A study identified and analyzed the most effective techniques for promoting business and marketing teacher education programs. Data were collected from teacher educators in 160 business education programs in 41 states and 60 marketing education programs in 39 states within the past 5 years. The student enrollment trend for the business teacher education program for the past five years varied, but the trend for marketing teacher education programs declined steadily. The number of business education graduates who entered the teaching professions in the past five years showed a slight increase, but the number of marketing education graduates who entered the teaching profession showed a steady decrease. The most frequently given recommendations of student recruitment techniques were development and distribution of an attractive program brochure, cooperation of local business and marketing and distributive secondary education teachers, visits and speeches to high school classes and club meetings, getting to know students, and personal conversations with students to tell them about opportunities offered by the teacher education program. (YLB)
PROPOSED RECRUITMENT TECHNIQUES
OF STUDENTS FOR BUSINESS AND MARKETING
TEACHER-EDUCATION PROGRAMS

by

Thomas R. Allen, Jr. Ed.D.
Professor
and
Sidney W. Eckert, Ph.D.
Professor

Department of Management
John A. Walker College of Business
Appalachian State University
Boone, North Carolina
1985
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Significance of the Study</td>
<td>2</td>
</tr>
<tr>
<td>Assumptions</td>
<td>2</td>
</tr>
<tr>
<td>Limitations</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>3</td>
</tr>
<tr>
<td>Organization</td>
<td>4</td>
</tr>
<tr>
<td>II. Methods and Procedures</td>
<td>5</td>
</tr>
<tr>
<td>Description of Sample</td>
<td>5</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>5</td>
</tr>
<tr>
<td>Procedures</td>
<td>5</td>
</tr>
<tr>
<td>III. Findings</td>
<td>7</td>
</tr>
<tr>
<td>IV. Summary and Discussion</td>
<td>14</td>
</tr>
<tr>
<td>Summary</td>
<td>14</td>
</tr>
<tr>
<td>Discussions</td>
<td>16</td>
</tr>
<tr>
<td>Implications</td>
<td>17</td>
</tr>
<tr>
<td>Appendices</td>
<td>18</td>
</tr>
<tr>
<td>Letter to Business Teacher-Educators</td>
<td>20</td>
</tr>
<tr>
<td>Business Education Questionnaire</td>
<td>22</td>
</tr>
<tr>
<td>Letter to Marketing Teacher-Educators</td>
<td>25</td>
</tr>
<tr>
<td>Marketing Education Questionnaire</td>
<td>27</td>
</tr>
<tr>
<td>Bibliography</td>
<td>30</td>
</tr>
</tbody>
</table>
CHAPTER 1

INTRODUCTION

There is a rapidly increasing shortage of public school teachers in the United States. This is becoming apparent in both academic and vocational programs in many regions of the country. The recent survey that is being reported on in this study revealed that most business education teacher-educators in forty-one states and marketing teacher-educators in thirty-eight states perceived a shortage of secondary teachers in their states. Many of these same teacher-educators also reported a decline in present enrollment of undergraduate majors in their programs.

STATEMENT OF THE PROBLEM

The purpose of this study is to determine availability of business education and marketing education teachers, enrollment trends in teacher-educator programs, and most important, to discover the effective teacher-education student recruitment techniques in order to meet future demands for qualified teachers.

Specifically, the objectives of the study are as follows:

1. To determine the availability of business education and MDE teachers.

2. To determine enrollment trends in teacher-education programs.

3. To discover the effective teacher-education student recruitment techniques in order to meet future demands for qualified business education and MDE teachers.
SIGNIFICANCE OF THE STUDY

The results of the study will give administrators and teacher-educators an opportunity to become familiar with the current availability of business education and MDE teachers, enrollment trends in teacher-education programs, and most important, to discover the effective teacher-education student recruitment techniques in order to meet future demands for qualified business education and MDE teachers.

ASSUMPTIONS INVOLVED IN THIS STUDY

In designing this study the investigators accepted the Allport position: that when given the opportunity to express one's self, the individual can and will respond in a valid and reliable way (Allport, 1953).

Since the data for this study will in no way affect the future of the subject, it was assumed that they were not threatened by the questionnaire and that honest answers were elicited.

LIMITATIONS OF THE STUDY

The following limitations were applicable to this study:

1. The study is limited to one hundred-sixty business teacher-educators and sixty marketing teacher-educators within the last year in the United States.

2. The specific conclusions made in this study will be limited to the sample groups, but like conclusions may be drawn to other groups with similar characteristics.
DEFINITION OF TERMS

The following is a list of terms and definitions that were used in this study:

**Business Education:** A program of instructions in the field of business and office occupations designed to prepare individuals to enter, to progress, or to improve competencies in business and office occupations. Emphasis is on the development of attitudes, skills, and understanding related to business and office occupations.

**Marketing and Distributive Education:** A program of instruction in the field of distribution and marketing as is designed to prepare individuals to enter, to progress, or to improve competencies in distributive occupations. Emphasis is on the development of attitudes, skills, and understanding related to marketing, merchandising, and management.

**Teacher-Educator:** A member of the faculty of a college or university who teaches the professional education courses to the students who are majoring in the program.

REVIEW OF LITERATURE

A cursory review of the related literature concerning promotion of vocational education teacher-education programs noted that there is a rapidly increasing shortage of public school teachers in the United States. The 1984 Annual Report of the North Carolina Advisory Council on Education (1984, p.18) stated the following:

"There is a diminishing supply and an increased demand for vocational
teachers. The diminishing supply will come in part from declining enrollments in university programs preparing students for vocational program areas including business education and marketing education....The demand will grow because of the unusually large percentage of vocational teachers nearing retirement age and those who are jumping to higher paying jobs in the business community.

Various student recruitment techniques have been suggested in other studies. A study by Husted (1980) suggested that teacher-educators and state staff need to emphasize to teachers that they should discuss with their students the career possibilities in become an MDE teacher-coordinator. In a previous investigation by Heath (1981), the most frequent recommendation of student recruitment is to develop and distribute a well done program brochure.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The second chapter describes the population used, methods of collecting data and the organization and analysis of data. Chapter three presents the data, Chapter four gives the summary, conclusions, and implications for further study.
CHAPTER II
METHODS AND PROCEDURES
DESCRIPTION OF THE SAMPLE

Two hundred-fifty two (252) business teacher-educators in the United States were asked to participate in the survey. One hundred-seventy nine (179) teacher-educators returned their questionnaires for a response rate of approximately 72 percent. Fifteen of the respondents indicated they no longer had an active program.

INSTRUMENTATION

The instruments used to gather data in the survey were Teacher-Educator Questionnaires. Information asked for on the questionnaire included the following areas: Location of teacher-education programs within the school, number of undergraduate majors in each of the past 5 years, number of recent graduates of teacher-education programs who entered the teaching profession, enrollment trends, reasons for declining enrollments, and most effective student recruitment techniques.

PROCEDURE

The questionnaires were distributed by mail to teacher-educators in business education and marketing education in all fifty states. A cover letter explaining the purpose of the study and the need for a response
was enclosed along with a self-addressed, stamped envelope. The questionnaires were completed during the fall semester of the 1984-85 academic year. A completion time of approximately two weeks was allowed for the return of the questionnaires.
CHAPTER III

FINDINGS

The findings are revealed by the analysis of the teacher-educator questionnaires. For the most part the results shown are patterned after the questionnaire format.

DATA RESULTS

BUSINESS TEACHER-EDUCATOR QUESTIONNAIRE

Teacher-educators from each of 160 currently active programs in 41 states completed the questionnaire. Also the following results are based on the fact that the 160 responses are equal to 100%.

1. Location of the Business Teacher-Education program within your college or university.

<table>
<thead>
<tr>
<th>Location</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>College or School of Business</td>
<td>87</td>
</tr>
<tr>
<td>College or School of Education</td>
<td>51</td>
</tr>
<tr>
<td>Division of Business</td>
<td>2</td>
</tr>
<tr>
<td>Division of Professional Studies</td>
<td>2</td>
</tr>
<tr>
<td>Joint School of Business and School of Education</td>
<td>2</td>
</tr>
<tr>
<td>Department of Technology</td>
<td>2</td>
</tr>
<tr>
<td>Office Management and Business Education</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Program of College of Education</td>
<td>1</td>
</tr>
<tr>
<td>Division of Professional and Applied Studies</td>
<td>1</td>
</tr>
<tr>
<td>Department of Adult Counseling</td>
<td>1</td>
</tr>
<tr>
<td>Health and VoEd in Education</td>
<td>1</td>
</tr>
<tr>
<td>Technical and Occupational Education</td>
<td>1</td>
</tr>
<tr>
<td>Business Teacher Education Department</td>
<td>1</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>1</td>
</tr>
<tr>
<td>Department of Business Studies</td>
<td>1</td>
</tr>
<tr>
<td>Applied Science and Technology</td>
<td>1</td>
</tr>
</tbody>
</table>
2. Length of time program has been in operation

<table>
<thead>
<tr>
<th>Length of Time</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 years</td>
<td>2</td>
</tr>
<tr>
<td>8 years</td>
<td>2</td>
</tr>
<tr>
<td>10-15 years</td>
<td>15</td>
</tr>
<tr>
<td>15-20 years</td>
<td>11</td>
</tr>
<tr>
<td>20-25 years</td>
<td>23</td>
</tr>
<tr>
<td>Over 25 years</td>
<td>106</td>
</tr>
</tbody>
</table>

3. Length of time in present business education program.

<table>
<thead>
<tr>
<th>Length of Time</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>4</td>
</tr>
<tr>
<td>2 years</td>
<td>7</td>
</tr>
<tr>
<td>3 years</td>
<td>5</td>
</tr>
<tr>
<td>4 years</td>
<td>4</td>
</tr>
<tr>
<td>5 years</td>
<td>5</td>
</tr>
<tr>
<td>6 years</td>
<td>3</td>
</tr>
<tr>
<td>7 years</td>
<td>5</td>
</tr>
<tr>
<td>8 years</td>
<td>6</td>
</tr>
<tr>
<td>9 years</td>
<td>5</td>
</tr>
<tr>
<td>10 years</td>
<td>5</td>
</tr>
<tr>
<td>10-15 years</td>
<td>18</td>
</tr>
<tr>
<td>15-20 years</td>
<td>15</td>
</tr>
<tr>
<td>20-25 years</td>
<td>13</td>
</tr>
<tr>
<td>Over 25 years</td>
<td>47</td>
</tr>
</tbody>
</table>

4. Does your program require at least one data processing course?

- YES: 132
- NO: 28

5. Please indicate the data processing course(s) which are required of the graduates of your program

- Introduction to Data Processing: 113
- Basic COBOL: 23
- Micro Applications in Education: 12
- Systems Analysis: 11
- BASIC: 10
- Office Automation Word Processing: 9
- Data Base: 5
- Introduction to Microcomputers: 5
- Accounting with DP Concentration: 5
- Introduction to Microprocessing: 3
- Advanced COBOL: 2
- Half BASIC, Half software: 2
- Introduction to Information Systems: 2
- Dictation and Communication: 1
- Digital Computer Program: 1
- Pascal: 1

6. Estimate the total number of undergraduate Business Education majors in each of the past 5 years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1980</td>
<td>49</td>
<td>39</td>
<td>40</td>
<td>41</td>
<td>44</td>
</tr>
</tbody>
</table>
7. Number of recent graduates of your Business Teacher-Education programs.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>14</td>
</tr>
</tbody>
</table>

8. Estimate the numbers of your recent graduates who entered the teaching profession in the Business Education program.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>2</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

9. Has the enrollment in your teacher-educator program declined over the past 2 years?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>VARIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>72</td>
<td>9</td>
</tr>
</tbody>
</table>

10. If the answer to question 9 is yes, what are the major reasons for declining enrollments in the Business Teacher-Education programs?

- Low Salaries: 68
- Perceived lack of teaching positions: 45
- Lack of respect for the teaching profession: 38
- Lack of interest: 16
- More options available in business and industry: 9
- Increased entrance requirements: 7
- Increased difficulty of curriculum: 4
- Better administrative jobs for women: 3
- New office administration programs: 1
- Teacher certification test: 1

11. Major student recruitment techniques used for program promotion.

- Program brochure: 105
- Speaks to high school business classes and club meetings: 77
- Attend local, regional, and state FBLA meetings: 68
- Contact the university admissions office: 55
- A follow-up letter explaining the program: 50
- Make bulletin boards: 39
- Contact the university counseling center: 38
- Slide presentations to groups of students: 38
- Call prospective students/personal letter: 8
- Have a recruiting office: 8
- Invite students of FBLA clubs to visit department: 6
Call on graduates who became area high school teachers 4
Talk to individual high school teachers 4
High school student recognition day 2
Invite student groups to visit department 2
Host high school BSEC competition 2

12. Recruitment techniques ranked in order of most effective.
   1. Speaking to high school business classes or club meetings.
   2. Effective program brochure
   3. Attending local, regional, and state FBLA meetings
   4. Slide presentations to groups of students
   5. A follow-up letter explaining the program
   6. Contacting the university admissions office
   7. Conducting an open house
   8. Writing letters to high school guidance counselors
   9. Word of mouth
   10. Contact Junior College counselors

13. Approximately how many new business education teachers does your state hire each year?
   YES 77  NO 63  VARIES 7

14. Is there a shortage of certified business education teachers in your state?
   YES 77  NO 63  VARIES 7

15. In your opinion, what are the most important steps that business teacher-educators can take to increase enrollment in teacher-education programs?
   Lobby for improved salaries 28
   Have up-to-date curriculums 23
   Have strong office administration programs 21
   Form working relationships with high school business teachers 17
   Become public relations expert in area 15
   Increased visibility of program 12
   Emphasize dual role of BE Degree 11
   Sell benefits of teaching 11
   Have good role models 11
   Promote non-skill courses 11
   Increase effort in teaching 11

*For items 10, 11 and 15 multiple responses were given to each of the questions proposed.
MARKETING TEACHER-EDUCATOR QUESTIONNAIRE

Teacher-educators from each of 60 currently active programs in 39 states completed the questionnaire. Also, the following results are based on the fact that the 60 responses equal 100%.

1. Location of the MDE Teacher-Education program within your college or university.

| College or School of Business | 30 |
| College or School of Education | 23 |
| Joint School of Business and Education | 2 |
| Department of Technology | 2 |
| Technical and Occupational Education | 2 |
| Applied Science and Technology | 1 |

2. Length of time program has been in operation.

| 1 year | 2 years | 3 years |
| 1 | 1 | 1 |
| 6 years | 7 years | 9 years |
| 1 | 3 | 1 |
| 10 years | 10-15 years | 20-25 years |
| 2 | 8 | 8 |
| 15-20 years | Over 25 years |
| 18 | 10 |

3. Length of time in present MDE program.

| 1 year | 2 years | 3 years |
| 3 | 3 | 4 |
| 4 years | 5 years | 6 years |
| 3 | 2 | 4 |
| 7 years | 8 years | 9 years |
| 4 | 0 | 5 |
| 10 years | 10-15 years | 15-20 years |
| 2 | 14 | 7 |
| Over 25 years |
| 14 |

4. Does your program require at least 1 data processing course?

| YES | NO |
| 50 | 10 |
5. Please indicate the data processing course(s) which are required of the graduates of the program.

- Introduction to Data Processing: 40
- Basic COBOL: 5
- Modeling and Simulation: 3
- Micro Applications in Education: 3
- Systems Analysis: 3
- Introduction to Microcomputers: 2

6. Estimate the total number of undergraduate MDE majors in each of the past 5 years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Averages</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

7. Estimate the number of recent graduates who entered the teaching profession in the MDE program.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Majors</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Averages</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

9. Has the enrollment in your teacher-education program declined over the past 2 years?

- YES | 37
- NO  | 23
| Business | YES | 18 | NO | 12 |
| Education | YES | 12 | NO | 11 |
| Other   | YES | 7  | NO | 0  |

*10. If the answer to question 9 is yes, what are the major reasons for declining enrollments in the MDE Teacher-Education Program?

- Low salaries: 25
- Perceived lack of teaching positions: 18
- Lack of respect for the teaching profession: 12
- Lack of interest: 6
- More options in business: 6
- Increased entrance requirements: 4
**11. Major recruitment techniques used for program promotion.**

- Program brochure: 45
- Stay in contact with local MDE Teachers: 40
- Speak to high school MDE classes or DECA meetings: 35
- Slide presentations to groups of students: 25
- Attend local, regional, and state DECA meetings: 25
- Send letter to high school guidance personnel: 20
- Bulletin board: 20
- Contact university counseling center: 18
- Contact university admissions office: 18
- A follow-up letter explaining the program: 15
- Speak to post-secondary programs: 12
- Conduct an open house: 10

**12. Recruitment techniques ranked in order of most effective.**

1. Effective program brochure
2. Personal contact with local teachers
3. Speak to high school MDE classes or DECA meetings
4. A follow-up letter explaining the program
5. Attending local, regional, and state DECA meetings
6. Slide presentations to groups of students
7. Conducting an open house
8. Writing letters to high school guidance counselors
9. Use of bulletin boards
10. Contacting the university admissions office
11. Contacting the university placement office

**13. In your opinion, what are the most important steps that MDE teacher-educators can take to increase enrollment in teacher-education programs?**

- Speak to local MDE programs
- Stay in close contact with local MDE teachers
- Encourage local MDE teachers to promote the program

**14. Approximately how many new MDE teachers does your state hire each year?**

10 average

**15. Is there a shortage of certified MDE teachers in your state?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>27</td>
</tr>
</tbody>
</table>

24 states responded yes
14 states responded no

*For items 10 and 11 multiple responses were given for each question proposed.*
CHAPTER IV

SUMMARY, DISCUSSION AND IMPLICATIONS

SUMMARY

PURPOSE

The primary purpose of this study is to identify and analyze the most effective techniques for promoting business and marketing teacher-education programs.

POPULATION AND INSTRUMENTATION

The data was collected from teacher-educators in one hundred-sixty business education programs in forty-one states and sixty marketing education programs in thirty-nine states within the past five years. Two questionnaires were developed and administered during the fall of 1984. The questionnaires were developed and field tested by the researchers. A cover letter explaining the purpose of the study and the need for a response was enclosed along with a self-addressed stamped envelope. A completion time of approximately two weeks was allowed for the return of the questionnaires.

DATA COLLECTION

The questionnaires were completed by the teacher-educators in business education and marketing education. Once the questionnaires were completed they were returned to the researchers.
FINDINGS

Included among the major findings are the following observations:

1. Approximately one-half of both the business and marketing teacher-education programs are located in colleges of business.

2. The average length of time that the business teacher-education programs had been in operation was approximately twenty-five years, while the marketing teacher-education programs averaged between fifteen-twenty years.

3. Eighty percent (80%) of the business programs required at least one data processing course, while seventy percent (70%) of the marketing programs required at least one course.

4. The student enrollment trend for the business teacher-education program for the past five years varied, but the trend for marketing teacher-education programs declined steadily.

5. The number of business education graduates who entered the teaching profession in the past five years showed a slight increase; however, the number of marketing education graduates who entered the teaching profession showed a steady decrease.

6. There was a variety of student promotional techniques listed and discussed as to most effective.
DISCUSSION

General teacher-educator reactions to the proposed recruitment techniques of students for business and marketing teacher-education programs reveal the following observations:

1. Although there were many reasons listed why more students do not major in business or marketing teacher-education programs, the most frequently listed reasons were low teaching salaries and a perceived lack of new teaching positions. The latter reason does not seem at all founded, when this study and others reveal that most states do not produce enough graduates to fill all of the openings in that state.

2. Other pronounced reasons for declining enrollments in both programs seemed to reveal a negative attitude expressed toward the profession by many teachers who are presently in the field. This has an adverse effect on both student teachers and secondary students selecting teaching as a career.

3. It seemed to be the feeling of many teacher-educators that the present student enrollment trend is toward the business community, rather than education. This trend applies for both education and non-education majors.
IMPLICATIONS

Several implications are believed to be of importance in the making of recommendations for promoting the business and marketing teacher-education programs. The following most frequently given recommendations of student recruitment techniques are based upon results of this study:

1. When the results of this research are studied in relation to the findings of a previous investigation by Heath (1981), the most frequent recommendation of student recruitment is to develop and distribute an attractive program brochure.

2. To receive cooperation of local business and MDE secondary education teachers. It was revealed that the teachers can be most helpful as follows:
   a. By not criticizing the teaching profession in front of students.
   b. By publicizing opportunities in teacher-education programs.
   c. By encouraging students to apply to college.
   d. By helping needy students to apply for financial aid.

3. To visit and speak to high school classes and club meetings, and getting to know students and personally telling them about the opportunities offered by the teacher-education program will often entice them to apply when other more formal methods will not do the job.
APPENDIX A

Letter to Business Teacher-Educators
September 25, 1984

MY FELLOW BUSINESS EDUCATORS

I NEED YOUR HELP—

I am trying to determine if enrollments are declining in the number of majors in Business Education, and if so, to what extent; and most important what are some factors related to this decline in many colleges and universities throughout the country.

It is hoped I can put a handle on some of the problems many of us face on the declining majors in our field. Also, if you have had no declines, I would especially like to know your ideas, techniques, and approaches for keeping the students coming into your program.

Would you please take a few minutes and complete the enclosed questionnaire to give me your views and information concerning your program in Business Education. Please return the form in the self-addressed, stamped envelope by October 26, 1984 if at all possible.

I realize you are busy what with the opening of the Fall Semester, but your valuable response will be much appreciated.

Sincerely,

Sid Eckert, Director
BE, OA, DE Programs
APPENDIX B

Business Teacher-Educator Questionnaire
TEACHER-EDUCATORS QUESTIONNAIRE:
PROPOSED RECRUITMENT TECHNIQUES OF
STUDENTS FOR BUSINESS TEACHER-EDUCATION PROGRAMS

Directions: Please answer the following questions by placing a check in the appropriate blank(s) to indicate your response.

1. Location of the Business Teacher-Education program within your college or university.
   ___ college or school of business  ___ college or school of education
   ___ other or dept; (please specify:)

2. Length of time program has been in operation:
   1 yr  ___  2 yrs  ___  3 yrs  ___  4 yrs  ___  5 yrs  ___
   6 yrs  ___  7 yrs  ___  8 yrs  ___  9 yrs  ___ 10 yrs  ___
   10-15 yrs  ___ 15-20 yrs  ___ 20-25 yrs  ___ 20-25 yrs  ___  over 25 yrs  ___

3. Length of time in present business education program:
   1 yr  ___  2 yrs  ___  3 yrs  ___  4 yrs  ___  5 yrs  ___
   6 yrs  ___  7 yrs  ___  8 yrs  ___  9 yrs  ___ 10 yrs  ___
   10-15 yrs  ___ 15-20 yrs  ___ 20-25 yrs  ___ 20-25 yrs  ___  over 25 yrs  ___

4. Does your program require at least one data processing course?
   ___ Yes  ___ No

5. Please indicate the data processing course(s) which are required of the graduates of your program.
   ___ Intro to Data Processing  ___ Systems Analysis
   ___ Basic COBOL  ___ Advanced COBOL
   ___ Modeling and Simulation  ___ Data Base
   ___ other (please list)

6. Estimate total number of undergraduate Business Education majors in each of the past 5 years.

7. Number of recent graduates of your Business Teacher-Education program:

8. Estimate the number of your recent graduates who entered the teaching profession in the Business Education Program.

9. Has the enrollment in your teacher-education program declined over the past 2 years?
   ___ Yes  ___ No
10. If the answer to question 9 is yes, what are the major reasons for declining enrollments in the Business Teacher-Education Program?

Lack of interest
Low salaries
Lack of respect of the teaching profession
Perceived lack of teaching positions
Other (please specify)

11. Major student recruitment techniques used for program promotion:

program brochure
a follow-up letter explaining the program
contact the university counseling center
contact the university admissions office
make bulletin board displays
slide presentations to groups of students
attend local, regional and state FBLA meetings
send letter to high school guidance personnel
speak to high school business classes and club meetings
conduct an open house
other: (please list)

12. Please rank recruitment techniques in order of most effective. (place a 1 by the most effective; a 2 by the next most effective, etc.)

program brochure
a follow-up letter explaining the program
contacting the university admissions office
use of bulletin boards
slide presentations to groups of students
attending local, regional, and state FBLA meetings
writing letters to high school guidance counselors
speaking to high school business classes or club meetings
conducting an open house
other: (please list)

13. Approximately how many new business education teachers does your state hire each year?

NUMBER

14. Is there a shortage of certified business education teachers in your state?

Yes  No

15. In your opinion what are the most important steps that business teacher-educators can take to increase enrollment in teacher-education programs?

Comment: 
APPENDIX C

Letter to Marketing Teacher-Educator
Since many states are reporting a shortage of new certified HDE teachers and most HDE Teacher-Educators say they do not have enough majors, I am attempting to gain information that might make a contribution toward finding a solution to the problem. To enable me to gain this information, I need your help. Please complete the questionnaire and return it in the enclosed self-addressed envelope by October 12, 1984.

Thank you in advance for completing the enclosed questionnaire.

Cordially,

[Signature]

Thomas R. Allen, Jr.
Project Coordinator
APPENDIX D

Marketing Teacher-Educator Questionnaire
TEACHER-EDUCATORS QUESTIONNAIRE:  
PROPOSED RECRUITMENT TECHNIQUES OF  
STUDENTS FOR MARKETING TEACHER-EDUCATION PROGRAMS

Directions: Please answer the following questions by placing a check in the appropriate blank(s) to indicate your response.

1. Location of the MDE Teacher-Education program within your college or university.
   __ college or school of business  __ college or school of education  
   ___ other or dept; (please specify): ____________________________  

2. Length of time program has been in operation
   __ 1-yr  ___ 2 yrs  ___ 3 yrs  ___ 4 yrs  ___ 5 yrs  ___  
   __ 6 yrs  ___ 7 yrs  ___ 8 yrs  ___ 9 yrs  ___ 10 yrs  ___  
   _ 10-15 yrs  ___ 15-20 yrs  ___ 20-25 yrs  ___ over 25 yrs  ___  

3. Length of time in present MDE Teacher-Education program
   __ 1 yr  ___ 2 yrs  ___ 3 yrs  ___ 4 yrs  ___ 5 yrs  ___  
   __ 6 yrs  ___ 7 yrs  ___ 8 yrs  ___ 9 yrs  ___ 10 yrs  ___  
   _ 10-15 yrs  ___ 15-20 yrs  ___ 20-25 yrs  ___ over 25 yrs  ___  

4. Does your program require at least one data processing course?
   ___ Yes  ___ No  

5. Please indicate the data processing course(s) which are required of the graduates of your program.
   ___ Intro to Data Processing  ___ Systems analysis  
   ___ Basic COBOL  ___ Advanced COBOL  
   ___ Modeling and Simulation  ___ Data Base  
   ___ Other (please list)  

6. Estimate total number of undergraduate MDE majors in each of the past 5 years.

7. Estimate the number of your recent graduates who entered the teaching profession in the MDE program.

8. Has the enrollment in your teacher-education program declined over the past 2 years? Yes ___ No ___  

9. If the answer to question 9 is yes, what are the major reasons for declining enrollments in the MDE Teacher-Education Program.
   lack of interest ___ low salaries ___  
   lack of respect of the teaching profession ___  
   perceived lack of teaching positions ___  
   other ___; (please specify) ____________________________  

   27  30
11. Major student recruitment techniques used for program promotion

- program brochure __
- a follow-up letter explaining the program __
- contact the university counseling center __
- contact the university admissions office __
- bulletin board __
- slide presentations to groups of students __
- attend local, regional and state DECA meetings __
- send letter to high school guidance personnel __
- speak to high school MDE classes or DECA meetings __
- conduct an open house __
- other: (please list) ____________________________

12. Please rank recruitment techniques in order of most effective.
   (place a 1 by the most effective; a 2 by the next most effective, etc.)

- program brochure ___
- a follow-up letter explaining the program ___
- contacting the university counseling center ___
- contacting the university admissions office ___
- use of bulletin boards ___
- slide presentations to groups of students ___
- attending local, regional, and state DECA meetings ___
- writing letters to high school guidance counselors ___
- speaking to high school MDE classes or DECA meetings ___
- conducting an open house ___
- other: (please list) ____________________________

13. In your opinion what are the most important steps that MDE teacher-educators can take to increase enrollment in teacher-education programs?

Comment: __________________________________________

14. Approximately how many new MDE teachers does your state hire each year?

Number ______

15. Is there a shortage of certified MDE teachers in your state?

Yes ___  No ___
BIBLIOGRAPHY

Allen, T. "Turnover of Marketing and Distributive Education Teacher-Coordinators" Marketing and Distributive Educators' Digest, Volume 9, Number 2, Spring 1984.


Heath, B. "Recruitment Techniques for Marketing Teacher Education." Marketing and Distributive Educators' Digest, Volume 6, Number 2, Spring 1981.

Husted, S. "Looking Ahead to the Eighties: A Critical Shortage of Qualified Teachers," Marketing and Distributive Educators' Digest, Volume 5, Number 2, Spring 1980.