination of sources reported from which teachers were hired.

Table 3

Sources of New Secondary Marketing Education Teachers  
Hired

<u>Sources of Teachers Hired</u>	<u>No.</u>	<u>%</u>
New Graduates	68	39
Transfers Between Schools	20	11
Former Marketing Education Teacher	10	6
Business and Industry	56	32
Non-Marketing Certified Teacher	13	7
Unknown	8	5
<b>TOTAL</b>	<b>175</b>	<b>100</b>

Note. Data obtained from state directors of Marketing Education.

Program administrators reported a total of 661 full-time and 255 part-time undergraduates in marketing education teacher preparation programs during the 1992-1993 school year. This is an increase of 30 students between 1992 and 1993. Marketing education graduates during the 1992-1993 school year included 183 undergraduates, 87 graduates, and 99 certification completers.

Secondary marketing education teaching accounted for 44% of the initial placement for marketing education graduates. The next largest percentage were employed in business and industry (28%), followed by graduates who attended graduate school (5%), taught at the postsecondary level (5%), obtained a teaching position in another subject area (3%), and adult education (2%). The employment status of 49 graduates (13%) was "unknown". Table 4 presents the employment status obtained by marketing education graduates as of September 1, 1993.

Program administrators of Marketing Education teacher preparation programs were asked to identify the number of marketing education graduates expected during the 1993-1994 school year. During the 1993-1994 school year 272 undergraduate majors are expecting to graduate.

Table 4

Employment Status of Marketing Education Graduates

<u>Placement</u>	<u>No.</u>	<u>%</u>
Secondary Marketing Education/In State	135	37
Secondary Marketing Education/Out State	25	7
Postsecondary Teacher/In State	16	4
Postsecondary Teacher/Out State	5	1
Adult Education	6	2
Business and Industry	102	28
Graduate School	19	5
Other	12	3
Unknown	49	13
<b>TOTAL</b>	<b>369</b>	<b>100</b>

Note. Data obtained from program administrators for Marketing Education teacher preparation programs.

An interesting statistic was the number of marketing education graduates who intended to teach after completing the degree. Program administrators were asked to estimate the number of marketing education majors who graduated from the program in 1992-1993 that intended to "teach" or "not teach". From the 369 majors who graduated, 70% were identified as intending to "teach", 26% were identified as intending to "not teach", and 4% were identified as "information not available". Their response I realize is pure speculation, but it provides one way of identifying the 133 graduates who were not looking for teaching jobs and obtained positions in business and industry, continued in graduate school, or obtained "other" positions.

State directors of Marketing Education estimated that 149 secondary marketing education teacher positions would become open by September 1, 1994. It was suggested that these openings may have been due to teacher retirements, new positions, and teachers leaving the profession. Three state directors of marketing education anticipated openings due to the

increase in number of retirements. The estimated openings for the next three to five years ranged from 538 to 642 positions.

Table 5 provides the data as to the type of schools secondary marketing education teachers were primarily teaching in, single versus multiple teacher programs, and demographic data.

#### Regional, State, and Institutional Analysis

Table 6 identified 10 states that had eliminated or lost marketing education teaching positions as of September 1, 1993, 16 states had gained positions, and 14 states had no change in the number of teaching positions. The largest net loss of teaching positions was in Indiana, Maryland and Texas, each with 5 positions. The largest gain in teaching positions was in Iowa, with a net increase of 17 positions, followed by Michigan with 12 positions.

The states reporting the largest number of secondary marketing education teachers during the 1992-1993 school year were: Texas, 570; Ohio, 363; North Carolina, 349; California, 328; and Michigan, 312. The states reporting the smallest number of secondary marketing education teachers were: Montana and Nevada, 16; Maine and Rhode Island, 15; Delaware, Idaho and Vermont, 14.

As of September 1, 1993, there were 5 marketing education teacher positions that were unfilled. The states with positions available were: Indiana, Mississippi, North Carolina, Oklahoma, and South Carolina.

Table 5

Secondary Marketing Education Teacher Program Data

<u>Background Data</u>	<u>No.</u>	<u>%</u>
<b>Primarily Teaching In</b>		
Comprehensive High School	3,651	82
Area Vocational Technical School	724	16
Junior High/Middle School	4	0
Other	22	1
Unknown	39	1
<b>TOTAL</b>	<b>4,440</b>	<b>100</b>
<b>Program</b>		
Single Teacher	3,654	82
Multiple Teacher	624	14
Unknown	162	4
<b>TOTAL</b>	<b>4,440</b>	<b>100</b>
<b>Gender</b>		
Female	1,797	41
Male	1,864	41
Unknown	779	18
<b>TOTAL</b>	<b>4,440</b>	<b>100</b>
<b>Ethnic Classification</b>		
Black	216	5
White	3,034	68
Native American/Alaskan	0	0
Hispanic	135	3
Asian/Pacific Islander	4	0
Unknown	1051	24
<b>TOTAL</b>	<b>4,440</b>	<b>100</b>

Note. Data obtained from state directors of Marketing Education.



Table 6

Secondary Marketing Education Teaching Positions by  
Region and State on Dates Indicated

	Total Positions 91/92	Total Positions 92/93	Number of Vacancies During SY 93/94	Change in No. of Positions SY 91/92 to 92/93	Teachers Needed And Not Available 9/1/93
<u>Northeast Region</u>					
Connecticut	46	43	0	-3	0
Maine	17	15	0	-2	0
Massachusetts	110	110	0	0	0
New Hampshire	NA				
New Jersey	NA				
New York	NA				
Pennsylvania	110	108	4	-2	0
Rhode Island	15	15	0	0	0
Vermont	14	14	0	0	0
Region Total	312	305	4	-7	0
<u>Midwest Region</u>					
Illinois	NA				
Indiana	95	90	2	-5	1
Iowa	125	142	2	+17	0
Kansas	31	35	5	+4	0
Michigan	300	312	6	+12	0
Minnesota	NA				
Missouri	160	160	9	0	0
Nebraska	40	40	0	0	0
North Dakota	21	21	0	0	0
Ohio	358	363	5	+5	0
South Dakota	18	20	0	+2	0
Wisconsin	135	135	11	0	0
Region Total	1,283	1,318	40	+35	1

(table continues)

Table 6

Secondary Marketing Education Teaching Positions by  
Region and State on Dates Indicated

	Total Positions 91/92	Total Positions 92/93	Number of Vacancies During SY 93-94	Change in No. of Positions SY 91/92 to 92/93	Teachers Needed And Not Available 9/1/93
<b>South Region</b>					
Alabama	126	126	8	0	0
Arkansas	40	39	0	-1	0
Delaware	14	14	0	0	0
District of Columbia	NA				
Florida	NA				
Georgia	110	113	7	+3	0
Kentucky	96	100	5	+4	0
Louisiana	106	110	0	+4	0
Maryland	35	30	0	-5	0
Mississippi	45	46	6	+1	2
North Carolina	353	349	1	-4	1
Oklahoma	68	65	6	-3	1
South Carolina	94	96	9	+2	1
Tennessee	137	137	5	0	0
Texas	575	570	33	-5	0
Virginia	NA				
West Virginia	39	37	1	-2	0
<b>Region Total</b>	<b>1,838</b>	<b>1,832</b>	<b>81</b>	<b>-6</b>	<b>5</b>
<b>West Region</b>					
Alaska	NA				
Arizona	152	157	6	+5	0
California	325	328	21	+3	0
Colorado	105	105	0	0	0
Hawaii	22	23	9	+1	0
Idaho	14	14	0	0	0
Montana	16	16	0	0	0
Nevada	13	16	3	+3	0
New Mexico	29	29	0	0	0
Oregor.	55	55	0	0	0
Utah	75	80	5	+5	0
Washington	156	162	4	+6	0
Wyoming	NA				
<b>Region Total</b>	<b>962</b>	<b>985</b>	<b>48</b>	<b>+23</b>	<b>0</b>
<b>United States Total</b>	<b>4,395</b>	<b>4,440</b>	<b>173</b>	<b>+45</b>	<b>6</b>

Table 7 reflects data for marketing education teacher preparation program completers (undergraduate, graduate, and certification completers). It shows the overall number of teaching positions, number of new teachers who graduated and obtained a teaching position in marketing education at the secondary or postsecondary level, and overall percentage of graduates who obtained teaching positions for the 1992-1993 school year by region. The number of teachers who graduated and obtained teaching positions was the best in the Midwest and West regions, and the lowest in the Northeast region. The inconsistency in the number of vacancies (173) and the positions obtained (199) is due to the two sources and different response rates of the two surveys.

Table 7

Placement of Marketing Education Teacher Preparation Program Completers by Region 1992 - 1993

School Year	Total Teaching Positions 92/93 <sup>a</sup>	New Graduate 92/93 <sup>b</sup>	Obtained Teaching Position 92/93 <sup>b</sup>	Percent Teaching 92/93 <sup>b,c</sup>
Northeast	195	41	14	44
Midwest	1,318	128	71	63
South	1,832	170	81	54
West	985	30	15	63
<b>TOTAL</b>	<b>4,330</b>	<b>369</b>	<b>181</b>	

Note. <sup>a</sup> Source: State Director  
<sup>b</sup> Source: Program Administrator  
<sup>c</sup> Percent teaching does not include unknowns

Table 8 identifies graduation and placement data by region and institution. Institutions reporting the largest numbers of undergraduates were University of Wisconsin-Stout, 24; and Virginia Polytechnic Institute, 18. Institutions reporting largest number of graduate students were New Hampshire College, 10; The Ohio State University, 8; and University of North Carolina-Greensboro, 9. Institutions reporting largest number of certification completers were Emporia State University, 13; Old Dominion University, 10; and University of Kentucky, 9. Four institutions reported no graduates during the 1992-1993 school year. These institutions included: Western Michigan University, Memphis State University, Nicholls State University, and University of Central Arkansas. Of the 49 institutions reporting, 47 institutions each had less than 10 undergraduate students who graduated from the marketing education teacher preparation program during the 1992-1993 school year.

Twenty-five institutions had a graduate placement rate of 50% or better in obtaining a teaching position at the secondary or postsecondary level in marketing education. These graduates included undergraduates, graduates, and certification completers. Of this number, thirteen institutions had a placement rate of 75% or better in obtaining a teaching position. These institutions included: (a) Emporia State University, 100%; (b) Indiana University of Pennsylvania, 100%; (c) Kent State University, 100%; (d) Montclair State College, 100%; (e) Oregon State University, 100%; (f) Southwest Texas State University, 100%; (g) University of Central Oklahoma, 100%; (h) University of Kentucky, 100%; (i) Eastern Michigan University, 86%; (j) Illinois State University, 86%; (k) University of Wisconsin-Whitewater, 86%; (l) Central Michigan University, 75%; and (m) Fayetteville State University, 75%.

Table 8

Marketing Education Graduates in 1992-1993 and their Job Placement on September 1, 1993 by Region and Institution

Institution	Total # of Under Grads	Total # of Grads	Total # of Cert.	Teaching Secondary		Teaching Post-Secondary		Teach Other Subject	Adult Educ.	Bus/Ind	Grad School	Other/Unknown
				In	Out	In	Out					
Northeast Region												
Indiana U of Pennsylvania	5	0	0	3	2	0	0	0	0	0	0	0
Montclair State College	1	0	0	1	0	0	0	0	0	0	0	0
New Hampshire College	1	10	2	0	0	1	1	0	2	7	0	2
Rider College	4	0	0	2	0	0	0	0	0	1	0	1
SUNY College of Buffalo	6	1	2	0	0	1	0	0	0	4	1	3
Temple University	6	3	0	2	1	0	0	0	0	3	0	3
Trenton State College	NA											
Region Total	23	14	4	8	3	2	1	0	2	15	1	9
Midwest Region												
Ball State University	1	0	1	0	0	0	0	0	0	0	0	2
Bowling Green State U	7	2	1	2	0	1	0	4	0	2	0	2
Central Michigan U	3	0	1	2	0	0	0	0	1	1	0	0
Eastern Michigan U	3	2	2	4	1	0	0	0	1	1	0	0
Emporia State University	0	0	13	11	0	2	0	6	0	0	0	0
Illinois State University	5	1	1	5	0	1	0	0	0	0	0	1
Kent State University	0	0	1	1	0	0	0	0	0	0	0	0
Southern Illinois U	1	0	0	0	0	0	0	0	0	0	0	1
The Ohio State University	5	8	3	9	0	0	0	0	0	2	1	4
U of Minnesota	0	6	0	1	0	1	0	0	0	0	0	4
U of Missouri-Columbia	5	1	1	1	1	0	0	0	0	3	2	0
University of Nebraska	4	1	1	2	1	0	0	0	0	1	2	0
University of North Dakota	7	6	2	2	3	2	1	0	1	5	1	0
U of Wisconsin - Stout	24	1	0	4	5	0	2	0	0	13	0	1
U of Wisconsin-Whitewater	3	2	2	5	0	1	0	0	0	1	0	0
Western Michigan U	0	0	0	0	0	0	0	0	0	0	0	0
Region Total	68	30	30	49	11	8	3	4	3	29	6	15

(table continues)

Table 8

Marketing Education Graduates in 1992-1993 and their Job Placement on September 1, 1993 by Region and Institution

Institutions	Total # of Under Grads	Total # of Grads	Total # of Cert.	Teaching Secondary		Teaching Post-Secondary		Teach Other Subject	Adult Educ.	Bus/Ind	Grad School	Other/Unknown
				In	Out	In	Out					
South Region												
Appalachian State U	2	1	2	2	1	0	0	0	0	2	0	0
Auburn University	1	0	0	0	0	0	0	0	0	1	0	0
East Carolina University	8	1	0	0	0	0	0	0	0	2	0	1
Fayetteville State U	2	0	2	0	0	0	0	1	0	1	0	0
Georgia State University	3	0	0	0	0	0	0	0	0	0	0	3
Marshall University	9	3	0	3	1	0	0	0	0	6	1	1
Memphis State University	0	0	0	0	0	0	0	0	0	0	0	0
Middle Tennessee State U	4	3	6	2	2	0	0	0	0	8	1	0
Mississippi State U	3	1	0	2	0	0	0	0	0	1	1	0
Nicholls State University	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina State U	5	0	4	5	0	0	0	0	0	4	0	0
Old Dominion University	4	5	10	4	1	0	0	3	0	9	2	0
Southwest Texas State U	6	0	5	11	0	0	0	0	0	0	0	0
U of Central Arkansas	0	0	0	0	0	0	0	0	0	0	0	0
U of Central Oklahoma	1	2	3	5	1	0	0	0	0	0	0	0
University of Georgia	3	2	1	0	0	0	0	1	0	1	1	3
University of Houston	2	4	8	3	0	0	0	0	0	8	0	3
University of Kentucky	0	0	9	4	0	5	0	0	0	0	0	0
U of N Carolina-Greensboro	6	9	5	8	0	0	0	3	0	3	1	5
University of North Texas	NA											
University of Tennessee	2	0	0	1	0	0	0	0	0	1	0	0
University of West Florida	0	0	3	0	0	0	0	0	0	0	0	3
Virginia Polytechnic Institute and State University	18	2	0	10	2	0	0	0	0	5	3	0
Region Total	79	33	58	66	10	5	0	8	0	52	10	19

(table continues)

**Table 8**

Marketing Education Graduates in 1992-1993 and their Job Placement on September 1, 1993 by Region and Institution

Institutions	Total # of Under Grads	Total # of Grads	Total # of Cert.	Teaching Secondary		Teaching Post-Secondary		Teach Other Subject	Adult Educ.	Bus/Ind	Grad School	Other/Unknown
				In	Out	In	Out					
West Region												
Arizona State University	1	0	3	0	0	0	0	0	0	0	0	4
Oregon State University	0	5	0	5	0	0	0	0	0	0	0	0
Southern State Oregon College	0	3	0	1	0	0	0	0	0	2	0	0
University of Idaho	5	2	4	2	1	1	1	0	1	1	2	2
Utah State University	7	0	0	4	0	0	0	0	0	3	0	0
Region Total	13	10	7	12	1	1	1	0	1	6	2	6
United States Totals	183	87	99	135	25	16	5	12	6	102	19	49

### Teacher Education Programs

There are 51 marketing education teacher preparation programs in the United States that currently offer an undergraduate degree in marketing education or provide marketing education certification courses. The South region had the largest number of marketing education programs, 23. The Midwest region had 16 programs, Northwest region had 7, and the West region had 5 programs. There were 30.00 FTE faculty with the rank of full professor in marketing education, 16.25 FTE associate professors, 13.75 FTE assistant professors, 4.0 FTE graduate teaching assistants, and 5.75 FTE positions classified with other titles. The South region has the largest number of faculty with the full professor rank ( $n = 10.25$ ) and assistant professor rank ( $n = 6.25$ ). In all, there were 69.75 FTE faculty positions in marketing education teacher preparation programs in the United States as of the 1993-1994 year. This is a decrease in 8.00 positions from 1992-1993.

The number of faculty (FTE), by region currently employed in marketing education teacher preparation programs at higher education institutions is illustrated in Table 9.

Additional teacher preparation program changes reported include: a combined business and marketing education teacher preparation program at Emporia State University, Marketing Education Certification only at University of West Florida, a general business certification at University of Kentucky, and no longer offering undergraduate teacher certification at Oregon State University.



Table 9

Faculty in Marketing Education Teacher Preparation Programs by Region

<u>Region</u>	<u>N.E. No.</u>	<u>Midwest No.</u>	<u>South No.</u>	<u>West No.</u>
Full Professor	5	9.75	10.25	5.0
Assoc. Professor	3	4.0	9.25	0
Asst. Professor	2	3.50	6.25	2.0
Grad Teach Asst.	0	2.00	2.00	0
Other	1	0	4.75	0
<b>TOTAL</b>	<b>11</b>	<b>19.25</b>	<b>32.50</b>	<b>7.0</b>

Note. Data obtained from program administrators for Marketing Education teacher preparation programs.

#### Conclusion

Based on the results of this study, several conclusions were formulated.

The number of secondary marketing education teachers in the United States increased slightly between 1991-1992 and 1992-1993. There was an increase of 45 positions reported. This is mainly due to an increase of four states providing supply data in 1992-1993 that did not provide data in 1991-1992.

There does not appear to be a shortage of secondary marketing education teachers. There was a surplus of marketing education graduates based upon the number of secondary marketing education teacher vacancies reported for the 1993-1994 school year. The surplus of teachers ( $n = 183$ ) has impact as we continue to face the criticism in previous national supply and demand studies regarding placement rate of marketing education graduates in teaching positions. The placement rate for this study indicated that, in large measure, marketing education teacher preparation programs fail to deliver an acceptably high probability of successful placement in teaching positions.

Marketing education graduates who are seeking teaching positions continue to obtain teaching positions at the secondary level rather than the postsecondary level. There was an increase in the

number of postsecondary vacancies filled by recent graduates. In 1993-1994, 14% of the graduates obtained postsecondary teaching positions compared to 7% in 1992-1993. Findings suggest that with limited job opportunities at the secondary level, program administrators of Marketing Education teacher preparation programs continue to identify employment opportunities at the postsecondary level.

There was an increase in the number of secondary marketing education teaching vacancies that were primarily filled by new graduates. In 1993-1994, 39% of the new secondary Marketing Education teachers hired were new graduates compared to 25% in 1992-1993. Thus it may be concluded that administrators responsible for filling these positions continue to seek certified marketing education teachers, versus non-certified marketing education teachers.

The majority of graduates from marketing education teachers preparation programs in 1992-1993 completed bachelor degrees (50%). Certification completers accounted for 26% of the graduates, and masters accounted for 24%.

There were 8.00 fewer faculty positions reported in Marketing Education teacher preparation programs as of the 1993-1994 year. This finding suggest that programs are declining and there is an increasing need to address who will continue to provide the pre-service and in-service needs of marketing education teachers.

### Recommendations

As a result of the findings and conclusions, it was recommended that:

1. This study be replicated on a yearly basis to allow for a comparison of data regarding the supply of and demand for secondary marketing education teachers over several years.
2. The survey response rate needs to attain 100 percent rate if possible. This will greatly add to the validity of the study results and is necessary for accurate comparisons between years.
3. Additional research should be conducted to identify reasons why the supply of marketing education teachers continues to exceed the demand for teachers at the secondary level. Is there something the profession should be doing to provide alternative career tracks upon completing the degree? How can the profession be made more attractive to qualified potential marketing education teacher educators?
4. Research should be conducted to collect data on the supply of and demand for postsecondary marketing education teachers.
5. Research is needed to illuminate the nature of the undergraduate marketing education program in colleges and universities in the United States. What majors or options are offered in the various institutions? What are the certification requirements for marketing education in the various states? As sincere and dedicated professionals attempt to reform marketing education, is it really known where the profession is now? If not, how will it be known when the profession has moved forth?

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## APPENDIX A

## Marketing Education Teacher Preparation Programs

Institutions	City/State
Appalachian State University	Boone, NC 28608
Arizona State University	Tempe, AZ 85287
Auburn University	Auburn, AL 36849
Ball State University	Muncie, IN 47306
Bowling Green State University	Bowling Green, OH 43403
Central Connecticut State University	New Britain, CT 06050
Central Michigan University	Mt. Pleasant, MI 48559
East Carolina University	Greenville, NC 27858
Eastern Michigan University	Ypsilanti, MI 48197
Emporia State University	Emporia, KS 66801
Fayetteville State University	Fayetteville, NC 28301
Georgia State University	Atlanta, GA 30303
Illinois State University	Normal, IL 61761
Indiana University of Pennsylvania	Indiana, PA 15705
Kent State University	Kent, OH 44242
Marshall University	Huntington, WV 25701
Memphis State University	Memphis, TN 38152
Middle Tennessee State University	Murfreesboro, TN 37132
Mississippi State University	Mississippi State, MS 39762
Montclair State College	Upper Montclair, NJ 07043
New Hampshire College	Manchester, NH 03104
Nicholls State University	Thibodaux, LA 70301
North Carolina State University	Raleigh, NC 27695-7801
Oklahoma State University	Stillwater, OK 74078-0406
Old Dominion University	Norfolk, VA 23529-0159
Oregon State University	Corvallis, OR 97331
Rider College	Lawrenceville, NJ 08648
Southern Illinois University	Carbondale, IL 62901
Southern State Oregon College	Ashland, OR 97250-5022
Southwest Texas State University	San Marcos, TX 78666
SUNY College of Buffalo	Buffalo, NY 14222
Temple University	Philadelphia, PA 19122
The Ohio State University	Columbus, OH 43210
Trenton State College	Trenton, NJ 08650-9944
University of Central Arkansas	Conway, AR 72032
University of Central Oklahoma	Edmond, OK 73034-0120
University of Georgia	Athens, GA 30602
University of Houston	Houston, TX 77004-6861
University of Idaho	Moscow, ID 83843
University of Kentucky	Lexington, KY 40506-0017
University of Minnesota	St. Paul, MN 55108
University of Missouri-Columbia	Columbia, MO 65211
University of Nebraska	Lincoln, NE 68588-0515
University of North Carolina at Greensboro	Greensboro, NC 27412-5001

(appendix continues)

Institutions	City/State
University of North Dakota	Grand Forks, ND 58202
University of North Texas	Denton, TX 76203
University of South Florida	Tampa, FL 33620
University of Tennessee	Knoxville, TN 37996-3400
University of West Florida	Fort Walton, FL 32548
University of Wisconsin-Stout	Menomonie, WI 54751
University of Wisconsin-Whitewater	Whitewater, WI 53190
Utah State University	Logan, UT 84321
Virginia Polytechnic Institute and State University	Blacksburg, VA 24061-0259
Western Michigan University	Kalamazoo, MI 49008

## APPENDIX B

## SURVEY OF TEACHER SUPPLY FOR SECONDARY MARKETING EDUCATION TEACHERS IN 1993

1. Total undergraduate enrollment in your marketing education teacher preparation program for the 1992-93 school year.
  - a. Full-time students \_\_\_\_\_
  - b. Part-time students \_\_\_\_\_
2. How many students graduated from your marketing education program during the 1992-93 school year?
  - a. Undergraduates \_\_\_\_\_
  - b. Master Degree \_\_\_\_\_
  - c. Certification Completers Only \_\_\_\_\_
3. Of the total graduates from question #2, indicate their employment status as of September 1, 1993: (Report each teacher only once.)
  - a. Secondary marketing education teacher in your state \_\_\_\_\_
  - b. Secondary marketing education teacher in another state \_\_\_\_\_
  - c. Postsecondary teacher in your state \_\_\_\_\_
  - d. Postsecondary teacher in another state \_\_\_\_\_
  - e. Adult education \_\_\_\_\_
  - f. Employed in business & industry \_\_\_\_\_
  - g. Graduate school \_\_\_\_\_
  - h. Unknown \_\_\_\_\_
4. In your opinion, of the total number of graduates from question #2, how many intended to (indicate number):
  - a. Teach \_\_\_\_\_
  - b. Not teach \_\_\_\_\_
5. How many certified marketing education majors do you expect to graduate during the 1993-94 school year? \_\_\_\_\_
6. How many faculty (FTE) are employed in your marketing education program?
  - a. Assistant professor \_\_\_\_\_
  - b. Associate professor \_\_\_\_\_
  - c. Full professor \_\_\_\_\_
  - d. Grad teaching asst \_\_\_\_\_
  - e. Other \_\_\_\_\_  
(Specify)

Additional comments:

Thank you for responding to this survey.

Name \_\_\_\_\_ Institution \_\_\_\_\_

Phone \_\_\_\_\_ State \_\_\_\_\_

Please return by (insert date) to:

(Envelope provided)

Sheila K. Ruhland  
University of Missouri-Columbia  
Marketing Education  
202 London Hall  
Columbia, MO 65211  
314-882-6058

## APPENDIX C

## SURVEY OF TEACHER DEMAND FOR SECONDARY MARKETING TEACHER EDUCATION IN 1993

1. Total number of secondary marketing education teachers employed in your state during the 1991-92 school year. \_\_\_\_\_
2. Total number of secondary marketing education teachers employed in your state during the 1992-93 school year. \_\_\_\_\_
3. How many secondary marketing education teachers, of the total reported in question #2 are teaching primarily in:
  - a. Comprehensive High School \_\_\_\_\_
  - b. Area Vocational Technical School \_\_\_\_\_
  - c. Jr High/Middle School \_\_\_\_\_
  - d. Other \_\_\_\_\_
  - e. Unknown \_\_\_\_\_
4. How many secondary marketing education teachers, of the total reported in question #2 are teaching primarily in:
  - a. Single teacher program \_\_\_\_\_
  - b. Multiple teacher program \_\_\_\_\_
  - c. Unknown \_\_\_\_\_
5. How many secondary marketing education teachers, of the total reported in question #2 are:
  - a. Male \_\_\_\_\_
  - b. Female \_\_\_\_\_
  - c. Unknown \_\_\_\_\_
6. How many secondary marketing education teachers, of the total reported in question #2 are:
  - a. Black \_\_\_\_\_
  - b. White \_\_\_\_\_
  - c. Native American/Alaskan \_\_\_\_\_
  - d. Hispanic \_\_\_\_\_
  - e. Asian/Pacific Islander \_\_\_\_\_
  - f. Unknown \_\_\_\_\_
7. Total number of secondary marketing education teacher positions eliminated in your state, at the end of the 1992-93 school year. \_\_\_\_\_
8. Total number of secondary marketing education teacher vacancies in your state, for the 1993-94 school year. \_\_\_\_\_

-over-



9. Total number of secondary marketing education teaching positions in your state, still vacant as of September 1, 1993. \_\_\_\_\_
10. Of the secondary marketing education teachers hired in your state for this year (1993-94), how many were: (Report each teacher only once.)
- |   |   |
|---|---|
| a. New marketing education graduate _____ | c. Former marketing education teacher _____ |
| b. Transfer between schools _____         | d. From business and industry _____         |
|   | e. Unknown _____                            |
11. Total number of secondary marketing education teachers in your state, whose teacher certificate as of September 1, 1993 was:
- |  |
|--|
| a. Standard state certificate _____                      |
| b. Probationary certificate _____                        |
| c. Temporary, provisional or emergency certificate _____ |
| d. Unknown _____   |
12. What is your best estimate as to the number of secondary marketing education teacher positions that will open in your state between now and September 1, 1994? \_\_\_\_\_
- Within the next 3 to 5 years? \_\_\_\_\_

Additional comments:

Thank you for responding to this survey.

Name \_\_\_\_\_ Position \_\_\_\_\_

State \_\_\_\_\_ Phone \_\_\_\_\_

Please return by (insert date) to:  
(Envelope provided)

Sheila K. Ruhland  
University of Missouri-Columbia  
Marketing Education  
202 London Hall  
Columbia, MO 65211  
314-882-6058

## APPENDIX D

## Cover Letter - Supply

September 8, 1993

(insert address)

Dear Dr. (insert name),

It's time again for the annual Marketing Education Teacher Supply and Demand Study. This is the second year that this study is being conducted, and this year it is being sponsored by the Marketing Education Foundation. This study is designed to measure the supply and demand on a national level.

According to my records, you are the correct person to complete the Survey of Teacher Supply in Secondary Marketing Teacher Education in 1993. If that is incorrect, please send this to the correct person at your institution so they can complete the survey. State supervisors of Marketing Education will provide data regarding the demand of secondary marketing education teachers in 1993.

The survey should take a few minutes of your time. Please complete the survey and return it to me by October 1, 1993. If you do not have accurate data for a given question, please give your best estimate. Your individual responses will be kept confidential.

A self addressed, postage paid envelope is enclosed for your use in returning the survey. Thank you for your dedication to marketing education and for your assistance in completing this survey.

Sincerely,

Sheila Ruhland  
Assistant Professor  
Marketing Education

SR/dy  
Enclosures

## APPENDIX E

## Cover Letter - Demand

September 8, 1993

(insert address)

Dear (insert name),

It's time again for the annual Marketing Education Teacher Supply and Demand Study. This is the second year this study is being conducted, and this year it is being sponsored by the Marketing Education Foundation. This study is designed to measure the supply and demand on a national level.

According to my records you are the state supervisor of Marketing Education and the individual to complete the Survey of Teacher Demand in Secondary Marketing Teacher Education in 1993. If that is incorrect, please send this to the correct person in your state so they can complete the survey. Teacher educators of Marketing Education will provide data regarding the supply of secondary marketing education teachers in 1993.

The survey should take a few minutes of your time. Please complete the survey and return it to me by October 1, 1993. If you do not have accurate data for a given question, please give your best estimate. Your individual responses will be kept confidential.

A self addressed, postage-paid envelope is enclosed for your use in returning the survey. Thank you for your dedication to marketing education and for your assistance in completing this survey.

Sincerely,

Sheila Ruhland  
Assistant Professor  
Marketing Education

SR/dv  
Enclosure