

ATTITUDES AND DETERRENTS OF OKLAHOMA
FUNERAL DIRECTORS IN CHARGE TOWARDS
CONTINUING EDUCATION

By

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CHAPTER 1

INTRODUCTION

Funeral Directors

Funeral directors have an important role in the United States. A funeral director is the next-of-kin's advisor for the final disposition of the deceased. The advisor's role is to carefully guide the next-of-kin and other mourners through the earliest stages of grief and bereavement. As bereft individuals work through their sadness, this professional's influence upon the grief stricken may be better understood if positive grief resolution is juxtaposed against its detrimental counterpart, that is, unresolved grief. Those who cannot grieve properly or have unresolved grief are more prone to sickness, have difficulties concentrating on school work or their job, have shorter life spans, may exhibit aggressive behavior, and are alienated by their cohorts (Weeks, 1986). The importance of this profession to societal welfare is evident when considering that "the funeral service, if it is done well, can be an important adjunct in aiding and abetting the healthy resolution of grief" (Worden, 1991, p. 61).

In this country there are over 2,300,000 deaths a year (<http://NFDA.org>), including more than 33,000 deaths per year in Oklahoma (<http://okfuneral.com>). The next-of-kin are

served in part by the 331 licensed funeral directors who are the Funeral Directors in Charge (FDIC) of 495 funeral establishments in the state of Oklahoma (Oklahoma State Board of Embalmers & Funeral Directors, 2001). For many of these grieving families, the first grief experts they encounter are these licensees who have chosen funeral service as their profession.

The death-care industry is a dynamic, multi-dimensional field of scientific and psychological specialties. This profession is not inert. Funeral service as an industry is changing dramatically and must continually re-invent itself to stay current with new demands from its clientele. Consumer preferences for funeral services and products have changed. Consumers are questioning the value and cost of the traditional funeral service. They are opting for less ceremony, fewer products, and less professional services that historically have been provided by the funeral service industry. Ever changing laws, rules, and regulations are causing downward pressure on company profits while increasing management responsibilities. Contemporary funeral directors must be adaptive to these changing funeral ceremonies and rituals. These new norms are creating much anxiety among many funeral directors concerning their role in the funeral ritual and the future of the industry.

Funeral directors could enhance their knowledge, skills, and talents and, therefore, their profession with continuing professional education to learn more about these current consumer and business trends. They could successfully respond to these evolving work environments by becoming more proactive and participatory in the pursuit of new learning opportunities while continuing to competently minister to the needs of their clientele and becoming better business managers. Oklahoma funeral directors might acquire this new knowledge better through continuing professional education programs grounded in instruction based upon adult education theory.

Continuing Professional Education

Continuing professional education (CPE) has existed informally for as long as there have been professional trades. Historically, "founders and leaders of most professions have long been aware of the need or possibility of postgraduate learning" (Houle, 1980, p. 3). However, the scholarly study of CPE did not earnestly began until the late 1960's in response to the public's outcry for accountability of professional practitioners (Wallace, 2000, p. 3).

The basic design of continuing professional education should be to enhance professional competence and provide new

knowledge to participants (Wallace, 2000, p. 25). The business of continuing professional education is a huge emporium with billions of dollars spent annually by both professionals themselves and their employers for relicensing purposes (Cervero, 1989). However, even with such selection and investments, continuing professional education suffers from a lack of universal agreement about its purpose among practitioners (Scanlan, 1985). To add clarity for program purposes, producers of CPE programs could implement the principles of adult education to maximize learning and participation. Continuing professional education should provide for real-life adult learning activities applicable to work situations. Administrators could accomplish this by understanding the individual differences among professionals and their individual learning needs.

Professionals of any occupation are different from other professions and have their own attitudes toward continuing professional education. Funeral directors are no different. Current research on continuing professional education can be applied to funeral directors since the purpose of continuing adult learning is to enhance the knowledge and skills of the individual. Educational activity which embraces adult education philosophy could provide distinctive learning environments for 21st century FDIC.

Adult Education

Periods of transition such as the current environment that funeral directors are experiencing offer unique opportunities for new learning. When learning something new, adults incorporate both their existing knowledge and workplace experiences into the learning experiences. Adult learners usually attach a personal level of importance to new learning. If they perceive benefit and usefulness from educational activity they apply strategies to overcome any real or perceived deterrents to participation. This type of learning is embedded in the adult learning concepts of (a) andragogy, (b) self-directed learning, and (c) real-life learning. These concepts are essential to understanding the methods adults use when learning something new and applying this new knowledge in their work.

Andragogy

Andragogy is the process of helping adults learn (Knowles, 1970, pp. 37-38). Andragogy is "derived from the Greek word aner, meaning man, and thus, in contrast to pedagogy (meaning child), it is the art and science of helping adults learn" (Darkenwald & Merriam, 1982, p. 13). "Andragogy is a theory which is vastly in contrast to the traditional pedagogical model and it advocates both the

self-directed learning concept and the teacher as the facilitator of learning" (Knowles, 1990, p. 57).

The andragogy model's basic assumption is that adults are actively involved in all phases of their learning from selecting what to learn to the final evaluation of what they learned. Andragogy was developed as an alternative to learning that occurred in a teacher-centered environment where control of learning resting solely upon the instructor and the learners were passive recipients of knowledge (Knowles, 1980, p. 40). For adult learners, in contrast to children, this is an effective approach to learning since adults bring into any learning situations their established convictions and experiences which affect how and what they learn (Knowles, 1980).

Self-Directed Learning

"Self-directed or informal learning is a major factor in the development of individuals and society" (Spencer, 2000, p. 4). Self-directed learning is a unique and innate driving force within each individual according to the Humanistic philosophy of education. Self-directed learning may be described as meaning:

A process in which individuals take the initiative, with or without the help of others, in diagnosing their needs, formulating learning goals, identifying human material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (Knowles, 1975, p. 18)

It frees the learner from the confines of organized formal educational institutions and allows the learner to engage in activities they alone desire and are most concerned with. Self-directed learning allows the learner to achieve a predetermined level of competency and permits them to decide when to stop learning upon reaching their expected level of mastery.

For the funeral service industry to remain a contemporary institution, it will need to follow self-directed learning principles. Contemporary adult learners cannot rely on what was learned in the past and remain contemporary; learning is something done to adjust the present in preparation for the future (Stewart, 1987). To learn as one wants to learn is to be able to set one's own agenda within the limits of one's own terms. To learn what one needs to learn is to learn of solutions for today's real world problems. This is crucial to understanding and accepting self-directed learning as it applies to real-life situations.

Real-Life Learning

Adults seek educational activities that provide new knowledge for answers to current issues or problems. This is accomplished by learning that is grounded in relevancy. Relevancy of education is crucial for adult learners because of the many conflicts adults face daily in managing time, setting priorities, and satisfying other responsibilities. For many adult learners, only new learning that is applicable to actual practice has relevancy. Learning from this perspective places the learner at the center of the process; knowledge is acquired situationally, and knowledge is transferable to other situations on a daily basis.

"The real-life learning tasks of adults are distinct for each individual, seldom follow a clear pattern, defy measurement, and often are so episodic in nature that beginnings, patterns, and outcomes are impossible to define" (Fellenz & Conti, 1989, p. 4). In traditional academic settings, information to solve a problem is given and expected to be used in some future situation and is derived from specific resources such as a textbook. This is unlike any problem encountered in real-life. Formal educational settings do not completely prepare individuals for real-life learning to solve real-world problems (Sternburg, 1990, p. 35). For practitioners the emphasis is on performance and

relevancy and not upon formal learning for futuristic application. Education that comes from real-life learning is "relevant to the living tasks of the individual in contrast to those tasks considered more appropriate to formal education" (Fellenz & Conti, 1989, p. 3).

Barriers to Participation

Houle (1961) developed a typology to classify those individuals who are motivated to participate in learning activities. This typology provided the basis for research on why adults participate in adult education activities, and grouped adults according to their learning objectives (Ericksen, 1990). According to Houle, there are three basic learning orientations. Goal-oriented learners engage in activities to reach a specific goal. Activity-oriented learners engage in activities not necessarily related to the content of the activities. Learning-oriented learners participate and seek new knowledge simply for the pure joy of learning. This typology has provided the basis for research on why adults participate in adult education activities (Ericksen, 1990, p. 2).

Many researchers have conducted studies that point out why some adults participate in adult education, but the reasons why other adults do not participate has not been researched to the same extent (Land, 1994, p. 7). No

comprehensive framework exists that would provide a model of nonparticipation (Cervero, 1988). However, Cross (1981) identified three distinct reasons or barriers which preclude adult involvement in organized learning activities. These three major barriers are situational barriers such as age, institutional barriers such as distance, and dispositional barriers such as attitude (p. 98).

Building on Cross's work, research by Scanlan and Darkenwald (1984), Darkenwald and Valentine (1985), and Darkenwald and Hayes (1987) focused attention on these deterrents to participation in adult education (Ericksen, 1990). Their research supported Houle's earlier work and provided insight into motivational factors behind adult involvement in educational activities (p. 5). Research by Boshier and Collins (1985) has essentially confirmed Houle's goal-oriented and learning-oriented aspects of his theory, but the evidence suggests that the activity orientation is a much more complex construct to define.

These studies and many more list motivation and attitudinal factors that influence adult education participation. Research has shown that the participant's attitude to participate in education greatly influences the participatory inclination of the learner. Not surprisingly, favorable attitudes toward adult education have been found

to enhance participation by adults in learning environments (Seaman & Schroeder, 1970).

Problem Statement

A major issue facing the funeral service industry today is that consumer preferences toward funeralization practices are changing. What was once considered traditional for a funeral is no longer the norm. Consumers are becoming more involved during the funeral process. Consumers preferences for products and services are changing and affecting the manner in which funeral homes have traditionally done business. These consumer issues will increase as the Baby Boomer generation ages and their huge numbers affect the traditional funeral process.

Funeral directors face numerous obstacles in the course of their personal, educational, and business lives. Situational, institutional, and dispositional deterrents may play crucial roles in the funeral director's willingness to participate in continual professional education. Depending on the individual's attitude toward these deterrents to continuing education, some funeral directors readily accept continual learning while others perceive formal learning as mandatory learning and as a form of control over their lives. These individuals harbor negative attitudes toward any continuing learning activities.

For many years in Oklahoma, funeral directors who wanted to maintain their license to practice were mandated to participate in six hours of continuing professional education during a calendar year. This law was repealed by the Oklahoma legislature in 1995. Currently, leaders of the Oklahoma death-care industry are active in efforts to institute new voluntary continuing professional education programs for Oklahoma funeral directors.

Research showing why some Oklahoma funeral directors refrain from educational activities is either nonexistent or very dated. The latest work (Lykins, 1989) is over 10 years old. This study was a simple survey of Oklahoma funeral directors interests in continuing education. The existing research in the field is not only dated, but it also does not address many of the major issues in the field.

There is a need to produce a new profile of Oklahoma funeral directors and their attitudes toward continuing adult education. New knowledge of deterrents to participation is needed. There is a need for new knowledge to explain the reasons why some Oklahoma funeral directors choose not to actively engage in continuing learning and to determine what types of new education would be most beneficial to the industry in today market. Moreover, prior to implementing any educational program, professional or

licensing agencies need new data about the perceptions and attitudes of funeral directors toward continuing professional education.

Many new paradigms have been introduced in the funeral service profession during the last few years. These current topics provide a range of new models for the funeral industry to address. Each of these provide opportunities for continual learning by those funeral directors engaged in funeral service who desire to maintain a high level of professional competence. If Oklahoma's funeral directors are to benefit from any continuing professional education, those attributes that will make the continuing education activities a positive learning experience must be found.

Purpose of the Study

The purpose of this study was to describe the current attitudes toward continuing education and current barriers to participation that influence specific Oklahoma funeral directors decision to participate in continuing education. These funeral directors are titled as the Funeral Director in Charge (FDIC) of each funeral home. This was accomplished by measuring these funeral directors with the Adult Attitudes Toward Continuing Education Scale and the Deterrents to Participation Scale for the General Population. Data from these instruments was used to

construct a profile of the attitudes and deterrents of the participants related to participation in continuing education and to explore relationships between attitudes and deterrents to participation and several other factors.

Hypotheses

After a profile was constructed to describe the participants and their scores on the Adult Attitude Toward Continuing Education Scale (AACES) and the Deterrents to Participation Scale for the General Population (DPS-G), the following hypotheses were tested:

1. There is no relationship between either (a) scores on the AACES or (b) scores on the DPS-G and the demographic variables such as gender, age, educational level, and years in business.
2. There is no relationship between the AACES scores and the DPS-G scores.
3. There is no interaction between the items of the AACES and the items of the DPS-G when the participants are grouped by the demographic variables such as gender, age, educational level, and years in business.
4. Clusters do not exist among the funeral directors based upon the items of the AACES and DPS-G.

Data were collected with AACES and DPS-G. Frequency distributions were used to construct the profiles of the Funeral Director in Charge demographic characteristic. Several univariate analyses were conducted. Analysis of variance was used to investigate the differences between the

AACES scores and the demographic variables and the differences between DPS-G groupings and demographic variables. Discriminant analysis was used to study the differences between groups of individuals with respect to several variables simultaneously. Several multivariate analyses were conducted. Discriminant analysis was used to examine the interaction of the items on the AACES and DPS-G and groups formed using demographic variables. Discriminant analysis was also used to examine the interaction of the items of the AACES and groups formed using DPS-G. Cluster analysis was used to explore for various groups based on items in both the AACES and DPS-G.

Definition of Terms

Adult Attitudes Toward Continuing Education Scale (AACES) -- A 22-item, five-point Likert scale which identifies adult attitudes toward education (Darkenwald & Hayes, 1988, p. 5).

Adult Education Activity -- A process whereby adults whose social roles are characteristic of adult status engage in systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values, or skills (Darkenwald & Merriam, 1982, p. 9).

Attitude -- A learned tendency to react in a consistently favorable or unfavorable manner toward people, objects, ideas, or situations (Siegel & Ramanauskas-Marconi, 1989, p. 28).

Board -- The Oklahoma State Board of Embalmers and Funeral Directors.

Continuing Professional Education (CPE) -- Any and all methods, either formal or informal, used for the growth and development of professionals (Grabowski, 1981, p. 85).

Deterrent -- Something which discourages or deters participation in adult education activities (Ericksen, 1990, p. 11)

Deterrents to Participation Scale for the General Public (DPS-G) -- A 34-item, five-point Likert scale which provides a measure of perceived deterrents to participation in adult education (Darkenwald & Valentine, 1985, p. 180).

Funeral Director -- Those who are engaged in or conducts or represents themselves as being engaged in preparing for the burial or disposal and directing and supervising the burial or disposal of dead human remains (Board, 2000).

Funeral Director in Charge (FDIC) -- A licensed funeral director employed by and in charge of operations at each funeral service establishment (Board, 2000).

Funeral Service -- A ritual or ceremony conducted with a body or bodies present with said ritual or ceremony conducted prior to final disposition. A funeral service shall be conducted by a licensed funeral director under the supervision of a licensed funeral service establishment (Board, 2000).

Funeral Service Establishment -- A fixed place of business used and equipped for funeral services, or for the retail sale or display of funeral service merchandise, or used to embalm, transport, or ship dead human remains, and to provide for the care and disposal of dead human remains (Board, 2000).

Mandatory Continuing Professional Education (MCPE) -- Required continuing education imposed on professionals by regulatory agencies (Cervero, 1988, p. 73).

Professional -- A person who has obtained recognized professional status (Cervero, 1988, p. 4).

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The literature review allows the researcher to extract some knowledge about the research topic and to draw some general conclusions. The importance of the literature review cannot be overstated since it is part of the foundation of the new study and how the researcher will contribute to the knowledge base (Merriam, 1988). The literature review can also help in the formulation of the design of the research and provide insights into methods. The literature review can be used as a tool to show how the new study can enhance and/or alter that which is already known. Finally, a literature review can also alert the reader to research possibilities that have been overlooked as well as provide recommendations for further research (Borg & Gall, 1989).

In this study, the literature review was an important part of the research process because it assisted the researcher in framing the problem and in developing topics for the critical incidents. The literature helped to identify issues of concern in adult learning, participation, and continuing professional education (CPE), and also it provided support and validation that the research concern was one which was worthy of study.

Historical Background

A brief historical picture of the caretaker of the dead will serve to portray the occupation of funeral director as a profession in today's society. Very little is known about the actual origin of funeral practices and the care of the dead (Pine, 1975). At an anthropological site in Iraq, evidence was found that funeral practices occurred as early as 60,000 years ago with the apparent funeral of a neanderthal man (Michaelson, 1995). In fact, the Paleolithic period (3500-2000 B. C.) actually marks the authentic onset of earth burials (National Selected Morticians, NSM, 1989).

The Undertaker in America

Colonists in America had no undertakers. Funerals were conducted by the family, beginning at the church and followed by brief prayers at the graveside after which mourners filled the grave with dirt (Habenstein & Lamers, 1962). Undertaking in America developed as certain individuals from communities began advertising as "layer's out" of the dead and charging the next-of-kin a fee for their services. Eventually, nurses, sextons, cabinetmakers, saloon keepers, and livery stable operators all combined their specific trades with the undertaking trade (Habenstein, 1962).

In the nineteenth century, the undertaking role in

America matured into a single business concept rather than being considered a jack-of-all-trades profession. During this time urbanization and social changes made families less likely to perform the services themselves (Pine, 1975). Therefore, funeral functions were brought together into a single occupation primarily because of a need for centralizing the funeral process while having someone who was willing to supervise all aspects of the funeral process (Michaelson, 1995, p. 26).

Better ways of rendering the deceased body innocuous to the living were sought by the early undertakers. From a public health standpoint, doctors and chemists became concerned with the problem of preservation of the body. They believed that many public health problems could be solved if dead bodies were disinfected and preserved (NSM, 1989). Using the blood circulatory system, discovered in the seventeenth century, made arterial embalming a potential possibility to accomplish this goal (Habenstein & Lamers, 1996, p. 99). The acknowledgment by officials of the state health boards and concerned medical physicians that a properly embalmed human body was sanitary and caused no risk to those coming into contact with it was of equal importance for the funeral service industry. This endorsement of the contribution to the health and welfare of the community

enhanced the reputation and elevated the undertaker trade to that of one considered as professional.

In 1853, Dr. Thomas H. Holmes of New York produced an antiseptic fluid which would preserve the dead (NSM, 1989). During the Civil War, embalming grew in popularity in the United States. With so many soldiers dying away from home, families wanted their loved ones brought back home to family burial grounds. In response to this desire, many physicians became medical embalmers, and using Dr. Holmes' fluid, they went to the battlegrounds to take care of the dead (Habenstein & Lamers, 1996, p. 208).

Another important event that brought the undertaker trade to prominence was the post-assassination effects of President Lincoln. President Abraham Lincoln was embalmed and his prepared body was viewed in Washington, D. C., and throughout portions of the Northeast and Midwest for an extended period of time as his funeral train traveled to Springfield, Illinois for interment. During the viewing of the remains, thousands of people were able to see the casketed remains and become educated about the preservation process.

As a result of these events, embalming became an important part of and the expected way to observe the American way of death (Pine, 1975). In addition, since

churches did not have special rooms to care for the dead, chapel facilities were added to the funeral establishment. They used large rooms to lay out the dead and greet mourners. These rooms replaced the parlor in the home of the deceased. Thus, the undertaker's establishment became known as the funeral parlor (Pine, 1975). Today, the funeral home combines the needs for a large parlor, a preparation room, and a chapel, and it has a funeral director trained to carry out the specialized tasks in such a setting.

The Funeral Director in America

Late in the nineteenth century the idea of the "funeral director" was created. The evolution of funeral service as a profession in the United States may be traced to the desire to organize all undertakers into a union of service experts in the same manner as other professional service tradesman of the day (Habenstein & Lamers, 1996).

In the early summer of 1882, in Rochester, New York, 241 undertakers from across the United States joined together to establish the first national association. One development of this first convention was the decision to name their organization the "Funeral Directors' National Association of The United States" (p. 301). Though some delegates wanted to be called undertakers, funeral managers, or even funeral mortorions, the delegates concluded that naming themselves

as funeral directors more closely described their function and furthered their desires for their profession (p. 302).

In an effort toward professional aspirations and in the attempt to bring about health-related legislation that would have mutual health benefits for both the public and funeral directors, a call came for the creation of schools that would be above question and include coursework such as anatomy, chemistry, and disinfection with terms of approximately three months. This call for structured education came at a time when there already existed traveling schools which were sponsored by chemical manufacturers to promote their products. These so-called schools had terms of three days.

Another early associational action occurred during the 1886 convention. During his presidential address to the convention, Hudson Samson, a far-sighted and well-educated founder of the funeral directors association, spoke of his vision for professionalizing funeral directors. Part of his speech included the following:

I would advise (funeral directors) to convince our state Board of Health of the necessity of having a law passed that will compel all who have not been a certain number of years serving as Funeral Directors to pass an examination, and to serve a given time as an apprentice. I would have a Board of Examination appointed by the Governor whose duty it shall be to determine the fitness of applicants for license to serve as Funeral Director: the Board should make such arrangements with the County Boards of Health as will

best serve the purpose of keeping a complete register of all Funeral Directors. (Habenstein & Lamers, 1996, p. 307)

Hudson Samson also pointed out two additional points during his presentation. He informed the convention members that two universities--Michigan at Ann Arbor and Pennsylvania at Philadelphia and a medical college in Chicago had shown a willingness to provide a curriculum for those wanting to study for and prepare for the "Funeral Directorship" (p. 342). Samson also stressed the needs for legislation that determined the training and educational needs for a license and the manner for regulating the continuance of licensees for practicing funeral directors.

Although no nationwide consensus existed for all states to follow, some states, including the Indian Territory, enacted a few laws related to the embalming and burial of the dead (p. 323). Efforts finally resulted in the 1894 enactment by Virginia of the first laws concerning regulation of embalming and the technical preparations necessary to enter the field and receive a license to practice (p. 322). Clearly, embalming was the first area considered for education since it more closely aligned itself with other hard sciences of the day. Funeral directing, however, had a more tedious road to follow because of its multiple purposes. Because of its dual

components, i.e., personal service and mercantile attributes, funeral directing was a more difficult concept to sell to lawmakers to enact educational and licensing laws to protect and benefit the public beyond preventing a monopoly from funeral service providers.

Mortuary Education

Prior to the year 1900, mortuary schools were primarily associated with and funded by commercial chemical companies. Also, the schools usually had only one instructor but would on occasion employ a medical physician as a adjunct instructor to instruct in the art of anatomy. These early educators essentially taught from the "university of hard-knocks" (Habenstein & Lamers, 1996, p. 328). They developed and lectured over the material they themselves devised as they went through each class. One of the earliest and best known pioneers of mortuary education was Dr. Auguste Renouard. He taught his students in the back room of a furniture store in Denver, Colorado. In 1878 he published a text, the Undertaker's Manual, which quickly became widely used by other instructors as "the" book for undertaker studies (Habenstein & Lamers, 1996, p. 327).

Addressing the seemingly self-serving fact that the early schools of mortuary education were associated with for-profit businesses, another prominent educator, Charles O.

Dhonau, wrote the following: "In the beginning the training of individuals to be practical operators was largely promoted by those who were either associated then, or later, with concerns whose business it was, or is, to produce and to distribute embalmers' supplies" (Habenstein & Lamers, 1996, p. 328). He felt that this arrangement was not all bad or evil considering the times. Dhonau justifies the question of fairness as he stated:

In all fairness to commercially operated "schools" of that early period, they were quite successful in enrolling students from existing "undertaking establishments," "livery stables," "furniture stores," and "cabinet makers," as well as from the ranks of that one-out-of-ten-thousand individuals who had a natural bent toward rendering what was then the service of an "undertaker." Many of the leading members of our profession "graduated" from these commercially motivated schools...Their "professional education" did not end with their short school term, but they improved themselves, their knowledge, their conduct, their personalities, through that agency we may call the "university of hard knocks," to the point where their success was unbounded. (p. 328)

Prior to 1900, instruction in these schools was limited to the instruction and demonstrations in anatomy, bacteriology, practical embalming, disinfectants, and the study of contagious disease. In 1894, after some states enacted legislation which dealt with examination for embalming licensing tests, some schools began to introduce classes which assisted the student in preparation for the exam. By the year 1900, the most reputable schools had terms

which lasted three weeks (p. 329). Beginning after 1900 as with most institutions in this country, major paradigm shifts occurred within mortuary schools which greatly affected education.

In the first quarter of the 20th century, schools of education dramatically redefined themselves. With the rise of ever-lengthening terms at each school, with the founding of stand-alone proprietary schools, and with the development of standardized curriculums, mortuary education became more defined. During the first two decades of the century, education terms rose eventually to reaching the point that at one school, the Eckels College of Mortuary Science, instituted a term reaching nine months in length (Habenstein & Lamers, 1996, p. 329).

Starting with the Wisconsin Institute of Mortuary Science in 1936, most of the schools began using the term "mortuary science" in their title, thereby eliminating the word "embalming" and reinforcing and emphasizing mortuary education as their primary field of study. By 1962, all schools of funeral service education had dropped the title embalming school and started to use the terms "mortuary science" or "funeral service education" (Habenstein & Lamers, 1996). In the early 1920's, numerous new schools were founded that did not associate with any profit-oriented

business as its sole source of financial support. Eventually, most schools of mortuary science became affiliated with institutions of higher education. One school in particular, the publicly-supported University of Minnesota, began instruction in applied mortuary science in 1908 (p. 330).

In the continuing attempt to professionalize their occupation, funeral directors initiated progressively higher educational and examination criteria. Diverse committees in the early 20th century organized into numerous agencies to promote their agendas and to work closely with the many State Boards of Health across the nation. Their efforts succeeded in securing broader oversight and stricter examinations for their members' benefit. Though these rigorous examinations were contested, and they brought about more qualified practitioners.

In 1927, rising standards were introduced to all schools, including requiring four years of high school education to gain entrance into a school of mortuary education (Michaelson, 1995). Instilling a national grading scale conforming to strict criteria as mandated by accrediting agencies was another standard. The principal agency for funeral service education is the American Board of Funeral Service Education (ABFSE). Beginning in 1960, this agency

endeavored to be recognized as the official accrediting agency for schools of mortuary science by the U.S. Office of Education. This recognition was obtained in 1972 (Habenstein & Lamers, 1996, p. 326). The ABFSE's service to funeral service education is to provide curriculum outlines, to oversee strict adherence to facilities maintenance which provides conducive learning environments, and to protect the students' education by giving national recognition of their education for licensure requirements. Another way of looking at ABFSE's influence on funeral service education is by viewing their articles of incorporation. Among their function is to:

Further education in the field of funeral service and in the fields necessary thereto or allied therewith, and to further formulate standards of funeral service education and to give accreditation to proper colleges of Mortuary Sciences, and to do all things necessary to the foregoing. (Habenstein & Lamers, 1996, p. 336)

In 1956 the National Funeral Directors Association's Commission on Mortuary Education recommended revising funeral service education curricula to include liberal arts courses. During the 1960s and the early 1970s, funeral directors realized that there were important psychological principles involved in the funeral rites. Funeral directors recognized a need during this period to create an area of study concerned with the humanistic approach to the funeral rite. Prior to 1976, the curriculum guidelines required

instruction primarily in science and other subject matter which related to the physical care of the dead human body. In 1976, the American Board of Funeral Service Education adopted new curriculum guidelines which emphasized instruction in psychological and sociological principles relating to death and bereavement (Counce, 1981). Because there were few in their number who were prepared educationally to formulate such an area of study, they recruited clergy, applied scientists, and social scientists to formulate new areas of study suited to the practice of funeral directing.

In 1995, a resolution was passed by the ABFSE that had all schools beginning in the fall of 1996 implement the requirement that all graduates from accredited schools would have as a minimum an associate degree or its equivalent. This nationally based equivalent meant that each graduate would have a minimum of 60 semester hours of college credit with at least 25% being general education in non-major courses. At the University of Central Oklahoma, a graduate earning a Bachelor of Science degree has completed 45 hours of general education coursework and 58 hours of funeral service major courses plus 21 hours of elective courses to attain a total of 124 hours.

Across the country, four publicly funded universities offer baccalaureate degrees in funeral service. In 1964, Central State University (now the University of Central Oklahoma) in Edmond, Oklahoma, was the first school to offer and eventually confer a Bachelor of Science degree for students majoring in funeral service education. By 2001, there were 54 schools of mortuary education in the United States. Of this total number, 42 schools had direct association with colleges or community colleges, and the remaining 12 were not-for-profit schools chartered under the laws of the states in which they operated. The programs of instruction at most of these later schools offer their graduates one of the following: certificates, diplomas, and associate degrees. Two states, Minnesota and Ohio, require a baccalaureate degree as the minimal level of education.

To be licensed to practice in the state of Oklahoma today, a candidate must complete three requirements. First, a candidate must serve an apprenticeship of one year. Secondly, a candidate must graduate from an accredited school of funeral service education that is approved by the ABFSE with a minimum of 120 credit hours. Finally, each candidate for licensing must successfully pass a national or state proficiency exam covering the arts and science curriculum content with a grade of 75% or greater and must

successfully pass the state's jurisprudence and statutory law exams.

Currently there are 29 states and the District of Columbia which require continuing education for renewal of license. Programs are offered by many organizations either at the state or national level by seminar or other educational formats. Moreover, colleges and universities offer many educational topics for continuing education which encompass a vastly diverse variety of topics. Funeral service topics offered for continuing education are not limited to these but may include courses in theology, sociology, business, psychology, medicine, and death education.

Death occurs from varied causes including suicide, murder, terrorism, accident, or natural death. As societal bereavement rituals change over the years, funeral directors will need to relearn how families deal with the loss of a loved one and also with their ensuing emotions of shame, embarrassment, awkwardness, and guilt (Calhoun, Selby, & Steelman, 1988-89). Specific education in these areas is necessary to understand the different psychological and social experiences that individuals and families undergo.

The Metaphoric Funeral Director

Front Stage and Back Stage

A typical American funeral operation can be metaphorically described (Barley, 1983; Turner & Edgley, 1976). Here the funeral director is the producer; the funeral is the play; and the funeral home is the stage complete with props, stage hands, and front and back regions. The front region is where the performance is given while the back region is where body preparation is completed in a place hidden from the audience.

Like most back stage areas, the back region of the funeral home is off-limits to the general public because the activity conducted there might destroy the impressions being given on the front stage. Security to the back stage is provided by doors, curtains, locks, or "employee only" signs. The back stage area is the main center of activity where morticians embalm the body, clothe the body, and apply all restorative measures needed to prepare the body for casketing, public viewing, and burial. This back stage region is also a place where props are stored, phones are used, clothing is kept, and the funeral team can run through its performance. It also provides a place to relax--a spot where the funeral director can step out of character.

The chapel, visitation rooms, and offices are located in the front stage of the funeral home and are open to the general public. The funeral director's task, similar to any stage director's, is to control this dramatic production, determine entrances, exits, timing, seating, and honoring special requests. Mood is set by the type of music played. Funeral directors want no front stage disturbances during the service. They want to create the feeling that the funeral home is a home away from home.

The audience takes its cues from funeral directors; therefore, funeral directors must always present an alert, professional appearance. They must be well-groomed, be dressed appropriately according to the standards of the community, exude a personal confidence, and demonstrate ease in dealing with all people (Claybar, 1993). Nonverbal communication--a lifted eyebrow, a smile or frown, a nod of the head--captures the gaze of the audience (Habenstein, 1962). Funeral directors receive self-gratification when the performance of this drama has been successfully completed (Habenstein, 1962). The role of the funeral director makes no sense without the role of the participants--the bereaved. There are no set rules governing the funeral director's interactions with the mourners. The funeral director complies with the expectations, customs, and mores of the

other actors. Within the funeral setting, the funeral director seeks to make an effective showing through a display of professional competency.

Trends in Funeral Business

Representatives of the National Selected Morticians (1999) say that the funeral profession will continue to have positions available. Highly qualified people who possess very good personal qualifications have an interest in the business and who are willing to work can find employment. Because of the influx of population to the suburbs, the greatest demand for funeral directors will be in suburban funeral homes.

Claybar (1993, January), a funeral home owner/funeral director from Orange City, Texas, believes the future of the funeral industry depends on how funeral directors respond to the challenge of continued change--change in the preferences of consumers, shifts in the market, and increased complexity within the profession. Major trends indicated by Claybar (1993) as cited in Michaelson (1995) include:

- a. Transitioning from an entrepreneur era to a professional funeral director era with the resulting change being in the business environment.
- b. Continually reaffirming a commitment to quality service and developing quality management systems necessary to maintain top client satisfaction.

- c. With funeral mergers, acquisitions, and geographic expansion continuing to take place, funeral directors will need to find ways to uphold the funeral business service and satisfy client's expectations.
- d. Funeral directors will be required not only to have expertise in understanding federal and state laws, rules and regulations, but also be able to interpret them.
- e. Public relations will continue in importance as funeral directors strive to convey an image of honesty, capability, caring, and efficiency to the clientele they serve. (p. 42)

As this profession evolves, it will face many changes. These changes will require that critical issues be addressed and resolved. New knowledge to acquire the answers to keep the funeral service practitioner current and competent is expected through research and continuing professional education that will serve as an impetus for this maturation in the funeral industry.

Continuing Professional Education

Continuing professional education (CPE) in the professions has received significant scholarly attention in the past four decades. One reason may be that there is a half-life to knowledge, and it is estimated that one-half of what is learned just five years from graduation is obsolete (McPartland, 2000). Because of this assumption, scholars and practitioners of continuing professional education are continuously seeking ways to increase participation in CPE

programs by investigating motivations to participate and the factors which deter non-participants.

Development of CPE

In the early days of the professions, continuing professional education did not exist as an organized activity where professionals could obtain increased knowledge about their respective professions. Often this type of learning was pursued by only the most conscientious members of their fields (Houle, 1980). The formal study of continuing professional education commenced during the late 1960's in response to the public's outcry for accountability from professionals, the recognition by professional organizations for the need to keep abreast of new technology to increase skills and better serve the public, and the consumerism movement. Consumerism outcry arose because of the public's demand for protection from incompetent and unscrupulous professionals (Tucker & Huerta, 1984).

Professionals have known the need for members of a profession to maintain high standards, stay current with new technology in the fields, uphold the public's trust, and continue to learn in order to meet the needs of their clientele. The emergence of continuing professional education formally resulted from these changes because:

Increased concerns about public health, safety, and welfare; changes within the professions (e.g. creation

of specialty groups, escalation of litigation); societal changes that brought about a questioning of professional autonomy; and the emergence of new professions led to calls for more and more carefully structured education for professionals throughout their careers. (Queeney, 1996, p. 699)

It is estimated that continuing professional education is a industry that has billions of dollars spent on CPE programs each year, and that each of the 50 states use continuing education to relicense members of the professions (Cervero, 1989). The major providers of CPE are universities and professional schools, professional associations, employing agencies, private entrepreneurs, independent providers (e. g. consulting firms and research organizations), and regulatory agencies (Cervero, 1989; Queeney, 1996). Employing agencies "such as hospitals, social agencies, business firms, and governments offer a tremendous amount of continuing education to their professional employees" (Cervero, 1989, p. 520.) Many, if not most, professional organizations are committed to the occupational and professional development of their members (Darkenwald & Merriam, 1982), and many professional journals are dedicated to the research, theory, and continuing education of their constituents (Cervero, 1988).

Even with so many groups adhering to continuing professional education as a basic learning tool for all participants, continuing professional education suffers from

a lack of agreement regarding its definition, its purpose, and the priority for practitioners. Continuing education and continuing professional education "has no single underlying framework, no single set of basic assumptions and principles from which all involved can view the field" (Scanlan, 1985, p. 5).

Even without a definitive declaration of what continuing professional education is, many would agree with Cervero (1989) and Queeney (1996) that continuing professional education for professionals includes any or all of the following: (a) to enhance professional practice; (b) to teach the knowledge, skills and abilities to maintain competency; (c) to maximize the professional's contribution to the public and the associations they serve or belong to; (d) to excel at higher specialization; (e) to provide credentialing; (f) to stay current with new technology; and (g) to fully understand the ethical dimensions of their profession.

There are four characteristics that distinguish CPE participants (Grotelueschen, 1985). These are: (a) participants in CPE have a level of education that is higher than the general population; (b) the professional learners are more homogeneous than the general population; (c) professionals are often required to participate in

educational activities for relicensure and other professional requirements; and (d) in addition to the participant, providers of CPE consider patients and clients to be the beneficiaries of the educational activity.

Therefore, continuing education is conceptually an organized activity designed to update, maintain, or expand the adult's knowledge or skill through short courses, workshops, or symposiums (Scanlan & Darkenwald, 1984).

The study of continuing professional education has continued throughout the decades as practitioners seek to understand the unique dynamics of professionals and those factors that motivate and inhibit continuing educational pursuits. With little over four decades of existence, it is important to report that the literature on continuing professional education agrees that it is a young area and not well defined in terms of its purposes, goals, and objectives. The lack of consensus manifests itself by a lack of educational precedents for CPE activities, ill-defined standards of performance for both instructors and participants, makeshift development based upon assumptions about practice that may or may not be true, and a lack of statistical record (Queeney, 1996). These facts and many others have contributed to keeping CPE one of the least understood areas of continuing education.

Viewpoints of CPE

The importance of professional education as a lifelong endeavor is apparent. One concern that has arisen about CPE is whether it is a well-thought out concept. Cervero (1989) believes that because of its short-term history as an area of learning, the principles guiding CPE have not been thoroughly tested, but they are simply carried from preprofessional education over to CPE education. From Cervero viewpoint, continuing professional education is classified as either a functionalist, conflict, or critical methodology of learning.

The functionalist viewpoint of CPE has been the dominant model for many years and is developed on the perception that any professional practice is primarily technical (Cervero, 1992). The focus of learning is teacher-centered determination of content and delivery with no expectation for critical thinking on the part of the learner. This model assumes that the educational needs of improving knowledge and competence are based on the belief that professions are good for society and deserve the privileges they receive for their role in society. Education is instrumental, but a drawback to this model is that its approach is rarely questioned.

The conflict viewpoint of CPE takes a negative position toward the professions. The perception is that professions maintain social inequity; compete for money, skill, and power; and monopolize their special knowledge by manipulating the credentialing process and are not deserving of any special rights or privileges (Cervero, 1991). This model is geared toward changing the existing system. The drawback to this model is that the avenues used may not be effective in creating better professional practice.

The critical viewpoint approaches the issue of CPE from a dialectical avenue. This model's perception is molded from the belief that the problems of society are ill defined with ambiguous sources and that professions will differ markedly regarding values and the ends they seek. The critical model is based on the premise that the professions are needed for their special knowledge, but quality of service is assessed on conceptual and contextual knowledge that may vary depending on the desired ends of professional practice. This model purports constructivist education that is geared toward understanding society and allows professionals to reflect on their activities to enhance performance (Queeney, 1996).

A serious problem with the critical model is that the delivery of CPE may not take on the values of the

profession. This could exacerbate the discourse between professional ideology and real-world practices. The quality of CPE is not judged on academic excellence alone, but it includes marketing and business considerations as well (Queeney, 1996). This may, in turn, hinder the development of more constructivist continuing professional education especially if that professional education program is developed without input from professional groups.

Direction of CPE

From this orientation, it can be seen that continuing professional education has many conflicts that decrease its potential to assist in maintaining practitioners participation. This raises two important issues. These issues are related to (a) the direction and purpose of CPE (Scanlan, 1985).

Before CPE can reach its potential, a major problem to be addressed is the need for agreement among the professions and CPE providers about the direction and purpose of CPE (Scanlan, 1985). It can be either knowledge focused or performance focused. This focusing can significantly affect how programs of learning are presented to learners. Much of CPE has moved from the knowledge-based orientation where learning is for the development and synthesis of new knowledge to performance-based learning that is geared

toward remediating shortcomings of professionals as they attempt to keep current with new technologies.

This perspective was first introduced by Houle (1980) in his book Continuing Learning in the Professions. Discussing lifelong learning goals of professionals, Houle linked CPE to the "dynamic concept of professionalization [which] requires the broadening of the present goals of continuing education" (p. 34). Houle explained that the static concept of professionalism allows an occupational group to become complacent with the status they possess, believing that the only need for additional learning is that which is necessary to maintain an individual career. Continuing professional education must address not only performance competency but also issues of facilitation of change in the field and personal growth (Scanlan, 1985).

Personal values and issues must shift to allow practice to conform to new societal demands. The more dynamic view of professionalization allows its characteristics to represent "widely accepted potential goals for improving performance and hence as objectives for the lifelong education of professionals" (Houle, 1980, p. 33). Along with personal growth and development, professional growth must be facilitated by CPE, and the need is most evident in

situations that require shifts in specialization and the acquisition of new concepts and skills.

A restrictive viewpoint of the purpose of CPE is simply to ensure competence and enhance performance of professionals. This narrow view of CPE is held by professionals who believe that the acquisition of new knowledge is enough to ensure competence. Yet, competence is about doing and not about knowing. For professionals who engage in CPE, there is no guarantee that they will take courses related to practice or even if new learning will result in more competent performance in their practice. Indeed, competency cannot be measured simply because participation in CPE has occurred because there is no way to validate the outcome of such participation.

Competency is multifaceted construct deriving its complexity from the work environment and one's individual proficiency level. The problem of professional competence is exacerbated by technological change and organizational restructuring. For the future of CPE specifically and for general professional competence, CPE will need to be able to help professionals develop links for themselves between what they think and do based upon what they know and how they act. Indeed, if enhancement of the characteristics of professional competency were to be universally defined as he

goal of CPE, it would provide the "single set of basic assumptions and principles for which all involved can view the field [of CPE]" (Scanlan, 1985, p. 5).

Participation in Continuing Professional Education

Professionals learn in both formal continuing professional education (CPE) classes and during informal activities throughout their careers. Because no theoretical framework existed for professional learning, Houle (1980) created an overlapping typology of inquiry, instruction, and performance to meet this need and termed it "modes of learning." The inquiry action is the mode of creating some new synthesis, idea, technique, policy, or strategy of action. The instruction phase is the dissemination of established skills, knowledge, or sensitivity. The third overlapping mode is the process of performance whereby a practice becomes internalized and becomes a habitual part of the work of the learner (pp. 31-32).

Researchers have studied various populations of adult learners to understand their participation in continuing education. Likewise, scholars have researched continuing education habits across many professions; however, there does not appear to be a single theory to describe professionals' participation in CPE. In an effort to increase participation in continuing education and to

understand how to reach "hard-to-reach" adults, practitioners and scholars continue to study different populations of adults to identify all of the variables that influence their participation or lack thereof, including their motivations for participation, factors that deter them from participation, and the types of programs and conditions under which they are willing to participate. Many of these factors are applicable to professionals although the CPE participant is characteristically and motivationally different from the general population of adult education participants (Grotelueschen, 1985). One key motivational difference is the fact that many CPE programs are mandatory, which contrasts with the voluntary nature of continuing education in the general population.

CPE for funeral directors is important because it specifically helps to: (a) develop and maintain a network of informed practitioners to help strengthen and give direction to practice, (b) maintain a high quality of practice, and (c) inspire practitioners to take a proactive stance regarding their role in a changing death care industry. These aims are consistent with the aims of CPE in most other professional groups (Cervero, 1989; Houle, 1980). Additionally, the perspectives of practicing funeral directors becomes an important consideration when developing

CPE. Practitioners must have some sense of ownership regarding the CPE they are expected to apply in their practices. This input is necessary because of the special insights practitioners have into the issues the field must address and the contexts to which they apply their knowledge.

Knowing about the perspectives of each group could allow CPE planners to be more responsive in several ways. First, knowledge will allow CPE planners to identify ways to improve practice by helping practitioners find solutions to persistent problems in their area of practice. Second, knowledge may help CPE planners develop programs that strengthen practitioner understanding of concerns related to a new working environment. Third, knowledge can help CPE planners target new developments in the field that may be of particular concern to them. Fourth, understanding the different perspectives of practicing funeral directors can help CPE planners develop programs to help practitioners incorporate principles of funeral service more fully into their practice. The most useful way to plan a CPE program is to construct the learning experiences from specific situations using problem-solving skills because good CPE is inherently a social, political, and ethical activity (Cervero, 1989).

Adult Learning

There was a period of history, according to Alfred Whitehead (1931), when the time span of major cultural change was greater than the life span of individuals. There was a period when what a person learned in childhood and youth would remain relevant for the rest of one's life. In the current period of history, the assumption is false. "Knowledge and skills acquired by an individual by the time he or she is 21 are largely obsolete by the time this person is 40" (Bryant, 1976, p. 265). Contemporary life is marked by the "death of permanence" (Toffler, 1970); it is an age of increasing discoveries, expanded knowledge, new theories and methods, new problems, and new solutions. "It is truly impossible to acquire early in life the knowledge that adulthood will require" (Smith, 1982, p. 15). The time is here in which people must find ways to improve their ability to "choose quickly and accurately what we really want and need" (Ingalls, 1973).

The traditional method of transferring knowledge to a learner was via the didactic method where the teacher delivers to a passive audience what the teacher wants the learner to know. Increase in change, both in rate and quantity, raises doubts regarding the validity of the

"transmittal theory of education." Malcolm Knowles (1975)

argues that this is why:

Traditional pedagogy is irrelevant to the modern requirements for the education of both children and adults. The transmittal theory of education comes into question and instead of trying to transmit all of what is known, our purpose should rather be to create in the learner a desire to be engaged in what we have in continuing education called a lifelong process of discovering what we need to know. (p. 38)

Assumptions of Andragogy

One adult educator concerned about life span learning in a time of accelerated change was Malcolm Knowles. Knowles and his colleagues have called attention to a learning theory called andragogy. The word is derived from a combination of the classical "Greek word, *aner* (with the stem *andr*), meaning 'man, not boy'" (Knowles, 1980, p. 42). Andragogy is thus defined as the art and science of helping adults learn (p. 43). The word first was used by a German grammar school teacher to describe the educational theories of the Greek philosopher, Plato (Ingalls, 1973).

Most of what is known in the United States about teaching and learning has been derived from experience with teaching children under conditions of mandatory attendance in elementary and secondary schools. The emphasis has been on the process of transmitting culture. From these theories and assumptions, there has emerged the technology of pedagogy--a term derived from the Greek stem *paid* (meaning child) and

agogos (meaning leading). So, pedagogy had come to mean the art and science of teaching children (Knowles, 1980, p. 40), but "somewhere in history the 'children' part of the definition got lost. In many people's minds--even in the dictionary--pedagogy is defined as the art and science of teaching, period" (Knowles, 1975, p. 37). In making the distinction between andragogy and pedagogy, Knowles does not suggest any fundamental difference between the way adults and children learn, but he does point to the differences surrounding conditions of adult and child learning and the differences that emerge in the learning process as one moves through developmental stages of life.

To the concept of andragogy, Knowles (1980) originally postulated four basic assumptions about adult learners on which he builds an andragogical process. These are:

1. As one matures, the learner transitions from being a dependent passive learner to one who is autonomous and self-directed as a learner.
2. As one matures, the learner's life experiences serve a reservoir of knowledge to increase meaning and practicality of subject matter.
3. As one matures, readiness to learn occurs when a topic has relevance and application to life problems.
4. As one matures, learners seek competency for interests and seek learning to solve immediate problems in their daily lives. (pp. 43-44)

In his later writings, Knowles added two additional assumptions. In 1984, he added that the motivation to learn is an internal factor (p. 12). In 1990, the sixth assumption put forth was that it is important for adults to know why they need to learn before participating in the learning activity (p. 57). The presumption here is that adults are less likely to accept additional learning if they cannot understand the relevance of the activity and its importance to their lives.

Based upon these assumptions, Knowles (1980) provides a seven part planning guide which is related to the core assumptions of his andragogical model (p. 59). For planners of educational projects, he suggests that the model be utilized since it "is concerned with providing procedures and resources for helping learners acquire information and skills" (Knowles, 1990, p. 120).

First, the physical environment should be made comfortable (Knowles, 1980, p. 223). Arranging chairs in a way that encourages group discussion establishes a learning environment of equality among peers. This environment can also maximize the psychological aspect of the adult learner. By creating a learning climate of mutual respect, the adult learner feels safe and supported as the facilitator promotes a learner-centered instead of a teacher-centered atmosphere.

The second step involves the collaboration of both student and teacher in the design of learning activities (Knowles, 1980, p. 226). With their involvement in setting curricula and instruction, adult learners have an investment in attaining their own learning goals. Activities like group planning and discussions about objectives and outcomes helps instill a positive environment of learning responsibility onto the learner (Kidd, 1973, p. 280).

If adults diagnose their own learning needs, their initiative to learn is optimized (Knowles, 1980, p. 227). When adults are aware of their existing skills and competencies, they are better able to understand what they want and need to become competent and will understand how the learning activities will help them develop their desired level of competency of skill (p. 229).

The fourth program-planning step is to encourage learners to establish learning activities and objectives which have meaning to them and assist in the direction of learning (Knowles, 1980, p. 234). Personal planning results in active participation because adults see the attainment of learning goals they themselves have set, thus reinforcing a desire for more learning.

Steps five and six of Knowles program incorporates design and operation of the learning activities. Knowles suggests

these steps of the curricula design be sequential beginning with easier tasks leading to harder ones (Knowles, 1980, p. 236). It is extremely important in the earlier phases of these last two steps for the instructor to be viewed as someone other than a teacher. The instructor's perception from the learner's viewpoint as being the facilitator, guide, and resource for appropriate materials and learning techniques to assist the learner in accomplishing their learning objectives (Knowles, 1980, p. 171).

In program planning the final step of andragogy is for learners to evaluate and review their learning progress. The best feedback for a learner is "whether they have learned what is useful to them" (Knowles, 1980, p. 203). Learners should have an ongoing evaluation process to determine if they are accomplishing their learning goals within the content of the curriculum (Kidd, 1973, p. 286).

With its assumption of adult learning and with Knowles' program planning model, andragogy is readily applicable to continuing education for funeral directors. Planners of funeral service continuing professional education need to understand the tenants of andragogy. Funeral directors need real-life learning topics which they can choose to best provide a remedy to their real-life problems. They need to be able to utilize their life and work experiences to

construct meaningful learning objectives and be able to apply what they learn in a immediate and relevant way. To maximize learning, the facilitator of the CPE program needs to ascertain from the funeral director if they are seeking new knowledge or new skills. Then, as suggested by Knowles (1980), teaching techniques need to be functional to either lecture, reading, or writing for the former and role playing and actual practice activity for the latter (p. 240). Like other professionals, funeral directors have existing attitudes and face numerous deterrents concerning CPE. Since funeral service is a business, an andragogic CPE program that is most cost-conscious, deliberate, and pragmatic could be well received by funeral directors.

Self-Directed Learning

Self-directed learning has been one of the major methods for the assimilation of knowledge since the ancient Greek philosophers. Self-directedness is a major tenet of the six major philosophies of adult education (Liberalism, Progressivism, Behaviorism, Radicalism, Humanism, and Analyticalism) (Elias & Merriam, 1995).

Self-directed learning is a "basic human competence--the ability to learn on one's own" (Knowles, 1975, p. 17). The two main themes of self-directed learning are first, that self-directed learning is self-teaching (p. 135) and second,

that self-directed learning is true autonomy when learners personally begin "taking control of the goals and purposes of learning" (Knowles, et al, 1998, p. 135). Knowles (1975) highlights self-directed learning as the entire process that is driven by the individual learner:

In its broadest meaning, "self-directed learning" describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (p. 18)

The Modern Practice of Adult Education: Andragogy vs Pedagogy was Malcolm Knowles' (1970) ground breaking work that galvanized the field of adult education around the concept that adults have a natural tendency for self-direction. As conceptualized by Knowles, andragogy, is premised upon the need and ability of adults to be self-directed. Through his work in adult education, Knowles has not only legitimized self-directed learning but also has placed the legitimacy of the adult educator in the field as a fact.

Knowles (1975) viewpoint is that adult educators play an important role in learning and learning does not occur solely in isolation. For many adult educators, it is assumed that "the term self-directed learning conjures up images of isolated individuals busily engaged in determining the form

and content of their learning efforts and controlling the execution of these efforts in an autonomous manner"

(Brookfield, 1986, p. 56). However, as Knowles (1980) has established, the integral role of adult educators in self-directed learning is to be "that of a helper, guide, encourager, consultant, and resource--not that of transmitter, disciplinarian, judge, and authority" (p. 37) as individuals direct their learning activity.

Over the last three decades, self-directed learning inquiry has alternated between theoretical conceptualization and empirical verification. When Cyril Houle's 1961 classic The Inquiring Mind was published, it began the modern era of interest in self-directed learning. Houle proposed that adults have three orientation for participating in continuing education: goal-oriented, activity-oriented, and learning oriented. This initial conceptualization spawned a wave of verification studies. From Allen Tough's dissertation (1966) to Penland's 1979 Self-Planned Learning in America and culminating with Brookfield, the prevalence of self-directed learning in all major segments of society was established.

Tough's (1966) seminal work showed the universality of self-directed learning and confirmed the findings of his mentor, Houle. His study also dealt with the learning

process. He found that learners tended to structure their learning into time segments, which he termed episodes, that lasted from 30 minutes to 2 hours. Tough's research in 1968 produced Why Adults Learn. In keeping with Knowles' assumptions of andragogy, this work showed that the most cited reason for self-directed learning was that new knowledge or skills could be applied. Tough's work shaped the research on self-directed learning. He produced important contributions to terminology, definition, and scope. Tough also believed that although most learning projects are planned by others, it is still the individual who self-plans and directs the learning project.

Stephen Brookfield is known as one of the most prominent researchers in the area of self-directed learning. He points out that "the propensity and capacity of many adults to conduct self-directed learning projects is now well proven" (Brookfield, 1984, p. 59). Brookfield (1987) has continually emphasized the learner's needs in the teacher-learning transaction. In his view, helping adults become more self-directed and autonomous should be a major focus of facilitation of adult learning (Brookfield, 1986). He believes one of the major aims of adult education should be the nurturing of empowerment and critical reflection in adult learners (Brookfield, 1987).

Brookfield's view is that adults have a preferred tendency to pursue learning using independent and self-directed methods as opposed to formal programs. He envisions that an effective educational program would be a collaborative effort between teachers and learners in which "attention to increasing an adult's sense of self-worth underlies all educational efforts" (Brookfield, 1986, p. 48). This is part of the concept of praxis that he describes as an ongoing process of "activity, reflection on activity, collaborative analysis of activity, new activity, further reflection and collaborative analysis" (p. 48). Such is the very process that is needed in the development of any continuing education for funeral directors in the state of Oklahoma.

Within funeral service continuing professional education, self-directed learning is crucial. Funeral directors cover the diverse scope of adult learners. Those who take control of educational opportunities to grow professionally will prosper because they themselves have determined what and when to learn and will internalize and determine whether or not it was a beneficial endeavor. Since self-directed learning involves action and the immediate application of new knowledge, funeral directors will be able to apply their new knowledge and skills directly into their daily lives

because they have been part of and responsible for what they have learned.

Perspective Transformation

The concept of transformative learning is related to the concept of changing existing behaviors for better future action or decision. Mezirow (1978) describes perspective transformation learning as a theory "about change-- fundamental change in the way we see ourselves and the world in which we live" (p. 318). Mezirow (1990) further defined this idea of perspective transformation as:

The process of becoming critically aware of how and why presuppositions have come to constrain the way we perceive, understand and feel about our world; of reformulating these assumptions to permit a more inclusive, discriminating, permeable and integrative perspective; and of making decisions or otherwise acting upon these new understandings. (p. 14)

Perspective transformation is about learning to use life experiences and building upon them to make new meaning for future decisions. "Learning is understood as the process of using prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action" (Mezirow, 1986, p. 162).

Even though one's existing interpretation of reality serves as a basis for stability and reason, it creates confining perceptions which limit one's ability to change. Therefore, to effect change, reflective transformative

learning involves making new designs from existing paradigms and creating new meaning that is of "specific knowledge, beliefs, value judgements, or feelings involved in making an interpretation" (Mezirow, 1991, p. 5). However, not all adults are capable of critical reflection. Dewey (1938) argued that only those individuals who have open minds can engage in reflective thought. Brookfield (1987) identified two phases to critical thinking: identifying and challenging existing assumptions and generating different alternatives to these assumptions (p. 15). Using Brookfield's thought, one would only understand the process but would not do anything about it. With transformative learning, action is taken. This is dramatically different than everyday learning since this type of learning produces changes in individuals that shape their future behaviors and attitudes (Mezirow, 1990, p. 2).

Transformative learning encompasses three phases of learning. First, critical reflection occurs when there is a dramatic change in one's life which causes one to "engage in self examination" (Merriam & Caffarella, 1999, p. 321). Second, open, free, and objective learning allows one to see alternative views as different, yet as an opportunity; and to challenge one's abilities to communicate (Mezirow, 1995,

p. 55). The final phase is taking action, an indispensable piece of transformative learning (Mezirow, 1991, p. 209).

Transformative learning is about seeking emancipatory knowledge as individuals engage in critical reflection as a means of examining their expectations, assumptions, and perspectives (Imel, 1997). This need for new knowledge derives from a recognition that existing knowledge and coping strategies are inadequate to resolve current dilemmas (Mezirow, 1981). Emancipatory learning begins with examination and reflection of one's life experience.

Reflection is a serious review of one's personal assumptions and beliefs, that are often acquired in childhood and guides the adult during adulthood (Mezirow, 1994). "We do this by critically examining its origins, nature, and consequences" (p. 223). New guidelines for future action occur when reflective thought frees the adult from the past experiences and creates a new body of knowledge.

Yet, when is one able to discern that a problem exists and also know that one's existing knowledge and coping skills are inadequate to resolve the problem? In Mezirow's (1989) view, it is only when adulthood is reached that one is able to question what one's current beliefs are based upon and seek to redefine one's conception of the world through new learning. In adulthood one has the independence

and freedom to transform one's life by selecting appropriate learning activities that provide new problem-solving knowledge. Therefore, adults solve problems based upon their cognitive knowledge of a "coherent body of experience that provides frames of reference that define their world" (Mezirow, 1997, p. 5). Mezirow (1989) declared that the goal of adult education should be transformative learning. "The essence of adult education is to help learners construe experience in a way that allows them to understand more clearly the reasons for their problems and the options open to them so that they can improve the quality of their decision making" (p. 203).

In trying to understand how adults learn, Mezirow stated that something was missing in adult educational theory, and the missing variable was perspective transformation of new knowledge (Mezirow, 1981). He further conceived another piece missing from adult education theories: the description of *meaning* and "how it is construed, validated, and reformulated and the social conditions that influence the ways in which adults make meaning of their experience" (Mezirow, 1991, p. Xii). "Experience strengthens our personal category systems by reinforcing our expectations about how things are supposed to be and about the circumstances in which the rules for a particular language

game are appropriate" (Cranton, 1994, p. 146). With age comes the accumulated depth of an adult's knowledge and experiences that enhances learning (Knowles, 1989). Through maturity experience is gained which improves the ability to make meaning of reality. That is, with new reality adults construct a new model of the world and come to expect certain relationships and behaviors to occur; they then experience the event; and again, they make a new meaning of reality in action.

Learning involves making a new experience explicit or truthful, making an association within a frame of reference, justifying the authenticity of it, and acting upon it (Mezirow, 1991). Behavioral actions taken by individuals are based on the meaning and interpretation given to each event and the importance of it. Learning transforms existing knowledge by bringing about new perspectives (Cross, 1981). Learning becomes transformative for adults if the cognitive reconstruction of new meanings is intentional and applicable to their situation. Making meaning about what is learned is a process. Transformative learning theory "is not so much what happens to people but how they interpret and explain what happens to them that determines their actions, hopes, and contentment and emotional well-being" (Mezirow, 1991, p. xiii).

Transforming perspectives is relevant to funeral directors because it permits learners to reflect and value their life experiences. By personal reflections, they can understand themselves better. For funeral directors, transformational learning proves that it is permissible to change existing and constraining perceptions and make new decisions and act upon these with confidence. Learning to change one's perspectives by transforming one's existing reality is crucial and leads to the ability to continue to change as future adjustments are needed to solve future problems. These changes can transform the professional in a fundamental way. Funeral directors can raise their personal competency to a new level of professionalism when they learn how to become active and continually evolving learners.

Professional Reflection and Experience

Experiencing is a real-life continuous process. All major adult learning theorists beginning with Lindeman incorporate past experiences as part of the process needed for further lifelong learning. Houle and Tough established a "historical basis for interest in such real-life learning" (Fellenz & Conti, 1989, p. 3). The principles of adult education propose that adults should be self-directed in real-life learning and utilize experiences to form strategies that meet their own unique learning styles. Real-life learning

adds to one's experience base because it is situated learning and is grounded in everyday usage.

Schon (1987) implies that the artistry of a profession is a necessary component of understanding the practice. Every practitioner will eventually face "indeterminate zones" where situations do not seem to follow the rules, are unique in some way, and must be dealt with in a reasonable and ethical manner (p. 7). At the core of artistry is reflection-in-action. This art is where the professional reflects upon prior experience while dealing with a new situation that does not fit the routine in order to bring about a solution to the current problem. The goal of reflection-in-action is to change indeterminate situations into determinate ones. The key to this goal is to bring past experiences upon the issue (Cervero, 1988, p. 44).

Supporting this viewpoint of reflection-in-action is a constructionist view of reality. In the constructionist view, "our perceptions, appreciations, and beliefs are rooted in worlds of our own making that we come to *accept* as reality" (Schon, 1987, p. 36). For practitioners, these are the roles of their worlds matched to their professional knowledge and experiences which are constantly in transition. As problem situations arise in their practice, practitioners attempt to shape the situation to fit their

perceived role and construct the situation to conform to maintaining the world as they view it.

Experienced practitioners "sometimes make new sense of uncertain, unique or conflicted situations of practice" (Schon, 1987, p. 39). This is evident when existing knowledge focuses on the fact that there is no right answer to fit every situation. When events such as these happen, reflection-in-action occurs when learning goes beyond stated facts "not only by devising new methods of reasoning, but also by constructing and testing new categories of understanding, strategies of action, and ways of framing problems" (p. 39). To assist funeral directors to become better practitioners by becoming reflective thinkers, continuing professional education program designers in any educational session, should utilize the students experiences along with teaching technique of reflection-in-action (Schon, 1987, p. xii).

Learning How To Learn

Kidd's (1973) book How Adults Learn examined methods of how adults learn. He showed the importance of knowing the process of learning is a critical issue and promoted his findings that gave adults "insights and clarifications about learning" (p. 533). For adults to learn, they need to know how to learn. "One can learn how to learn more effectively

and efficiently at any age" (Smith, 1982, p. 15). Learning itself can be learned and taught through usage of various processes, perceptions, and capacities. Adults need to understand that past learning experiences and methods, either during childhood or in later adulthood, may not be conducive to current learning needs. "For, just as children never acquire enough education to last throughout adulthood, we adults seldom, if ever, become fully accomplished learners who know how to learn" (pp. 15-16).

The focus in adult education needs to move from emphasizing teaching the adult to one more concerned with emphasizing adult learning where adults learn by becoming more efficient and self-directed learners. To accomplish this task, adults can have successful learning when "self-understanding links directly to learning how to learn when learners become sensitive to and in control of the learning process" (p. 57). As Smith (1982) sees it, the person who has learned how to learn can cope with the activity of life, can acquire new knowledge in less time, and can enjoy the learning process more thereby permitting the learner to view learning as a lifelong pursuit.

Historically, too much emphasis was attached to the teacher's role in transmitting knowledge rather than to the learner's ability to learn (Smith, 1982). Knowles (1975)

puts it very succinctly by saying, "It is a tragic fact that most of us only know how to be taught; we haven't learned how to learn" (p. 14). In his book, Learning How to Learn, Smith (1982) compiled research data covering a variety of topics which can help the adult learner become a more efficient, effective, and independent learner. Smith also noted the movement toward Kidd's (1973) concept of a growing emphasis in adult learning on a shift from a preoccupation with teaching to a preoccupation with learning and the study of people learning. Learning how to learn includes deciding what and where to learn, enhancing learning skills, being open to changes, opting for the mode of learning, and having flexibility during learning (Smith, 1982, pp. 84-93).

Learning how to learn may mean different things for different people. For practicing professionals this process may be difficult due to pressure of time since their careers take so much of this limited resource. Even though professionals are more confident of their abilities to learn (Smith, 1982, p. 52), they may be disenchanted with their formal education and be forced to rely on their own abilities to direct continual learning (p. 51). In addition, their decision to learn may be imposed upon them in the form of mandatory professional continuing education despite

research demonstrating the positive payoff of this type of learning.

Although adult learning is a process that is difficult to define, it is "nevertheless, something we are all familiar with" (Smith, 1982, p. 35). To be effective, this process needs to involve the funeral director in every phase of the process. Essential to this process is participants participation in the planning, conducting, and evaluation of the learning activities (Ghostbear, 2001, p. 9). This learning process has three processes. Foremost for the learner is the need to have a general understanding of learning along with the basic skills of reading and writing, self-knowledge, self-direction, and collaboration with institutional learning methods (Smith, 1982, p. 17). Second, for instructors, knowing the learning style of the funeral director and how they approach problems and process new knowledge during learning activities is essential to understand (p. 23). Third, to be effective learners, funeral directors must continually practice what they have learned and instructors must make "deliberate efforts to help people become better at learning and more successful in the educational arena" (p. 25).

Participation

An essential point in understanding adult participation in continuing professional development is the issue of motivation. Although some are not empirically based, many models exist that explore the psychological reasons that might motivate one to participate in educational activities. Each offers a unique appreciation of the multitude of variables that influence an adult's decision to participate in adult learning activities.

Maslow's (1954) Hierarchy of Needs Theory is a model comprised of five levels. It is based on the belief that lower level needs must be satisfied before higher level needs can be met. The lowest level is concerned with physiological needs like hunger and thirst. Ascending to the next higher level is the need for safety and security, followed by the need for belonging, the need for esteem, and finally the need for self-actualization. Maslow's premise is that higher order needs will not be pursued until lower order needs have been satisfied. Thus, a person's basic needs (e. g., food, clothing, shelter, and safety) must be satisfied before a higher order need, such as additional education, are attempted.

Miller's (1967) Force Field Analysis model builds on Maslow's hierarchy model. Miller's analysis demonstrates the

relationship between socio-economic status and participation in adult education. Miller's analysis of adult learning maintains that members of different socio-economic classes pursue additional education for different reasons. Adults of lower economic classes might engage in adult basic education and job training to meet their basic need, such as food, clothing, and shelter. Adults from higher economic classes usually pursue education primarily to fulfill needs of achievement, recognition, and self-actualization.

Miller's model injects the usage of positive and negative forces in a person's life that influence one's motivation to participate in adult learning. Participation is more likely when a positive internal need to participate is reinforced by positive social forces. If internal needs (personal factors) and external social forces (environmental) are in conflict, participation is unlikely.

Boshier's (1973) Congruence Model builds on both Maslow's and Miller's models. This model describes participation in terms of the relationship between personal (internal) and social (external) forces and implies that people are either predominantly growth-motivated or deficiency-motivated. Boshier views a growth-oriented person as internally motivated. The person is "inner-directed, autonomous, open to new experience, willing to be spontaneous, creative"

(Boshier, 1973, p. 256). Deficiency-motivated persons are influenced by external or social and environmental factors. These factors relate to Maslow's hierarchy since deficiency-motivated learners engage in continuing education to meet lower order needs juxtaposed with growth-motivated learners who engage in new learning to satisfy higher order needs. Boshier's model is similar to Miller's model in that motivation to participate is a function of the relationship between an individual's self-concept and the environment.

Rubenson's Expectancy Valence Model was an attempt to describe motivation in terms of the interaction between the individual and the environment (Beder, 1991). Rubenson's model is premised on the learner's perception of expectancy that participation will yield successful and positive outcomes. For expectancy to be positive, learners must perceive that the result of the learning will be to their benefit. If the learner does not perceive some benefit to participation, there is no motivation and expectancy is nonexistent. If expectancy is positive, motivation is high, and the individual is more likely to participate. Contrarily, if expectancy is low, participation is unlikely.

Cross's (1981) Chain-of-Response Model views participation in adult learning activities as resulting from a chain of responses based on both the individual's

attitudes and beliefs about the educational activity and benefits attached to factors in the individual's environment. This model shows that an individual's belief about success in an educational activity, combined with one's attitude about education, leads to an assessment of the goals and an expectation that participation in a learning activity will meet them. This model shows that many variables are involved at the same time which influence the decision to participate in adult learning.

Cross also introduced "life transitions" as one of the important variables that influences participation. Cross proposes that events in life such as marriage, divorce, loss of a job or birth of a child, and opportunities and barriers also directly impact the decision to participate. She further relates that given appropriate information, barriers to participation can be surmounted making participation likely.

Barriers and Deterrents to Participation Research

Barrier and deterrent research provides important insight as to why adults fail to participate in adult learning activities. The Johnstone and Rivera (1965) study of adult education participants provided some of the earliest data on barriers to participation. They asked non-participants to identify their reasons for not participating in adult

learning activities. From these responses, Johnstone and Rivera classified the reasons into barriers of two primary types: situational and dispositional.

Situational barriers relate to one's life situation which is external to the individuals and usually beyond their control. Cost and lack of time were the most cited examples of situational variables in Johnstone's and Rivera's study. Lack of child care and lack of transportation are examples of others. Personal attitudes and self-perceptions regarding learning are constructs associated with dispositional variables that influence the decision to participate. Examples of dispositional variables are "feeling too old to learn" or "not confident in my ability."

Carp, Peterson, and Roelfs' (1974) research findings support Johnstone and Rivera's data. Their research segmented participants into two groups: learners who had participated in adult learning activity within the past 12 months, and would-be learners who expressed an interest in further learning. These would-be learners were asked to name the reasons that prevented them from learning. The most frequently stated reasons were cost and lack of time. Carp, Peterson and Roelf's study also revealed that barriers will vary because of demographic variables, such as age, gender, race, marital status, work status, and past educational

experience. Usually there is not a single reason to deter participation, but there is a combination of reasons that prevent adults from participating in adult learning activities.

In addition to situational and dispositional barriers, Cross (1981) added to the literature on barriers to participation by identifying a new category of barriers described as institutional barriers. Cross defined these institutional barriers as "all those practices and procedures that exclude or discourage adults from participating in educational activities" (Cross, 1981, p. 98). Institutional barriers include inconvenient course schedules, inconvenient course locations, or lack of information about course offerings.

From their research, Darkenwald and Merriam (1982) identified four types of barriers: situational, institutional, psychosocial, and informational. Situational and institutional barriers are similar to Cross's. Darkenwald's and Merriam's psychosocial barriers are similar to Johnstone's and Rivera's dispositional barriers and are heavily related to socio-economic status. Their new barrier category is informational barriers which results from a lack of data about adult education opportunities and knowledge of where to get that information.

Scanlan and Darkenwald's (1984) research accented the nonparticipation aspect as it related to deterrents and barriers. They developed the Deterrents to Participation Scale to study health professionals' reasons for not participating in formal CPE programs. Their findings included six factors that deter professionals: disengagement, lack of quality, family constraints, cost, lack of benefit, and work constraints (p. 155). They also concluded that the reasons for nonparticipation are not singular or isolated incidents but rather are multidimensional by nature.

Barriers versus Deterrents

During the 1980's, the term "deterrents" replaced the term "barriers" in the literature. Though similar in meaning, there are subtle difference between the two (Valentine & Darkenwald, 1990). A barrier infers an absolute blockage that is a static and insurmountable obstacle preventing an otherwise willing adult from participating in adult education. Deterrent, on the other hand, suggests a less conclusive force affecting the participation decision (p. 30).

Another difference in barriers and deterrents is the methodology used to derive each. In much of the research, barriers were derived intuitively based on responses to

questions about participation. Deterrents, however, are generally derived through the use of factor analysis or other clustering procedures. Through these procedures, deterrents are grouped according to their statistical properties (Wallace, 2000, p. 21).

Participation in Continuing Professional Education

Predicting participation in CPE is another issue that continues to go unresolved. Major influences on participation in continuing education include gender, age, social class, previous education, self-concept, level of aspiration and reference groups. In addition, personal and situational variables may enhance or detract from participation in continuing professional education activity. These include lifestyle, socioeconomic status, and anticipated rewards. While much research has been conducted dealing with participation in learning activities, most of the research about participation pertains to the general adult population and not to professionals.

When Continuing Learning in the Professions was published, Houle's (1980) view was that it is not yet possible "to assemble this large body of knowledge into any coherent or comprehensive synthesis" (p. 13) applicable to a professional group. Moreover, any generalization of research findings about the general adult population to a specific

group of professionals must be viewed with caution. While some factors may transfer between the general adult population and a professional population, factors such as previous education or participation among professional groups should be examined separately. Cervero (1988), Grotelueschen (1985), Houle (1980), and others have stated that adult education participation research findings should not be generalized to participants in continuing professional education since professionals are a group of adults learners different than the general population of adults. Professionals are usually distinguished by their higher levels of education and in some instances by their prestige and status within the community. Undeniably, professionals are a unique adult learners and this uniqueness predicates a different set of motivators and deterrents regarding their decisions to participate in continuing professional education activities.

Professionals participate in CPE for five reasons: (a) professional development improvement, (b) improve professional service, (c) opportunity for collegial interaction and learning, (d) professional commitment and reflection, and (e) perceived personal benefit (Grotelueschen, 1985). While this is good for professionals in service-connected professions, this may not be true for

those who are not in such professions or are in those professions where educational expectations may be different. Professionals differ in the level of importance ascribed to professional education as they undergo "developmental evolution" (p. 42), as their perspectives change over time.

Recent studies support the view that attitude toward continuing professional education was one of the most influential variables related to participation along with support, which may be perceived or not, from bosses or colleagues as well as from family members. Affect, a strong indicator of intention to participate, also can be influenced by cognitive concerns. Another way of stating this may be that the intention to participate among professionals can be hindered or enhanced by a variety of factors that are both cognitive and affective, and these may be associated with a strong commitment to lifelong learning and a sense of responsibility to maintain competence (Cervero, 1991).

Zest for Learning

Houle (1980) did the first major study of continuing professional education participation among professionals. He believed professionals possess traits that are directly related to participation and called these traits zest for learning. "The extent of the desire of an individual to

learn ultimately controls the amount and kind of education he or she undertakes" (Houle, 1980, p. 124). Professionals have several qualities or traits that foster or inhibit their continuing participation in education. Houle puts active practitioners into four major groups based on their attitudes towards practice. They are innovators, pacesetters, middle majority and laggards.

The four groups in a profession differ in size and attitude (Houle, 1980). Innovators have the highest positive attitude toward CPE. They are the smallest group of people in a profession and make up only 4.79% of the professional group. They seek to improve their performance by testing new ideas in creative ways. They participate in continuing education activities extensively, and two-thirds of this group serve as officials in their organizations. Pacesetters are a group of practitioners that feel strongly about their profession and strongly support continuing education activities. They represent 40% of the professionals with the highest participation levels of any group. The third group, middle majority professionals, comprise the majority (50%) of those in active practice. They usually adopt new practices once the practices have become widely accepted. Their attitudes about continuing education participation cover the spectrum from apathy to enthusiasm. Laggards

comprised 5.4% of Houle's sample, and are those who exert the minimum requirements to remain in practice. Many laggards tend to be part-time employees and have a high resistance to continuing education activity.

Influence on Participation

Cervero (1988), following Houle's lead, writes about other major dimensions that influence professionals' decision to participate in CPE activities. The dimensions are: (1) their age and career stage, (2) the nature of practice settings, and (3) the extent to which they are required to participate in continuing education (mandatory participation). According to Cervero (1988), participation studies consistently show that younger professionals tend to participate more in formal educational activities than older professionals. While studies show that the relationship exists, there does not appear to be a framework that explains the correlation.

As professionals progress through career stages, their attitudes regarding educational needs vary (Grzyb, 1995). Dalton, Thompson, and Price (1977) created a model that describes the career stages of professionals in organizations. The first stage is newly hired. At this stage, learning about the organization and the assignment takes place. The individual is considered an apprentice. In

the second stage the individual demonstrates technical competence. The individual at this stage is considered an independent contributor and colleague. In the third stage the individual has accountability for the work of others and often serves as a mentor to others. This person is often a line or middle manager. At the fourth and final stage, the individual creates policy and shapes the direction of the organization. They often have an established reputation outside of the organization.

Different work settings provide access to various types and ranges of educational opportunities (Cervero, 1988). The professional work setting is an important dimension in understanding educational activity. The types of settings where the profession is practiced may include entrepreneurial, collective, hierarchical, adjunct and facilitative (Houle, 1980). The entrepreneurial practitioners provide direct service to customers and assume the risk of completing the work. Practitioners either work alone or in partnership with others. The collective practitioner works with a group of colleagues and shares operational and organizational goals and responsibilities. In a hierarchical setting, professionals work for an institution whose mission is clearly defined by the profession. The structure for advancement is usually clearly

defined as well. Adjunct professionals provide services to institutions in their area of expertise. They generally do not work with other members of their professions in this setting. In a facilitative setting, the practitioner is no longer employed in his professional field, yet he works to advance the profession.

Mandatory Participation

Perhaps one of the most significant differences between general adult education and continuing professional education is that many continuing professional education activities are mandatory in nature. Adults continue to learn throughout their lives; it just may not be under the guise of mandatory learning. One of the basic principles of adult learning is that it is voluntary (Brookfield, 1986). Yet, even mandatory continuing professional education which is in direct conflict with the principles of adult education, can be acceptable if it can be demonstrated to be relevant and have a positive effect on practice performance (Queeney & English, 1994).

The debate for mandatory continuing professional education (MCPE) has continued for some time with proponents stating that required MCPE insures that professionals stay current on new developments in their field and provides some degree of public trust (Langsner, 1994). Those against MCPE

state the various studies that show that even where continuing education was not required, most professionals exceeded the mandatory limits. Opponents to MCPE also argue that even if education is required it does not mean new learning will occur nor does it account for one's learning resulting from real-life experiences (Langsner, 1994). The only thing mandated in MCPE is attendance, not whether learning or improved skill performance occurs (Queeney & English, 1994).

From where does the pressure come to mandate continuing professional education? In the funeral services area, it is not from the funeral directors themselves. The practicing funeral director understands that they are rewarded for professional performance. Like other professions, for them doing as opposed to isolated learning is their principal focus rather than going to school to learn something irrelevant. For mandatory learning to occur, it must be supplemented with existing experience, context, and social interaction in real-world situations, all of which motivates the individual's desire to learn and understand more (Billett, 1996).

CHAPTER 3

METHODOLOGY

Introduction

This study utilized the causal-comparative research design. By definition causal-comparative is research "in which the researcher attempts to determine the cause, reason, for existing differences in the behavior or status of groups of individuals" (Gay, 1987, p. 247). Causal-comparative research describes conditions that already exist.

With this type of research, it is accepted that groups are different on an independent variable and the research attempts to identify these behavioral differences with subjects that have pre-existing patterns against similar subjects exhibiting an absence of the same patterns. In this research method, the investigation begins with the effect and seeks the possible cause of an action that has led to an observed difference on some dependent variable (p. 248). In other words, "comparisons or contrasts are used to discover if relationships exist between non-manipulated variables" (Best, 1981, p. 94).

In social science research, the investigator is trying to learn something new or ask questions about a specific population which have not been asked before. In quantitative

research, self-report surveying is a basic way to collect this data. Research using this survey method is typically used for data collection in educational research and may utilize either interview, observation, or questionnaire procedures (Gay, 1987). "A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables" (p. 191). "Generally, survey research deals with the incidence, distribution and relationships of educational, psychological, and sociological variables" (Wiersma, 1995, p. 14). In this manner, it "encompasses a wide variety of research studies: all the way from ex post facto studies that focus on relationships...to status surveys designed to determine the status quo of some phenomenon" (p. 169).

This study investigated funeral directors attitudes toward continuing education and the deterrents they face. Over the last decade, some Oklahoma funeral directors have participated in mandatory continuing professional education. Others have not since the law requiring mandatory participation was repealed. Those individuals who were forced to participate have determined their beliefs and attitude about this type of learning and have opinions on whether it was either a beneficial or detrimental

experience. They have also experienced the realities of barriers to continuing education and have decided if these are deterrents that can be overcome in the future. Each of these established attitudes and perceived deterrents produced multiple and various behaviors which can be studied. In social science research, the emphasis is on studying all aspects of cause and reaction of behavior which is multidimensional (Cross, 1981). When using a causal-comparative research design, it is possible to investigate the multitude of these independent and dependent variables. Utilizing a research design such as the causal-comparative was appropriate for this study since the behavior patterns are set and the research task was to view these patterns and attitude in retrospect and then construct a current profile.

Sample

Population selection is crucial to the goodness or badness of a research study. A population "is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable" (Gay, 1987, p. 102). A population can be of any numerical size and cover any geographic area, but it must be all the "subjects or members that possess a specified set of one or more common characteristics that define it" (Wiersma, 1995, p. 468). Usually, it is unrealistic to survey the entire

population. A study is stronger if entire populations can be used, but this is generally not feasible. If the population is "unmanageably large or geographically scattered, study of this group could result in considerable expenditure of time, money, and effort" (Gay, 1987, p. 101). In these instances, a selected sampling of accessible representatives is chosen from the desired population.

Sampling is selecting a group of individuals from the entire population under investigation that represents the larger group. Sample selection determines the generalizability of the results of a study to the general population. A good sample results in credible inferences because "when sampling is used, the researcher invariably is attempting to make inferences to a larger population" (Wiersma, 1995, p. 408). Generally, research is done with sample studies, but "on occasion an entire population of individuals may be included for a research study" (p. 283). If the entire population of the study is small and readily available, then the survey design is called a census survey; and using a self-report questionnaire for a small population is an acceptable way to collect data for research (Gay, 1987).

Questionnaires may be administered to participants but are usually mailed. However, there are several problems with

surveys in research projects such as low or non-response to some questions, poorly constructed questionnaires, and/or failure to adequately follow-up being among prominent reasons (Gay, 1987). In an effort to obtain high response rates, it is usually common for the researcher to expect multiple mailings, high postage expense, numerous printing charges for cover letters, and time delays all of which can make this type of research costly and time consuming.

The purpose of this study was to investigate the attitudes and deterrents toward educational activities by certain funeral directors. The population of this study was the designated Funeral Director in Charge from each funeral establishment within the state of Oklahoma. The Oklahoma statutes require that there must be one individual registered with the Oklahoma State Board of Embalmers and Funeral Directors as the Licensee in Charge for either one funeral home or multiple funeral home establishments. As of January 2002, there were 495 licensed funeral establishments in Oklahoma (Board, 2002). With expressed written authorization from the Board, an individual may serve as a Funeral Director in Charge for up to three funeral service establishments. After eliminating multiple licensees from this population, 331 Funeral Directors in Charge were selected for this study. The Oklahoma funeral directors

selected resided in every geographical location in the state, had varied educational backgrounds, possessed various business experiences, represented both genders, and were of a wide variety of ages.

Since the entire population of funeral directors was accessible, this study was a census survey. To gather data for this study, a mailed, self-report questionnaire was used. Names and addresses were obtained from the 2002 membership roll of the office of the Oklahoma State Board of Embalmers and Funeral Directors. Although the entire population of Funeral Directors in Charge was mailed the questionnaire, there were 170 (51.4%) returned packages which was not a 100% return rate. Therefore, the respondents are classified as a sample instead of a population.

Instrumentation

The Adult Attitudes Toward Continuing Education Scale and the Deterrents to Participation Scale for the General Population were used to measure the existing variables of the attitudes from the population of funeral directors toward adult educational activity and the barriers to participation in adult educational activity. The ACCES was developed by Darkenwald and Hayes in 1988 to determine adult attitudes toward continuing education (Ericksen, 1990, p.43). The DPS-G was developed by Darkenwald and Valentine

in 1995 to identify perceived deterrents to participation in adult education by the general population (p. 43).

Adult Attitudes Toward Continuing Education Scale

Darkenwald and Hayes (1988) fashioned the Adult Attitudes Toward Continuing Education Scale (AACES) to determine adult attitudes toward continuing education. The AACES was used to measure the attitudes of Oklahoma Funeral Directors in Charge toward adult education. The AACES is an instrument with 22-items that utilizes a 5-point Likert scale to provide a measure of person's attitudes toward adult education. The options on the scale are 1--Strongly Disagree, 2--Disagree, 3--Undecided, 4--Agree, and 5--Strongly Agree.

The AACES is a valid and reliable instrument. Validity of a test is indispensable (Gay, 1987). "Whether you are testing hypotheses or seeking answers to questions, you must have a valid, reliable instrument for collecting your data" (Gay, 1987, p. 133). Validity gives the answers obtained by a study their strength, soundness, and integrity. "The most simplistic definition of validity is that it is the degree to which a test measures what it is supposed to measure. A common misconception is that a test is, or is not, valid. A test is not valid per se; it is valid for a particular purpose and for a particular group" (Gay, 1987, p. 128).

The three types of validity that are important for research instruments are construct, content, and criterion-related. Construct validity is "the degree to which a test measures an intended hypothetical construct" (Gay, 1987, p. 131). Construct validity measures a non-observable trait such as intelligence or attitude and is "the extent to which a test measures one or more dimensions of a theory or trait" (Wiersma, 1995, p. 452). The AACES was created from a literature review by an expert adult education panel. This panel consisted of advanced doctoral students and faculty in adult education (Ericksen, 1990, p. 52). Since the expected correlation was found between the AACES and selected demographic variables, construct validity was supported (Ericksen, 1990, p. 52).

Content validity is the degree to which a test measures an intended content area and measures a representative sample of the theoretical universe of subject matter content (Gay, 1987, p. 129). The degree of adequate content validity is determined by expert judgement (p. 130). A test with good content validity would adequately sample the appropriate content area. Content validity for the AACES was inferred from the procedures Darkenwald and Hayes (1988) utilized in its construction.

Criterion-related validity "is determined by relating performance on a test to performance on another criterion" (Gay, 1987, p. 139). Here, validity is established by comparing scores from one instrument with another test and proving similarity of criteria or attributes of the study. Research by Hayes and Darkenwald (1990) and Ericksen (1990) identified similar factors in both studies and support the criterion-related validity of the AACES (p. 92).

To be dependable, an instrument must be reliable. Reliability means dependability or trustworthiness. Therefore, reliability is the degree to which a test consistently measures whatever it measures. As the reliability of a test increases, confidence increases that "the scores obtained from the administration of the test are essentially the same scores that would be obtained if the test was readministered" (Gay, 1987, p. 145).

Reliability is expressed numerically as a coefficient, and a high coefficient indicates high reliability (p. 135). If a true relationship exists, there will be a statistical significance. Research by Ericksen (1990) found that all correlations between the AACES items and the instrument's total score were significant at the .001 level, and it was established that the AACES has a reliability coefficient of .92 as determined by the Cronbach alpha (p. 70).

The Deterrents to Participation Scale

The Deterrents to Participation Scale (DPS) was developed by Scanlan and Darkenwald in 1984. Its purpose was to investigate and expand on the theory of adult education participation by measuring the reasons adults give for nonparticipation in continuing education. In their words, "motivational orientation factors have not proved useful in distinguishing participants from nonparticipants" (p. 155). They concluded that although Houle's typology of adult learners helped in understanding participation, it was not as useful in predicting it.

The initial DPS survey was in questionnaire format and utilized a random sample of 750 health professionals in New Jersey. There was a 69.8% response rate. In its final version, the DPS had an alpha reliability coefficient of .91. The DPS had 40 items that related to the 6 deterrent factors of disengagement, lack of quality, family constraints, cost, lack of benefit, and work constraints. Since these factors did explain nonparticipation to some degree, Scanlan and Darkenwald (1980) concluded that these deterrent factors "provided empirical evidence to support a multidimensional perspective on the deterrents construct, the underlying structure of which was found to be more complex than suggested by earlier intuitive formulations"

(p. 165). Although the DPS could not be generalized to all health professionals, it did show that factors could be identified as deterrents and they were often multidimensional.

The Deterrents to Participation Scale for the General Population

Darkenwald and Valentine (1985) developed another scale to determine deterrents to participation by the general population. The Deterrents to Participation Scale (DPS-G) extends Scanlan and Darkenwald's 1984 research and "moves beyond the narrow, homogeneous population of the earlier study in an effort to enhance the generalizability of the findings, and thus their utility for contributing to a general theory of participation behavior" (Darkenwald & Valentine, 1985, p. 178). This instrument began with an initial 58 items which were selected for pretesting. The scale was then subjected to standard item analysis procedures, including a determination of internal consistency. Despite high reliability ($\alpha = .91$), analysis of respondent comments and item statistics indicated that the scale could be improved and shortened by revising or deleting certain items (Darkenwald & Valentine, 1985, p. 180).

Following the revision, 35 of the original 58 items were retained, and the final version of the DPS-G had an internal

reliability coefficient of .86. It is desirable to obtain reliability coefficients "as close to 1.0 as possible" (Wiersma, 1995, p. 289). Using correlational analysis between selected variable and the six deterrent variables, the conclusion was reached that "since the pattern of correlations is largely what one would expect, it provides support for the construct validity of the DPS-G" (Darkenwald & Valentine, 1985, p. 187). The content validity of the DPS-G was established by an elaborate interview process on each item.

Just as in the DPS investigation, the DPS-G found six deterrent factors as being meaningful. The only deterrent identified in both studies was cost. In addition to cost, lack of confidence, lack of course relevance, time constraints, low personal priority, and personal problems were identified (Darkenwald & Valentine, 1985, pp. 183-185). Just as they were in the prior DPS study, it was found that the factors for the DPS-G were multidimensional. This suggests that "an individual's decision not to participate in organized adult education is typically due to the combined or synergistic effects of multiple deterrents, rather than just one or two in isolation" (Darkenwald & Valentine, 1985, p. 187).

Additional research has been conducted using both the DPS and DPS-G instruments. Dugette, Painchaud, and Blais (1987) studied deterrents to participation of nurses in Canada. They considered that a similar professional population existed much like the original research population studied by Scanlan and Darkenwald. Their research found eight factors which could be conceptually meaningful and indicated that situational barriers to adult education were most significant. The constraints associated with the work environment appeared to be the dominant deterrent to continuing education. In this study, the Cronbach alpha reliability coefficient was .89.

In 1989, Martindale and Drake undertook research to "examine the stability and universality of the DPS-G factor structure with a different population as recommended by Darkenwald and Valentine" (p. 63). The population for this study was Air Force personnel from Alabama. They found from their research that the "DPS-G survey item reliability coefficient, coefficient alpha was .86 for the studied Air Force population. Darkenwald and Valentine (1985) also reported a coefficient of .86 in their study of the general population" (p. 65). This study was closely aligned with the 1985 study by Darkenwald and Valentine. As in prior DPS research, it was concluded that situational barriers were

ranked highest and were followed by institutional and dispositional barriers. These findings give evidence which supports the generalizability of the DPS-G over diverse populations (Ericksen, 1990).

Ericksen conducted research in 1990 to determine the influence of barriers to participation and attitudes toward adult education of small business managers in Nebraska. The instruments used were the AACES and DPS-G. This work also had a secondary purpose which was to further the universal generalizability of these instruments by verifying their validity and reliability.

Ericksen (1990) used the Cronbach alpha to check the reliability of the DPS-G since it was a widely used reliability coefficient test. With a range value of 0 to 1, the Cronbach alpha implies that a larger value is an indication of greater scale reliability. His research of small business managers in Nebraska had a reliability coefficient of .90. Since Darkenwald and Valentine (1985) reported a coefficient of .86 in their DPS-G study, Ericksen determined that the "DPS-G is a reliable instrument for utilization with various adult audiences" (p. 61). The same procedure was used with the AACES to determine its reliability. Using the Cronbach alpha, the reliability coefficient of the AACES was .92 as compared to Darkenwald

and Hayes (1988) coefficient which was .90 for their study using the AACES instrument. Ericksen (1990) concluded that "both studies indicate that the AACES is a reliable instrument to use with various adult groups" (p. 71).

Data Collection Procedure

At the time of this study, there were no data available in the literature to document the attitudes of Oklahoma funeral directors toward continuing education. Typical methods of acquiring information in research are surveys, questionnaires, observations, and interviews (Gay, 1996). Therefore, a mailed questionnaire was designed and used to gather quantitative data because of its ease of administration, cost-effectiveness, and its ability to reach a geographically-diverse sample (p. 281).

The population of Funeral Directors in Charge (FDIC) was obtained from the 2002 membership roster of the Oklahoma State Board of Embalmers and Funeral Directors. Each name was assigned a number for tracking purposes. Each FDIC who was registered with the state was mailed a postcard in January, 2002. This postcard was used to alert each FDIC of the need to participate in the survey, of why their participation was needed, and to expect the actual survey instrument within the next few days. Four days later, 331 packets were mailed to each participant of the study's

population. Each packet had a cover letter outlining the purpose of the study and included the assurance of complete confidentiality for each respondent (see appendix B). Each of the packets included a pre-paid, return envelope. Along with the cover letter, each packet included copies of a data sheet for selected demographics (see Appendix C) and the AACES (see Appendix D) and the DPS-G (see Appendix E & Appendix F) instruments. All of the response materials were printed on 11" x 17" paper which formed a four-page, folded booklet that could be easily read and returned by the participants. The demographic data requested information concerning the respondent's gender, age, educational attainment, average number of funerals per year, whether they feel continuing education is needed, how many hours of continuing education per year is needed, where they would attend continuing education session, had they participated in either voluntary or mandated continuing education in the past, and did they feel that continuing education would have a positive financial effect on the company profits. To obtain a reasonable response rate, one follow-up packet was mailed to nonrespondents in early February, 2002, that stressed the need to have their response. The final response number was 170 out of 331 (51.4%) of the targeted population.

Data Analysis

Multiple types of statistical analyses were used to analyze the data. First, simple frequencies were used to describe the sample. The following areas were described: gender, age, educational, funerals per year, continuing education need, hours per year, where they would attend, past history of participation in continuing education, and continuing education's impact on company profits.

The second statistical analysis was factor analysis. This type of statistical procedure reduces a set of data to a smaller number of variables for data interpretation (Kim & Mueller, 1978a, p. 9). Factor analysis aids in the data interpretation and helps to determine whether the constructs in the instrument were congruent with the important constructs in the field. Factor analysis is used to certify the underlying concepts in a data set and can serve as a measurement of construct validity (Conti & Fellenz, 1986, p. 73). Factor analysis was used to confirm the validity of the DPS-G scale with the funeral director sample.

The third type of statistical analysis used was analysis of variance. "Analysis of variance (ANOVA) is used to determine whether there is a significant difference between two or more means at a selected probability level" (Gay, 1987, p. 392). If a statistically significant difference is

found "a multiple-comparisons test such as the Extended Tukey Test is then used to determine which mean-pairs are statistically significantly different" (Scheffler, 1988. P. 373). ANOVA was used to test for differences among more than two group means of FDIC's and the various items of the data sheet with the AACES and DPS-G.

The fourth type of statistical analysis used was discriminant analysis. Discriminant analysis is a method used to investigate differences between groups and allows the researcher to classify different data cases into groups which it most closely resembles. "Data cases are the basic units of analysis--the elemental things being studied" (Klecka, 1980, p. 8). The basic assumption of discriminant analysis is that all data cases are members of two or more mutually exclusive groups and are exclusive to only one group. The elements which distinguish or separate the groups are the discriminating variables. Discriminant analysis was used to explore the interaction of the various items in the AACES and the DPS-G with the items from the data sheet.

The fifth type of statistical analysis used was cluster analysis. Cluster analysis is a clustering method used for hypothesis formation and/or testing, to investigate conceptual schemes, and for the development of classification of similar clusters (p. 9). For researchers,

"clustering is a good technique to use in exploratory data analysis when you suspect the sample is not homogeneous" (SPSS, 1999, p. 293). Cluster analysis was used to uncover groups among the funeral directors based upon their responses on the AACES and the DPS-G.

CHAPTER 4

PARTICIPANTS AND INSTRUMENTS

Introduction

The data for this study were collected from the Funeral Director in Charge (FDIC) from funeral establishments across Oklahoma. The names and addresses were obtained from a 2002 mailing list generated by the Oklahoma State Board of Embalmers and Funeral Directors, commonly referred to as the State Board. Using the mailing list from the State Board was deemed to be the most accurate method of reaching the FDIC since the designated Funeral Director in Charge of every funeral establishment must register with the State Board at the beginning of the calendar year. This assumption proved correct since only one envelope was returned as undeliverable after the initial mailing. Using this list, 331 data packets were mailed and 170 usable data packets were received for a response rate of 51.4% (170/331).

The Attitudes Toward Continuing Education Scale (AACES) and the Deterrents to Participation Scale-General (DPS-G) were used to gather data. Some of the additional data collected was demographic information used to build a current profile of the FDIC in Oklahoma. To describe the sample, the data collected by the AACES, DPS-G, and demographic sheet was organized and used to facilitate

statistical analysis using descriptive statistics, analysis of variance, factor analysis, discriminative analysis, and cluster analysis.

Description of Respondents

From the study's respondents who answered the question of gender (163), an overwhelming majority (92.6%) were male and a small minority (7.4%) were female (see Table 1). This result is in congruence with the concept that the funeral service industry is traditionally regarded as a male-dominated profession. In the past, there was a bias against women. Funeral service was a chauvinistic trade where men would hire men; however, by the year 2010, one-third to one-half of all funeral service graduates are predicted to be female (Klicker, 1998). Based upon the projected graduation rates, more women will be entering the workforce and will probably become a Funeral Director in Charge.

In Oklahoma to qualify for a funeral director license, the licensee must have earned 60 college hours separate from the hours earned from an accredited school of funeral service education. For example, the University of Central Oklahoma's Funeral Service department has a curriculum with a minimum of 58 college hours. These two requirements total 118 college hours which is only 6 credit hours less than a bachelor's degree. Of the 155 respondents who provided their

education level, over one-half of the respondents have a baccalaureate degree (50.97%), slightly less than one-third (29.68%) have a two-year degree, and approximately one-fifth (19.35%) have at least some graduate level experience (see Table 1).

Table 1: Frequency of Demographic Variables

Variable	Frequency	Percent
Gender		
Male	151	92.64
Female	12	7.36
Not Reported	7	
Education		
Two-Year Degree	46	29.68
Bachelor's Degree	79	50.97
Graduate Experience	30	19.35
Not Reported	15	
Number of Funerals		
Less than 50	24	15.00
50 to 100	56	35.00
Over 100	80	50.00
Not Reported	10	
Need Continuing Education		
Yes	97	59.51
No	41	25.15
Undecided	25	15.34
Not Reported	7	
Hours of Continuing Education		
0	40	26.32
1-3	13	8.55
4-5	38	25.00
6-10	60	39.47
Over 10	1	0.66
Not Reported	18	

Funeral establishments in Oklahoma encompass a wide numeric range regarding the number of funeral services conducted annually. Nationally, the most common number of funerals conducted in funeral establishments is 125 per year (<http://NFDA.org>). Industry trade journals have repeatedly stated that those conducting less than 80 per year are barely able to afford a second licensee. Some establishments are branch sites and may conduct less than 50 funeral services per year while in a few metropolitan locations, some may conduct over 400 per year. Oklahoma's funeral establishments were examined in relationship to the national norm of annual funeral services. With 160 out of 170 respondent's answering, exactly 50% of the funeral establishments conduct over 100 funeral services per year, and the other one-half conduct under 100 funerals per year. Slightly over one-third (35%) conduct from 50 to 100 funeral services per year, and 15% have less than 50 funeral services per year (see Table 1).

The FDIC's in this study had three options to choose from concerning how they felt about the need to participate in continuing education. These options were Yes, No, or Undecided. Although not every respondent completed this question, a majority of the respondents (59.51%) felt the need to participate while approximately one-quarter of the

respondent's (25.15%) felt it was not necessary; the remaining 15.34% were undecided about the need for continuing education (see Table 1). This shows that a clear majority support participating in continuing education. If those who are undecided could be swayed to participate, then three-quarters of the FDIC's would be willing to be involved in continuing education of some type.

Concerning the number of hours of continuing education funeral directors should complete on an annual basis, the FDIC's were given five options to choose from that ranged from 0 to 11 or more hours per year. While approximately one-quarter (26.32%) selected 0 hours, nearly three-quarters of the respondents would choose to participate in multiple hours of continuing education annually (see Table 1). Most FDIC's favored 6 to 10 hours (39.47%) while one-quarter favored 4 to 5 hours (25%). Only one person favored over 10 hours while a small group supported short training of 1 to 3 hours (8.55%).

Continuing education opportunities are available to FDIC's at various locations in the state. The location options provided for the respondents to select from were district meetings, state conventions, distance learning (Internet), colleges or universities, or vocational education centers (see Table 2). When positive options of

likelihood were summed, i.e., those either Very Likely or Likely to participate, over 50% responded that there was a good likelihood that they would attend or participate in continuing learning at any of the options provided to them. Yet, approximately one-third of all respondents stated they would be Unlikely or Very Unlikely to attend or participate at any of the provided locations (see Table 2). One indication from this shows that over one-half to possibly two-thirds of the sample would be willing to travel to a distant location to undertake continuing education.

Table 2: Percentage of Likelihood of Participation in Continuing Education at Various Locations

Likelihood	Dist.	Conven.	Internet	College	Voc Ed
Very Likely	33.55	33.33	25.81	10.07	16.45
Likely	27.10	28.21	30.32	39.60	39.47
Undecided	7.74	7.05	17.42	14.09	11.84
Unlikely	10.32	12.82	13.55	16.78	13.16
Very Unlikely	21.29	18.59	12.90	19.46	19.08

With district meetings occurring on a quarterly basis and being located at geographically accessible sites to the FDIC's funeral establishment and with conventions being held only once a year, one-third (33.55%) of the respondents are Very Likely to attend district meetings and another one-third (33.33%) are Very Likely to attend selected conventions. Thus, district meetings and state conventions are a popular choice for some as a location to attend a continuing education class. However, nearly an equal number

of respondents indicated that they were Unlikely (23.14%) or Very Unlikely (39.88%) to enroll in a class at either of these locations for continuing education purposes (see Table 2).

Since an increasing number of distant learning training opportunities are available at the FDIC's home or business through the Internet, it was important to find out if the FDIC's would engage in continuing education through this venue. After district meetings and conventions, this was the next highest response with over half (56.13%) of respondents choosing either Very Likely or Likely (see Table 2). Over one-quarter (26.45%) reported they were Unlikely or Very Unlikely to enroll in a class that utilized the Internet. A group of FDIC's (17.42%) were undecided about whether they would use the Internet as their method for continuing learning activity. Thus, a majority of the FDIC's have an interest in using the Internet for continuing education purposes, and a larger group may potentially be encouraged to use this delivery method for continuing education.

Colleges and vocational education centers are located geographically in all parts of the state and are readily accessible to the FDIC. The respondents had nearly equal feelings about these two types of educational institutions. Approximately half of the respondents are either Very Likely

or Likely to attend these educational centers while approximately one-third are Very Unlikely or Unlikely to attend (see Table 2). Slightly over one-fourth are Undecided. Much like the findings from district meetings and convention selection, this indicates that FDIC's have a stated willingness to travel to attend continuing education activity although these formal educational sites are not the most preferred locations.

Considering that in recent history, Oklahoma funeral directors once had a statutory mandate to complete six hours of continuing professional education on an annual basis, the three variables of mandatory participation in professional education, satisfaction with either mandatory or voluntary educational activity, and the perceived financial effects of continuing were analyzed. These topics resulted in numerous comments being written on the answer sheet by some of the respondents. Of those responding to the survey, a vast majority (85.89%) stated they had attended mandatory professional education in the past and only one-seventh (14.11%) had not attended a mandatory continuing professional education class (see Table 3). This reported high number of participants coincides with the recent repeal of mandatory professional education in Oklahoma.

Table 3: Frequency of Continuing Education Variables

Variable	Frequency	Percent
Attend MCPE		
Yes	140	85.89
No	23	14.11
Not reported	7	
MPCE Satisfaction		
Satisfied	68	51.13
Unsatisfied	65	48.87
Not Reported	37	
Vol. Ed. Satisfaction		
Satisfied	111	86.05
Unsatisfied	18	13.95
Not Reported	41	
Financial Effect		
Yes	73	44.79
No	55	33.74
Undecided	35	21.47
Not Reported	7	

From those who had attended a mandatory education learning activity in the past, about one-half (51.13%) were satisfied with the experience, but an almost equal number (48.87%) were unsatisfied with the compelled learning activity. As to voluntary educational activity, a large majority (86.05%) were satisfied with the educational activity in which they participated while those who were unsatisfied (13.95%) were in a clear minority (see Table 3).

Trade journals consistently provide articles about changing consumer trends that have negative effects on the funeral industry's financial statements and profits. To stay informed and to stay current with these changes, a greater

number of opportunities for structured educational efforts for professionals should occur throughout their careers (Houle, 1980). Regarding this topic of profitability, despite the support for continuing education being a positive factor in the profitability of a business, less than half (44.79%) felt continuing education would have a positive factor, one-third (33.74%) responded that it would not, and about one-fifth (21.47%) reported they were undecided about continuing education's effects on the financial aspects of the business (see Table 3).

The FDIC's ranged widely in age but tended to be an older group of professionals (see Table 4). The mean age was 46 with a standard deviation of 11.62, and the median age was 47. When the participants were grouped in 5-year age brackets between ages 25 and 65 and with the youngest and oldest participants included in the first and last brackets (see Table 4), the 50 to 54 age group was the largest percentage with approximately one-fifth of the sample (18.18%). The next highest grouping was the 45 to 49 age group which held a little less than one-seventh of the sample (15.58%). These two groups accounted for over one-third (33.76%) of all respondents. The age group of 35 to 39 was next largest with a little more than one-tenth (12.99%) of the sample. The three age groups between 35 to 54 account

for nearly half (46.75%) of all respondents. Approximately one-fourth (25.98%) are over 55 while only about one-seventh (16.23%) are under 35. Nearly three-fourths (70.78%) of the group are over 40.

Table 4: Distribution of Age

Age	Frequency	Percent
23-29	11	7.14
30-34	14	9.09
35-39	20	12.99
40-44	17	11.04
45-49	24	15.58
50-54	28	18.18
55-60	18	11.69
60-87	22	14.29

Attitudes and Deterrents

Adult Attitudes Toward Continuing Education Scale

The Adults Attitudes Toward Continuing Education Scale (AACES) was developed by Darkenwald and Hayes (1987) and included 22 items. With its 5-point Likert scale, the AACES has a possible range of 22 to 110 and a midpoint of 66. The scores for the FDIC's ranged from 28 to 106, and the FDIC's had a mean of 76.67 with a standard deviation of 15.05. When the respondents were divided into quartiles to show the distribution of scores (see Table 5), the first quartile of respondents (27.22%) scored at or below the midpoint of the AACES, which indicates a neutral or negative attitude toward continuing education. However, the three other quartiles

(72.79%) scored above the midpoint of the instrument, which indicates a positive attitude toward continuing education.

As a group, the FDIC's have a positive attitude toward continuing education. This mean score of 76.67 for the 22 items represents an average response rate of 3.49 per item. On the 5-point Likert scale for the instrument, this places the responses on the positive side of the scale and places them approximately half-way between the midpoint of the scale and the Agree option. This indicates that the FDIC's somewhat agree or have a somewhat positive attitude toward continuing education.

Table 5: Quartile Grouping of AACES Scores

Range	Number	Percent
28-66	46	27.22
67-78	40	23.67
79-87	44	26.04
88-106	39	23.08

Deterrents to Participation Scale General

The DPS-G contains 34 items which represent the various constructs originally proposed by Darkenwald and Valentine (1985). With its 5-point Likert scale, the DPS-G has a possible range of 34 to 170 with a midpoint of 102. The scores for the FDIC's ranged from 34 to 134, and the FDIC's had a mean of 71.75 with a standard deviation of 22.03. When the respondents were divided into quartiles to show the

distribution of scores (see Table 6), those in the first three quartiles (75.29%) scored well below the midpoint of the scale.

As a group, the FDIC's mean score of 71.75 for the 34 items represents an average response rate of 2.11 per item. On the 5-point Likert scale for the instrument, this places the responses on the less important side of the scale and places them very near the Slightly Important response option. With the midpoint of the scale being 102 and over three-fourths of the sample scoring well below this point, this indicates that the FDIC's do not see deterrents preventing their participation in continuing education.

Table 6: Quartile Grouping of the DPS-G

Range	Number	Percentage
34-54	44	25.88
55-71	44	25.88
72-86	40	23.53
87-134	42	24.71

Factor Analysis of the DPS-G

The DPS-G was designed to address deterrents to participation among the general adult public (Darkenwald & Valentine, 1985, p. 185). Since differences were found when various populations were used in developing the instrument, the authors of the DPS-G "suggest that modified or specially developed DPS instruments are needed to measure deterrents for distinctive sub-populations" (p. 185). Therefore, the

responses from the FDIC's were factored analyzed to confirm the factor structure of the DPS-G with the funeral directors. An additional use of factor analysis is to confirm the structuring with the expected number of significant factors and each factors wordings. This confirmatory factor analysis was conducted with the responses of the 170 FDIC's even though this ratio of respondents to items was 5 to 1 and below the recommended level of 10 to 1.

Factor analysis is a "statistical technique used to identify a relatively small number of factors that can be used to represent relationships among sets of many interrelated variables" (Norusis, 1988, p. B-41). By using factor analysis, the researcher can find and determine the number and nature of constructs underlying research instruments, and these can also serve as a verification of the instrument's construct validity (Conti & Fellenz, 1986, p. 73).

In factor analysis, factor solutions are conceived that represent the constructs of the data. The key to factor analysis is a factor solution that results in a conceptually meaningful factor or group that is also parsimonious. A parsimonious group is "accomplished by creating a solution with the smallest number of factors possible that simplifies

the data and simultaneously preserves the meaning" (Davis, 2000, p. 176). Parsimony is akin to simplicity which allows for the "best way to view the variables" (p. 176). Parsimony is accomplished by putting variables with high correlations into groups and reducing the data to an understandable or more conceptually meaningful format. Conversely, if variables have low correlations "it is unlikely that they share common factors" (Norusis, 1988, p. B-43). For the purpose of this study, a factor analysis was used to determine the nature of the underlying concepts of the items of the DPS-G (see Table 7) with the Oklahoma funeral directors.

Table 7: Items of the DPS-G

No.	Item
1	Because I felt I couldn't compete with younger students
2	Because I was not confident of my learning ability
3	Because I felt I was too old to take the course
4	Because I felt unprepared for the course
5	Because I didn't think I would be able to finish the course
6	Because my friends did not encourage my participation
7	Because I didn't meet the requirements for the course
8	Because my family did not encourage participation
9	Because the available courses did not seem useful or practical
10	Because I didn't think the course would meet my needs

No.	Item
11	Because the courses available did not seem interesting
12	Because the course available were of poor quality
13	Because I wanted to learn something specific, but the course was too general
14	Because the course was not on the right level for me
15	Because of the amount of time required to finish the course
16	Because I didn't think I could attend regularly
17	Because I didn't have the time for the studying required
18	Because the course was scheduled at an inconvenient time
19	Because the course was offered at an inconvenient location
20	Because I'm not that interested in taking courses
21	Because I wasn't willing to give up my leisure time
22	Because I don't enjoy studying
23	Because participation would take away from time with my family
24	Because education would not help me in my job
25	Because I couldn't afford miscellaneous expenses like travel, book, etc.
26	Because I couldn't afford the registration or course fees
27	Because my employer would not provide financial assistance or reimbursement
28	Because I had trouble arranging for child care
29	Because of family problems
30	Because of a personal health problem or handicap
31	Because the course was offered in an unsafe area

No.	Item
32	Because I didn't know about courses available for adults
33	Because of transportation problems
34	Because I prefer to learn on my own.

For this study, the SPSS factor analysis program was used to analyze the DPS-G. Principal components analysis was used for factor extraction. To determine the number of meaningful factors which underlie the instrument, eigenvalues were initially used. An eigenvalue is "a mathematical property of a matrix; used in relation to the decomposition of a covariance matrix, both as a criterion of determining the number of factors to extract and a measure of variance accounted for by a given dimension" (Kim & Mueller, 1978a, p. 76). The eigenvalues were used as a measure of variance in the analysis of the DPS-G and to determine the appropriate number of meaningful factors to be extracted.

During the extraction process, it is often difficult to identify meaningful factors; therefore, the factors are rotated in an attempt "to transform the initial matrix into one that is easier to interpret" (Norusis, 1988, p. B-53). Varimax rotation was used. The Varimax rotation method was used because it enhances the interpretability of the factors

by minimizing "the number of variables that have high loadings on a factor" (Norusis, 1988, p. B-54). The factors are listed in descending order based upon the amount of variance for which each accounts for the variance in the sample.

In this study, a scree plot was used to determine the number of factors retained for orthogonal rotation. A scree plot made it possible to visually examine where the eigenvalues started to trail off or break. This "trailing off is called a scree because it resembles the rubble that forms at the foot of a mountain" (p. B-47). Viewing the scree plot aids in determining the logical point to stop the factor extraction procedure.

In Darkenwald and Valentine's (1985) research, they identified six deterrent factors that were the most conceptually meaningful solution. In this original factoring which utilized 215 individuals from a random sample of households (p. 179), they determined the following six factors as possible deterrents to continuing education: Cost, Lack of Confidence, Lack of Course Relevance, Time Constraints, Low Personal Priority, and Personal Problems. Three of the 34 items in the DPS-G did not load into a specific factor.

Since this study was a confirmatory analysis of the DPS-G, the factors were limited to six factors. When the analysis of the FDIC's responses were limited to six, six clear factors were produced, and these factors were almost the same as those reported by Darkenwald and Valentine (1985) for the general adult population (see Table 8). All 34 items loaded onto these 6 factors. From this study, refinements of three items in the deterrent scale were found to be placed in deterrent factors that more closely described the viewpoint of the sample population. From the factor analysis, it was found that Items 28 and 29 moved from the original Personal Problems factor to the Cost factor, and Item 33 moved from the three unloaded factors of the original work to the Cost factor. Also, Item 34 moved from the three unloaded factors of the original work to the Low Personal Priority factor. Items 30, 31, and 32 comprised the factor Personal Problems. Generally, for the factors to be included in the model the factors must have eigenvalues of 1.0 or greater (Davis, 2000, p. 178). For this six factor solution, all eigenvalues were greater than one: Factor 1--5.32, Factor 2--4.11, Factor 3--4.04, Factor 4--3.85, Factor 5--3.46, and Factor 6--1.90.

Table 8: Factors of Factor Analysis

Item	Factor					
	1	2	3	4	5	6
3	0.84					
2	0.83					
4	0.80					
6	0.76					
1	0.76					
8	0.69					
5	0.66					
7	0.55					
10		0.90				
9		0.87				
12		0.85				
11		0.84				
13		0.66				
14		0.49				
16			0.76			
18			0.73			
19			0.71			
17			0.70			
15			0.70			
26				0.80		
25				0.77		
27				0.73		
33				0.64		
29				0.64		
28				0.51		
21					0.82	
22					0.71	
34					0.67	
23					0.67	
20					0.60	
24					0.49	
31						0.71
30						0.65
32						0.43

Because of the similarity of the items loadings to the original DPS-G and because these loadings are specific to the sub-populations of funeral directors, the factor loadings from this analysis were used as suggested by Darkenwald and Valentine (1985). The original factor names

were retained because the analysis confirmed the structure of the DPS-G, but the factor scores used in the analyses in this study were composed of the items in Table 8.

The first factor in a factor analysis is always the combination that accounts for the most variance in the sample and is followed by the strength of the next consecutive factors. Lack of Confidence was the first factor. This factor consisted of 8 items and had a mean of 11.54 with a standard deviation of 5.2, and a median score of 9 (see Table 9). The average response on the 5-point scale was 1.44 or Not Important.

Table 9: Quartile Grouping of Factors of the DPS-G for Funeral Directors

Range	Number	Percent
Lack of Confidence		
8	80	47.06
9	10	5.88
10-13	40	23.53
14-32	40	23.53
Lack of Course Relevance		
6-11	44	25.88
12-17	43	25.29
18-20	45	26.47
20-25	38	22.35
Time		
5-10	45	26.47
11-15	58	34.12
16-19	31	18.24
20-25	36	21.18
Low Personal Priority		
6-8	49	28.82
9-13	40	23.53
14-18	48	28.24
19-30	33	19.41
Cost		
6	63	37.06
7-8	27	15.88
9-15	40	23.53
15-30	40	23.53
Personal Problems		
3	74	43.53
4-5	30	17.65
6-7	32	18.82
8-15	34	20.00

Lack of Course Relevance was the second factor. This factor consisted of 6 items and had a mean of 16.19 with standard deviation of 6.57, and a median score of 17 (see Table 9). The average response on the 5-point scale was 2.70 or a little more than Slightly Important.

Lack of Time was the third factor. This factor consisted of 5 items and had a mean of 14.53 with a standard deviation of 5.54 , and a median score of 15 (see Table 9). The average response on the 5-point scale was 2.91 or almost Important.

Cost was the fourth factor analyzed. This factor consisted of 6 items and had a mean of 10.75 with a standard deviation of 5.80, and a median score of 8 (see Table 9). The average response on the 5-point scale was 1.79 or nearly Slightly Important.

Low Personal Priority was the fifth factor analyzed. This factor consisted of 6 items and had a mean of 13.46 with and a standard deviation of 5.84, and a median score of 12.5 (see Table 9). The average response on the 5-point scale was 2.24 or very close to Slightly Important.

Personal Problem was the last factor. This factor consisted of three items and had a mean of 5.27 with a standard deviation of 2.63, and a median score of 5 (see Table 9). The average response on the 5-point scale was 1.76 or Slightly Important.

Respondents' Written Comments

Although there was not a designated space for comments in this study, several people added their thoughts about the issues on the survey. Most of the comments from the

participants on this survey could be divided into two categories between those FDIC's in favor of continuing professional education and those who were not. The majority of comments were extremely negative concerning continuing education.

Some of the respondents felt that continuing education activities are a waste of time. One comment from an individual who had participated in mandatory continuing professional education found none of it to be of any educational value. This individual's stance was that "time was more important than being with a bunch of funeral directors at a meeting." However, this person did suggest that a future course of learning could be on "social graces." Several respondents commented about past continuing education classes as being a waste of time and a joke. "Nothing was learned in the classes and were basic time fillers for required hours." This individual further wrote that for him "it would be far better to just send a check to whomever is making the profit off of the continued ed classes." One individual who had negative feelings on the subject suggested that continuing education "has been only to give the teachers and licensing agency something to pay their inflated pay." One comment suggested that continuing education is nothing but a "cash cow" for the Oklahoma

Funeral Directors Association and another addresses the fact that it is a political and financial issues for a very few. A few of comments came back with swear words or other expletives describing their feelings about continuing education being a waste of time.

One wrote of concerns with the issue of having to hire someone to serve client families while the FDIC was away from the funeral establishment attending an educational activity. A comment from one FDIC came back in bold print, "I am not Interested, I have enough [sic] to do NOW!." A comment from one was that "I run a business, not a social club!!!" and that mandatory continuing professional education was a needless activity.

Several comments were related to the hardships of balancing continuing education against the needs of the business and the needs of the families. One comment was, "I do not believe continuing education was very beneficial in times past. It only took time I needed to spend taking care of business. I have not seen that it allows me to better take care of families which is our ultimate duty." Others commented on the time and hardship of having to drive many miles and lose time for something that was not pertinent to their daily needs. One commented that any spare time he had

would be better spent with his family and friends than to be in an activity that would not benefit him.

On the other side of the issue, a few wrote and thanked this researcher for taking the time to explore the area of continuing education because they were strong supporters of it and hoped it would be reinstated in Oklahoma. Another commented that "new information in an environment conducive to learning, which are numerous including the home, can be valuable." A few individuals provided a number of possible suggestions for training areas that would be important to them. Though one respondent began his comment stating he was not in favor of continuing education since the subjects were not "relevant, and just busy work," he added that continuing education would be beneficial if other professionals like lawyers or merchandisers gave talks about issues of interests to funeral directors. Another succinctly stated that this is the year 2002 and "put classes on the Internet."

One respondent wrote and wished this researcher well and stated, "It is my sincere hope that Oklahoma funeral directors will indeed have mandatory CE. It is vital to maintaining quality education among our industry leaders." Concerning voluntary or mandatory continuing education by Oklahoma funeral directors, one wrote:

I appreciate your insight into C.E., but I will always be against CE due to the fact that the state of Oklahoma lost over 350 licenses during the period they forced CE on us. As a funeral home owner the C.E. caused a hardship directly on our funeral homes by taking licenses from people in our area that could not or would not comply with the CE requirement. I will continue to fight against CE in our state legislature.

Even with the recent history of voluntary professional education in the funeral industry in Oklahoma, provided by the Board at no charge and in a voluntary participation format, an interesting finding from the written comments is that some FDIC's equate continuing professional education with mandatory continuing professional education.

Summary

The profile of FDIC's in Oklahoma indicates a group that is predominately male and more than likely is over 40 years in age. All have with an educational degree or diploma and nearly three-quarters have a bachelor's degree or higher college credit. Half of the FDIC's work at a funeral establishment that conducts either 100 or more funerals per year while half work at funeral homes that conduct less than 100 per year. Regarding the need of continuing education, nearly two-thirds consider it appropriate, and over 50% suggest that between 4 to 6 hours annually is sufficient. One-fourth of the sample felt there is no need for continuing professional education.

Over one-half of the respondents would be willing to attend a continuing educational activity at either district meetings or state conventions, but one-third would be less likely to attend at either event. The likelihood of attending continuing education at either a college or vocational education center is initially low at 10% to 15%; however, any of these would eventually be acceptable to approximately 40% of respondents as a likely location for continuing educational programs. Moreover, 50% would be likely to pursue continuing education by using the Internet. From one-quarter to one-third of FDIC's report they would not be willing to travel, attend, or use the Internet for any continuing educational activity.

Nearly all surveyed FDIC's have participated in mandatory continuing education, but only one-half of these individuals were satisfied with the experience. Yet, a vast majority of those who voluntarily attend educational activity are satisfied with their learning activity. Nearly one-half of the participants were certain that continuing education would have an effect on company profits while one-fifth were undecided. One-third felt that continuing education would provide no financial benefits to the company.

A large majority of FDIC's have a positive view toward participation in continuing education. Nearly three-fourths of the sample scored at or above the midpoint of the AACES indicating they have agreeable attitudes toward continuing education. Nearly three-fourths of FDIC's scored at or below the midpoint of the deterrent scale. Therefore stating, that deterrents are slightly to not important issues blocking their participation in continuing education activities. Some FDIC's have a belief that any type of formal continuing education is to be regarded as mandatory professional continuing education when in some continuing educational activities participation is voluntary.

The confirmatory analysis of the deterrent scale supported the original research constructs and those factors which could be deterrents to participation. Almost all factor loadings were the same as in the original instrument by Darkenwald and Valentine. As in the original study, the six factors found in this study were: Lack of Confidence, Lack of Course Relevance, Lack of Time, Cost, Low Personal Priority, and Personal Problems. This study provided more clarity for the items in the DPS-G.

CHAPTER 5

UNIVARIATE ANALYSIS

Three types of data were collected from the participants: (1) descriptive data related to funeral directors, (2) attitudes toward continuing education, and (3) perceptions of deterrents to participation in continuing education. For each of the variables in the descriptive data, the FDIC's were placed into groups, and the groups were compared on their attitudes toward continuing education and their perceptions of deterrents to participation in continuing education. The overall AACES score was used to measure attitudes toward continuing education, and the overall DPS-G score and its six factor scores were used to measure deterrents to participation in continuing education. These were univariate analyses because only one dependent variable was involved in each analysis (Huck, Cromier, & Bounds, 2000, p. 383).

One-way analysis of variance (ANOVA) was used to investigate the sample of 170 FDIC's from the population. An ANOVA is a parametric test "tied to population distributions; they require that we be able to assume that population data are normally distributed" (Scheffler, 1988, p. 508). The term analysis of variance can be misleading because it implies an interest in "variances" while actually

the concern is about differences among group means (p. 357). An important element in correlation or in inferential studies is to determine differences in population means, to determine variances between means, or to test a null hypothesis. Analysis of variance is a "procedure in which the researcher can test a null hypothesis" (Wiersma, 2000, p. 356). For example, if findings show significant differences between group scores, then the researcher rejects the null hypothesis since scores are not homogeneous.

One aim of research is to determine "if the variances are homogeneous" (Huck, et al., 1974, p. 57). An ANOVA tends to be very robust with respect to the assumption of homogeneity of variances (Gay, 1987). Within a given group of measurement there will be variability. This variability within a group is called "with-in group variation, random variability, or error" (Wiersma, 2000, p. 341). ANOVA computations involve a procedure by which the total variation is partitioned into two components. The first component's origin is differences among group means and the second is the random variation with groups, called error. "This is done by partitioning the total sum of squares into the *group (treatment group) sum of squares* and the *error sum of squares*" (McMillan & Schumacher, 1993, p. 343).

In this study, the analysis of variance was used as a statistical method "to determine whether there is a significant difference between means at a selected probability level" (Gay, 1987, p. 254). However, the researcher must realize that even though the results show a statistically significant difference it "does not automatically mean that they are of any educational value" (p. 255). Any statistical significance should be read carefully so as not to believe automatically that there is any practical importance whatsoever.

Using the various demographic variables, this study grouped the respondents and compared these to the responses provided on attitudes and deterrents using the AACES, DPS-G, and the six factors of the DPS-G. To investigate the sample, there were 22 separate one-way analysis of variances and from these there were 17 which produced significant differences among the groups. Of those that did produce a significant difference at the .05 level of significance, most were confined to a few areas. In all cases showing a difference, distinct groups came from the AACES. From the DPS-G and the six factors of the DPS-G, the most common appearing factor analyzed showing a significance was Low Personal Priority. For this group of FDIC's, the factor Time did not appear once. Moreover, the factor related to

confidence appeared only once while the factor Personal Problems appeared twice, and the factor Cost appeared three times. To summarize the differences among the groups (see Table 10), on the attitude scale, low scores indicate a negative attitude toward continuing education while a high score indicates a positive attitude toward the item. On the deterrent scales, a low score indicates that the respondents feel the survey item is less of a deterrent factor while a high score indicates that the respondents feel it is a more important deterrent.

Table 10: Summary of Differences among Groups on the AACES and DPS-G

Variable	AACES	DPS-G	Confid	Relv	Time	Prior	Cost	Prob
Gender								
Male	Low						Low	
Female	High						High	
Need for Cont. Ed								
Yes	High					Low		
No	Low					High		
Undecided	Mid					High		
Hours of CE								
0	Low			High		High		
1-5	Mid			----		----		
Over 5	High			Low		Low		
District								
Very Likely	High							
Likely	High							
Undecided	High							

Variable	AACES	DPS-G	Confid	Relv	Time	Prior	Cost	Prob
Unlikely	----							
Very Unlikely	Low							
College								
Very Likely	High							
Likely								
Undecided	Mid							
Unlikely	Mid							
Very Unlikely	Low							
Voc. Ed. Ctr.								
Very Likely	High						High	
Likely								
Undecided	Mid							
Unlikely							Low	
Very Unlikely	Low							
Convention								
Very Likely	High					Low		
Likely	High							
Undecided	High							
Unlikely	High					Low		
Very Unlikely	Low					High		
Internet								
Very Likely	High							
Likely	High	Low				Low		
Undecided	High	Low				Low	Low	
Unlikely	High							
Very Unlikely	Low	High				High	High	
Satisfied w/ MPCE								
Yes	High	Low		Low		Low		
No	Low	High		High		High		

Variable	AACES	DPS-G	Confid	Relv	Time	Prior	Cost	Pro
Satisfied w/Vol Ed								
Yes	High			Low		Low		
No	Low			High		High		
Business Prosper								
Agree	High					Low		
Undecided	Mid		High					High
Disagree	Low		Low			High		Low
Age & CE Fin Success								
Agree	High					Low		
Undecided	Mid							
Disagree	Low					High		
Age & CE Pos. Profits								
Agree				Low		Low		
Undecided						Low		
Disagree				High		High		

In the first analysis, the participants were grouped by gender and a separate one-way analysis of variance was conducted for each of the eight scales. Significant differences were found between males and females on the AACES and the Cost deterrent factor (see Table 11). This study found a large disparity between the number of male (150) and female (12) respondents. This great disparity in group size may affect the outcome of the analysis. On the AACES, females had a slightly higher positive attitude toward continuing education with a mean score of 86.92 compared to the males mean score of 76.29. Females scored

slightly higher with a mean of 13.58 on the Cost deterrent factor than the males with a mean of 10.19. Females view cost as a slight barrier to continuing education while it was not important for the males.

Table 11: ANOVA of Attitudes and Deterrents by Gender

Source	SS	df	MS	F	p
AACES					
Between Groups	1255.52	1	1255.52	5.64	0.02
Within Groups	35605.59	160	222.53		
Cost					
Between Groups	127.85	1	127.85	3.97	0.05
Within Groups	5178.35	161	32.16		
Low Personal Priority					
Between Groups	76.52	1	76.52	2.23	0.14
Within Groups	5529.14	161	34.34		
Personal Problems					
Between Groups	14.45	1	14.45	2.20	0.14
Within Groups	1055.56	161	6.56		
Lack of Confidence					
Between Groups	8.86	1	8.86	0.41	0.52
Within Groups	3460.13	161	21.49		
DPS-G					
Between Groups	179.14	1	179.14	0.38	0.54
Within Groups	75161.16	161	466.84		
Time Constraints					
Between Groups	5.60	1	5.60	0.17	0.68
Within Groups	5187.14	161	32.22		
Lack of Course Relevance					
Between Groups	2.82	1	2.82	0.06	0.80
Within Groups	7263.96	161	45.12		

The participants were asked about their attained level of college education. No significant differences were found between the educational level of the groups for any of the attitude or deterrent scales (see Table 12).

Table 12: ANOVA of Attitudes and Deterrents by Education Level

Source	SS	df	MS	F	p
Time Constraints					
Between Groups	124.34	2	62.17	1.98	0.14
Within Groups	4767.69	152	31.37		
Cost					
Between Groups	113.33	2	56.66	1.71	0.18
Within Groups	5047.38	152	33.21		
DETER					
Between Groups	927.52	2	463.76	0.99	0.38
Within Groups	71412.03	152	469.82		
Low Personal Priority					
Between Groups	36.55	2	18.27	0.55	0.58
Within Groups	5041.67	152	33.17		
Personal Problems					
Between Groups	5.79	2	2.89	0.42	0.66
Within Groups	1038.56	152	6.83		
Lack of Confidence					
Between Groups	9.83	2	4.92	0.22	0.80
Within Groups	3357.11	152	22.09		
AACES					
Between Groups	19.87	2	9.94	0.04	0.96
Within Groups	34253.20	152	225.35		
Lack of Course Relevance					
Between Groups	2.38	2	1.19	0.03	0.97
Within Groups	6876.61	152	45.24		

The participants were asked about the average number of funerals per year conducted at their funeral establishment. The number of funerals conducted per year were grouped as follows: Less than 50, 50 to 100, Over 100. No significant differences were found between groups for any of the attitude or deterrent scales (see Table 13).

Table 13: ANOVA of Attitudes and Deterrents by Average Number of Funerals Conducted each Year

Source	SS	df	MS	F	p
Low Personal Priority					
Between Groups	46.67	2	23.34	0.68	0.51
Within Groups	5412.30	157	34.47		
Personal Problems					
Between Groups	6.94	2	3.47	0.52	0.59
Within Groups	1044.16	157	6.65		
Cost					
Between Groups	25.81	2	12.90	0.40	0.67
Within Groups	5015.94	157	31.95		
Lack of Confidence					
Between Groups	14.00	2	7.00	0.32	0.73
Within Groups	3427.37	157	21.83		
DETER					
Between Groups	111.44	2	55.72	0.12	0.89
Within Groups	73233.75	157	466.46		
AACES					
Between Groups	40.39	2	20.19	0.09	0.92
Within Groups	36620.03	156	234.74		
Lack of Course Relevance					
Between Groups	3.82	2	1.91	0.04	0.96
Within Groups	7015.28	157	44.68		
Time Constraints					
Between Groups	2.65	2	1.33	0.04	0.96
Within Groups	4998.85	157	31.84		

The participants were asked about a funeral director's need for continuing education. The need for continuing education for funeral directors was grouped as follows: Yes, No, Undecided. Significant differences were found on the AACES and the deterrent factors of Low Personal Priority and Lack of Course Relevance (see Table 14).

Table 14: ANOVA of Attitudes and Deterrents on Need for Continuing Education by Funeral Directors

Source	SS	df	MS	F	p
AACES					
Between Groups	20229.81	2	10114.91	94.26	0.01
Within Groups	17061.18	159	107.30		
Low Personal Priority					
Between Groups	601.42	2	300.71	9.66	0.01
Within Groups	4981.26	160	31.13		
Lack of Course Relevance					
Between Groups	263.18	2	131.59	3.05	0.05
Within Groups	6909.08	160	43.18		
Personal Problems					
Between Groups	25.32	2	12.66	1.94	0.15
Within Groups	1044.69	160	6.53		
Lack of Confidence					
Between Groups	49.84	2	24.92	1.11	0.33
Within Groups	3577.39	160	22.36		
DETER					
Between Groups	637.35	2	318.68	0.69	0.50
Within Groups	73800.82	160	461.26		
Time Constraints					
Between Groups	40.05	2	20.02	0.64	0.53
Within Groups	5042.26	160	31.51		
Cost					
Between Groups	2.04	2	1.02	0.03	0.97
Within Groups	5118.84	160	31.99		

The Tukey post-hoc test showed three distinct groups associated to the AACES. The group answering Yes (85.35) scored the highest while the group answering No (58.85) scored the lowest. Those answering Yes have a more positive attitude toward continuing education while those answering No had the most negative attitude. The Undecided group (73.60) scored between the other two groups; however, this mean is approximately 10 points above the midpoint of 66 for

the AACES scale and indicates a somewhat positive attitude even for the Undecided group.

A significant difference was found among the groups on the Low Personal Priority scale. The Tukey post-hoc test showed two distinct groups. For those answering Yes (11.69) to the need for continuing education, Low Personal Priority was less of a deterrent than for those answering No (15.95) and the Undecided group (14.88). Although a significant difference was also found on the Lack of Course Relevance factor, the Tukey post-hoc test was unable to discern any differences among the groups.

The participants were asked about the number of hours of continuing education funeral directors should complete annually. The number of hours needed annually was grouped as follows: 0, 1-5, and Over 5. Significant differences were found on the AACES and on the deterrent factors of Lack of Course Relevance and Low Personal Priority (see Table 15).

Table 15: ANOVA of Attitudes and Deterrents on Annual Number of Hours Needed for Continuing Education by Funeral Directors

Source	SS	df	MS	F	p
AACES					
Between Groups	18808.15	2	9404.07	86.84	0.01
Within Groups	4340.72	149	29.13		
Low Personal Priority					
Between Groups	591.67	2	295.84	10.15	0.01
Within Groups	16026.95	148	108.29		
Lack of Course Relevancy					
Between Groups	268.48	2	134.24	3.11	0.05
Within Groups	6428.89	149	43.15		
Personal Problems					
Between Groups	26.10	2	13.05	2.15	0.12
Within Groups	903.24	149	6.06		
DETER					
Between Groups	1343.76	2	671.88	1.53	0.22
Within Groups	65369.82	149	438.72		
Lack of Confidence					
Between Groups	53.26	2	26.63	1.23	0.30
Within Groups	3231.83	149	21.69		
Time Constraints					
Between Groups	71.19	2	35.59	1.18	0.31
Within Groups	4508.75	149	30.26		
Cost					
Between Groups	39.70	2	19.85	0.64	0.53
Within Groups	4643.88	149	31.17		

The Tukey post-hoc test showed three distinct groups associated to the AACES. Those who felt 0 hours (59.21) of continuing education was needed had a negative attitude while those who felt that there should be 1-5 hours (81.06) had a positive attitude. The group who felt there should be Over 5 hours (86.66) had an even higher positive attitude.

The Tukey post-hoc test showed two distinct groups associated with the factor of Lack of Course Relevancy. For the group supporting Over 5 hours (15.11), Lack of Course

Relevance was less of a deterrent than for the group supporting 0 hours (18.33) of continuing education annually. The Tukey post-hoc test showed two distinct groups associated with the factor of Low Personal Priority. For the group supporting 1 to 5 hours (13.53) and the Over 5 hours (11.20), Low Personal Priority was less of a deterrent than for the group supporting 0 hours (16.13) of continuing education annually.

The participants were asked if they would attend a continuing education program at a district meeting. The provided options for the likelihood of attending a district meeting were grouped as follows: Very Likely, Likely, Undecided, Unlikely, and Very Unlikely. A significant difference was found on the AACES (see Table 16).

Table 16: ANOVA of Attitudes and Deterrents on Participants Attending at District Meeting

Source	SS	df	MS	F	p
AACES					
Between Groups	7943.07	4	1985.77	11.72	0.00
Within Groups	25239.41	149	169.39		
Low Personal Priority					
Between Groups	305.46	4	76.36	2.27	0.06
Within Groups	5035.42	150	33.57		
Lack of Confidence					
Between Groups	118.07	4	29.52	1.34	0.30
Within Groups	3292.09	150	21.95		
Cost					
Between Groups	127.14	4	31.78	1.00	0.40
Within Groups	4772.06	150	31.81		
Lack of Course Relevance					
Between Groups	105.03	4	26.26	0.59	0.70
Within Groups	6621.65	150	44.14		
Personal Problems					
Between Groups	14.96	4	3.74	0.55	0.70
Within Groups	1019.39	150	6.80		
Time Constraints					
Between Groups	62.11	4	15.53	0.49	0.70
Within Groups	4718.17	150	31.45		
DETER					
Between Groups	891.05	4	222.76	0.48	0.70
Within Groups	69105.49	150	460.70		

The Tukey post-hoc test showed two distinct groups associated with the AACES. Those answering Very Unlikely (65.00) had more of a negative attitude than those in support of attending a district meeting by answering Very Likely (84.13), Likely (80.49), and Undecided (76.83).

The participants were asked if they would attend a continuing education program at a variety of locations. One choice was to attend at either a college or university. The provided options for the likelihood of attending at a college or university were grouped as follows: Very Likely,

Likely, Undecided, Unlikely, and Very Likely. A significant difference was found on the AACES and the Low Personal Priority factors (see Table 17).

Table 17: ANOVA of Attitudes and Deterrents of Participants Attending at Colleges or Universities

Source	SS	df	MS	F	p
AACES					
Between Groups	8570.51	4	2142.63	12.91	0.00
Within Groups	23736.97	143	165.99		
Low Personal Priority					
Between Groups	427.76	4	106.94	3.28	0.01
Within Groups	4696.77	144	32.62		
Lack of Confidence					
Between Groups	154.19	4	38.55	1.78	0.14
Within Groups	3110.85	144	21.60		
Personal Problems					
Between Groups	40.34	4	10.08	1.63	0.17
Within Groups	888.99	144	6.17		
Lack of Course Relevance					
Between Groups	120.17	4	30.04	0.68	0.61
Within Groups	6357.18	144	44.15		
Cost					
Between Groups	78.43	4	19.61	0.62	0.65
Within Groups	4563.11	144	31.69		
DETER					
Between Groups	793.44	4	198.36	0.43	0.79
Within Groups	66531.32	144	462.02		
Time Constraints					
Between Groups	52.99	4	13.25	0.40	0.81
Within Groups	4751.88	144	33.00		

The Tukey post-hoc test showed three distinct groups associated with the AACES. Those who were Very Unlikely (64.03) to attend a college or university had a more negative attitude toward continuing education than those Very Likely (86.07) to attend a college or university. Those answering Unlikely (75.48) and the Undecided (75.38) were a distinct group scoring between the other two groups. A

significant difference was also found on the Low Personal Priority factor. However, the Tukey post-hoc test was unable to discern any differences among the groups.

The participants were asked if they would attend a continuing education program at a vocational education center. The provided options for the likelihood of attending at a vocational center were grouped as follows: Very Likely, Likely, Undecided, Unlikely, and Very Unlikely. A significant difference was found on the AACES and the Low Personal Priority factor (see Table 18).

Table 18: ANOVA of Attitudes and Deterrents of Participants Attending at Vocational Education Centers

Source	SS	df	MS	F	p
AACES					
Between Groups	8693.49	4	2173.37	13.07	0.00
Within Groups	24271.48	146	166.24		
Personal Problems					
Between Groups	64.40	4	16.10	2.71	0.03
Within Groups	874.28	147	5.95		
Low Personal Priority					
Between Groups	289.89	4	72.47	2.18	0.07
Within Groups	4887.94	147	33.25		
Cost					
Between Groups	245.94	4	61.48	2.07	0.09
Within Groups	4365.54	147	29.70		
Time Constraints					
Between Groups	195.54	4	48.89	1.58	0.18
Within Groups	4540.03	147	30.88		
Lack of Course Relevance					
Between Groups	178.46	4	44.62	1.02	0.40
Within Groups	6439.01	147	43.80		
Lack of Confidence					
Between Groups	61.56	4	15.39	0.71	0.59
Within Groups	3202.33	147	21.78		
DETER					
Between Groups	793.45	4	198.36	0.44	0.78
Within Groups	66642.02	147	453.35		

The Tukey post-hoc test showed three distinct groups associated with the AACES. Those who were Very Unlikely (64.79) to attend a vocational education center had a more negative attitude toward continuing education than those Very Likely (87.28) to attend a vocational education center. Those answering Undecided (75.00) were a distinct group scoring between the other two groups.

A significant difference was found also on the Personal Problems factor. The Tukey post-hoc test was unable to discern any differences among the groups. However the Tukey post-hoc test did discern two distinct groups associated with the deterrent Cost. Those who were Unlikely (7.65) to attend a vocational education center had a more negative attitude toward continuing education than those answering Very Likely (11.84).

The participants were asked if they would attend a continuing education program at a state convention. The provided options for the likelihood of attending at a convention were grouped as follows: Very Likely, Likely, Undecided, Unlikely, and Very Unlikely. A significant difference was found on the AACES and the Low Personal Priority factor (see Table 19).

Table 19: ANOVA of Attitudes and Deterrents of Participants Attending at a State Convention

Source	SS	df	MS	F	p
AACES					
Between Groups	8224.28	4	2056.07	12.32	0.00
Within Groups	25027.62	150	166.85		
Low Personal Priority					
Between Groups	570.53	4	142.63	4.56	0.00
Within Groups	4727.22	151	31.31		
DETER					
Between Groups	2564.68	4	641.17	1.46	0.22
Within Groups	66240.57	151	438.68		
Cost					
Between Groups	143.62	4	35.91	1.20	0.31
Within Groups	4530.60	151	30.00		
Lack of Confidence					
Between Groups	85.36	4	21.34	1.00	0.41
Within Groups	3237.32	151	21.44		
Lack of Course Relevance					
Between Groups	153.62	4	38.40	0.87	0.48
Within Groups	6678.69	151	44.23		
Time Constraints					
Between Groups	82.12	4	20.53	0.65	0.63
Within Groups	4788.87	151	31.71		
Personal Problems					
Between Groups	1.57	4	0.39	0.06	0.99
Within Groups	942.19	151	6.24		

The Tukey post-hoc test showed two distinct groups associated with the AACES. Those who were Very Unlikely (63.72) to attend a state convention had a more negative attitude toward continuing education than those Very Likely (84.57), Likely (79.27), Unlikely (77.05) and Undecided (75.81) to attend a state convention.

The Tukey post-hoc test showed two distinct groups associated with the factor Low Personal Priority. For those Very Likely (11.46) and for those Undecided (12.18) about

participating in continuing education sessions at a state convention, Low Personal Priority was less of a deterrent than for the Very Unlikely (16.76) to participate at a state convention.

The participants were asked if they would enroll in a distance learning (Internet) class for continuing education. The provided options for the likelihood of participating in continuing education through distance learning were as follows: Very Likely, Likely, Undecided, Unlikely, and Very Likely. A significant difference was found on the overall scores for the AACES and the DPS-G and the Low Personal Priority and Cost factors (see Table 20).

Table 20: ANOVA of Attitudes and Deterrents of Participants Using Distant Learning (Internet)

Source	SS	df	MS	F	p
AACES					
Between Groups	6720.31	4	1680.08	9.31	0.00
Within Groups	26880.72	149	180.41		
Low Personal Priority					
Between Groups	412.17	4	103.04	3.13	0.02
Within Groups	4932.93	150	32.89		
Cost					
Between Groups	368.68	4	92.17	3.07	0.02
Within Groups	4503.26	150	30.02		
DETER					
Between Groups	4249.27	4	1062.32	2.43	0.05
Within Groups	65638.88	150	437.59		
Lack of Confidence					
Between Groups	156.72	4	39.18	1.81	0.13
Within Groups	3239.50	150	21.60		
Lack of Course Relevance					
Between Groups	249.75	4	62.44	1.43	0.23
Within Groups	6555.82	150	43.71		
Time Constraints					
Between Groups	97.78	4	24.45	0.77	0.55
Within Groups	4757.42	150	31.72		
Personal Problems					
Between Groups	2.33	4	0.58	0.09	0.99
Within Groups	1020.40	150	6.80		

The Tukey post-hoc test showed two distinct groups associated with the AACES. Those who were Very Unlikely (61.05) to participant in continuing education through distance learning had a more negative attitude toward continuing education than those Very Likely (82.49), Likely (79.49), Undecided (79.33), and the Unlikely (75.71) to participate in continuing education through the Internet.

The Tukey post-hoc test showed two distinct groups associated with the DPS-G. For the Very Unlikely (82.35),

enrolling in the Internet was more of a deterrent issue than for those who were Likely (66.74) or Undecided (65.22) about continuing educational activity through the Internet. The Tukey post-hoc test showed two distinct groups associated with the factor of Low Personal Priority. For the Very Unlikely (16.95), enrolling in an Internet class was more of a deterrent than those Likely (12.15) or Undecided (11.63) about continuing educational activity through the Internet. The Tukey post-hoc test showed two distinct groups associated with the factor of Cost. For the Very Unlikely (13.50), enrolling in an Internet class was more of a deterrent than those Undecided (8.18) about continuing educational activity through the Internet.

The participants were asked if they had ever attended a mandatory professional continuing education class. The groupings for attending a mandatory professional continuing education class were either Yes or No. No significant differences were found between groups for any of the attitude or deterrent factors (see Table 21).

Table 21: ANOVA of Attitudes and Deterrents of Participants on Attendance at Mandatory Professional Education

Source	SS	df	MS	F	p
Cost					
Between Groups	115.86	1.00	115.86	3.59	0.06
Within Groups	5190.34	161.00	32.24		
Lack of Confidence					
Between Groups	61.51	1.00	61.51	2.91	0.09
Within Groups	3407.48	161.00	21.16		
DETER					
Between Groups	945.94	1.00	945.94	2.05	0.15
Within Groups	74394.36	161.00	462.08		
Personal Problems					
Between Groups	12.10	1.00	12.10	1.84	0.18
Within Groups	1057.91	161.00	6.57		
Time Constraints					
Between Groups	40.51	1.00	40.51	1.27	0.26
Within Groups	5152.23	161.00	32.00		
Low Personal Priority					
Between Groups	34.04	1.00	34.04	0.98	0.32
Within Groups	5571.61	161.00	34.61		
AACES					
Between Groups	176.39	1.00	176.39	0.76	0.38
Within Groups	37093.61	160.00	231.84		
Lack of Course Relevance					
Between Groups	12.45	1.00	12.45	0.28	0.60
Within Groups	7254.34	161.00	45.06		

The participants were asked whether their attendance at a mandatory professional continuing education class was either a satisfying or unsatisfying experience. Significant differences were found on the AACES and DPS-G scales and on the Lack of Course Relevance and Low Personal Priority factors (see Table 22).

Table 22: ANOVA of Attitudes and Deterrents of Participants on Satisfaction or Unsatisfaction with Mandatory Professional Education

Source	SS	df	MS	F	p
AACES					
Between Groups	12029.06	1	12029.06	80.95	0.00
Within Groups	19318.00	130	148.60		
Low Personal Priority					
Between Groups	626.11	1	626.11	20.39	0.00
Within Groups	4022.25	131	30.70		
Lack of Course Relevance					
Between Groups	758.63	1	758.63	18.95	0.00
Within Groups	5243.67	131	40.03		
DETER					
Between Groups	3697.02	1	3697.02	9.72	0.00
Within Groups	49847.07	131	380.51		
Cost					
Between Groups	83.40	1	83.40	2.90	0.09
Within Groups	3764.33	131	28.74		
Lack of Confidence					
Between Groups	5.81	1	5.81	0.31	0.58
Within Groups	2445.98	131	18.67		
Time Constraints					
Between Groups	3.85	1	3.85	0.13	0.72
Within Groups	3890.25	131	29.70		
Personal Problems					
Between Groups	0.20	1	0.20	0.04	0.85
Within Groups	712.43	131	5.44		

On the AACES, those FDIC's satisfied with their mandatory professional education experience had a higher positive attitude toward continuing education with a mean score of 85.88 compared to the unsatisfied FDIC's mean score of 66.78. On the DPS-G, those FDIC's satisfied with their mandatory professional education experience had a lower perceived deterrent mean score of 64.19 compared to the unsatisfied FDIC's mean score of 74.74. On the Lack of Course Relevance factor, those FDIC's satisfied with their

mandatory professional education experience had slightly lower perceived deterrent mean score of 13.85 compared to the unsatisfied FDIC's mean score of 18.63. On the Low Personal Priority factor, those FDIC's satisfied with their mandatory professional education experience had a lower perceived deterrent mean score of 11.04 compared to the unsatisfied FDIC's mean score of 15.38 (see Table 23).

Table 23: Distribution of Frequency for Scales

		N	Mean	Std. Deviation
AACES	Satisfying	68	85.8824	9.3226
	Unsatisfying	64	66.7813	14.6358
	Total	132	76.6212	15.4690
DETER	Satisfying	68	64.1912	16.3436
	Unsatisfying	65	74.7385	22.3434
	Total	133	69.3459	20.1404
Lack of Confidence	Satisfying	68	10.9412	4.0107
	Unsatisfying	65	10.5231	4.6237
	Total	133	10.7368	4.3098
Lack of Course Relevance	Satisfying	68	13.8529	5.4287
	Unsatisfying	65	18.6308	7.1470
	Total	133	16.1880	6.7433
Time Constraints	Satisfying	68	14.0441	4.6982
	Unsatisfying	65	14.3846	6.1382
	Total	133	14.2105	5.4315
Low Personal Priority	Satisfying	68	11.0441	4.4233
	Unsatisfying	65	15.3846	6.5089
	Total	133	13.1654	5.9342
Cost	Satisfying	68	9.3235	4.0203
	Unsatisfying	65	10.9077	6.4728
	Total	133	10.0977	5.3990
Personal Problems	Satisfying	68	4.9853	2.0259
	Unsatisfying	65	4.9077	2.6144
	Total	133	4.9474	2.3235

The participants were asked about whether they had attended a voluntary continuing education class and whether it was either a Satisfying or Unsatisfying experience. A significant difference was found on the AACES and on the Lack of Course Relevance and Low Personal Priority factors (see Table 24).

Table 24: ANOVA of Attitudes and Deterrents of Participants on Satisfaction or Unsatisfaction with Voluntary Education

Source	SS	df	MS	F	p
AACES					
Between Groups	6140.59	1	6140.59	37.50	0.00
Within Groups	20796.64	127	163.75		
Low Personal Priority					
Between Groups	233.33	1	233.33	8.24	0.00
Within Groups	3595.50	127	28.31		
Lack of Course Relevance					
Between Groups	182.64	1	182.64	4.31	0.04
Within Groups	5386.39	127	42.41		
Personal Problems					
Between Groups	28.54	1	28.54	4.28	0.04
Within Groups	847.42	127	6.67		
Lack of Confidence					
Between Groups	81.21	1	81.21	3.72	0.06
Within Groups	2770.85	127	21.82		
DETER					
Between Groups	428.00	1	428.00	0.91	0.34
Within Groups	59805.60	127	470.91		
Time Constraints					
Between Groups	10.91	1	10.91	0.37	0.55
Within Groups	3785.76	127	29.81		
Cost					
Between Groups	8.69	1	8.69	0.25	0.62
Within Groups	4471.86	127	35.21		

On the AACES, those FDIC's satisfied with their voluntary education experience had a higher positive attitude toward continuing education with a mean score of

81.86 compared to the unsatisfied FDIC's mean score of 61.94. On the Lack of Course Relevance factor, those FDIC's satisfied with their voluntary education experience had a lower perceived deterrent mean score of 16.29 compared to the unsatisfied FDIC's mean score of 19.72. On the Low Personal Priority factor, those FDIC's satisfied with their voluntary education experience had a lower perceived deterrent mean score of 12.06 compared to the unsatisfied FDIC's mean score of 15.94 (see Table 25).

Table 25: Frequency of Distribution

		N	Mean	Std. Deviation
AACES	Satisfying	111	81.8559	12.2384
	Unsatisfying	18	61.9444	15.9428
	Total	129	79.0775	14.5068
DETER	Satisfying	111	70.5766	21.4182
	Unsatisfying	18	75.8333	23.4452
	Total	129	71.3101	21.6927
Lack of Confidence	Satisfying	111	11.5676	4.9020
	Unsatisfying	18	9.2778	2.7398
	Total	129	11.2481	4.7204
Lack of Course Relevance	Satisfying	111	16.2883	6.2790
	Unsatisfying	18	19.7222	7.8576
	Total	129	16.7674	6.5961
Time Constraints	Satisfying	111	14.5495	5.2009
	Unsatisfying	18	15.3889	6.9039
	Total	129	14.6667	5.4462
Low Personal Priority	Satisfying	111	12.0631	4.8939
	Unsatisfying	18	15.9444	7.5184
	Total	129	12.6047	5.4693
Cost	Satisfying	111	10.6396	5.5870
	Unsatisfying	18	11.3889	7.8151
	Total	129	10.7442	5.9164
Personal Problems	Satisfying	111	5.4685	2.7063
	Unsatisfying	18	4.1111	1.5676
	Total	129	5.2791	2.6160

The participants were asked if they felt continuing education can have a positive financial effect on company profits. The groupings for the variable on whether continuing education can have a positive effect on company profits were grouped as follows: Yes, No, Undecided.

Significant differences were found on the AACES and on the

deterrent factors of Lack of Course Relevance and Low Personal Priority. (see Table 26).

Table 26: ANOVA of attitudes and Deterrents on Continuing Education Positive Effect on Company Profits

Source	SS	df	MS	F	p
AACES					
Between Groups	19949.42	4	4987.35	45.31	0.00
Within Groups	17172.22	156	110.08		
Low Personal Priority					
Between Groups	563.26	4	140.81	4.51	0.00
Within Groups	4903.81	157	31.23		
Personal Problems					
Between Groups	84.62	4	21.16	3.42	0.01
Within Groups	970.17	157	6.18		
Lack of Course Relevance					
Between Groups	382.54	4	95.63	2.18	0.07
Within Groups	6880.68	157	43.83		
Time Constraints					
Between Groups	249.26	4	62.32	2.00	0.10
Within Groups	4901.08	157	31.22		
DETER					
Between Groups	2831.14	4	707.78	1.58	0.18
Within Groups	70512.02	157	449.12		
Lack of Confidence					
Between Groups	112.78	4	28.20	1.39	0.24
Within Groups	3186.33	157	20.30		
Cost					
Between Groups	116.87	4	29.22	0.89	0.47
Within Groups	5131.84	157	32.69		

The Tukey post-hoc test showed three distinct groups associated to the AACES. The group answering Yes (85.73) scored the highest while the group answering No (63.48) scored the lowest. Those who felt that continuing education could have a positive financial effect on a company had a more positive attitude toward continuing education than

those who felt it could not. The Undecided group (79.63) was located between the other two group.

The Tukey post-hoc test for the Lack of Course Relevance factor showed two distinct groups. The group answering Yes (15.00) that continuing education effects a company's profits felt that course relevance was less important than the group answering No (18.11). For the Low Personal Priority factor, the Tukey post-hoc test showed two distinct groups. For those answering Yes (11.47), Low Personal Priority was less of a deterrent than for those answering No (15.60).

The participants were asked if continuing education can help make a business prosper. The options provided were grouped as follows: Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree. Significant differences were found on the AACES and on the Low Personal Priority factor (see Table 27).

The Tukey post-hoc test showed four distinct groups on the AACES. The group that Strongly Disagreed (55.63) with this item had a stronger negative attitude toward continuing education's ability to help a business prosper than the Disagree group (67.44). The Undecided group (78.56) and the Agree group (84.29) both had means above the AACES's mean score of 66 and both had a positive attitude about

continuing education helping a business prosper, but these were not nearly as positive as the Strongly Agree group (94.05) which believed that continuing education would make a business prosper.

Table 27: ANOVA of Attitudes and Deterrents on Continuing Education Helping a Business Prosper

Source	SS	df	MS	F	p
AACES					
Between Groups	22215.80	4	5553.95	57.42	0.00
Within Groups	15861.64	164	96.72		
Low Personal Priority					
Between Groups	602.03	4	150.51	4.82	0.00
Within Groups	5154.18	165	31.24		
Personal Problems					
Between Groups	61.50	4	15.38	2.29	0.06
Within Groups	1110.05	165	6.73		
Lack of Confidence					
Between Groups	214.24	4	53.56	2.01	0.09
Within Groups	4387.97	165	26.59		
Lack of Course Relevance					
Between Groups	285.21	4	71.30	1.68	0.16
Within Groups	7005.38	165	42.46		
Cost					
Between Groups	154.20	4	38.55	1.15	0.34
Within Groups	5535.43	165	33.55		
DETER					
Between Groups	1399.41	4	349.85	0.72	0.58
Within Groups	80622.71	165	488.62		
Time Constraints					
Between Groups	39.85	4	9.96	0.32	0.87
Within Groups	5154.50	165	31.24		

For the Low Personal Priority factor, the Tukey post-hoc test showed two distinct groups. Those who Strongly Agreed (11.16) and Agreed (11.71) that continuing education could help a business prosper felt that personal priorities

were less of a deterrent than those who Strongly Disagreed (16.75).

The participants were asked about their attitude toward continuing education being important for the financial success of a business. The options provided were grouped as follows: Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree. Significant differences were found among the groups on the AACES and Low Personal Priority factor (see Table 28).

Table 28: ANOVA of Attitudes and Deterrents on Continuing Education to Financial Success of a Business

Source	SS	df	MS	F	p
AACES					
Between Groups	18466.71	4	4616.68	38.61	0.00
Within Groups	18654.93	156	119.58		
Low Personal Priority					
Between Groups	417.18	4	104.29	3.24	0.01
Within Groups	5049.89	157	32.16		
Lack of Course Relevance					
Between Groups	321.57	4	80.39	1.82	0.13
Within Groups	6941.65	157	44.21		
Personal Problems					
Between Groups	39.56	4	9.89	1.53	0.20
Within Groups	1015.23	157	6.47		
Lack of Confidence					
Between Groups	115.46	4	28.86	1.42	0.23
Within Groups	3183.65	157	20.28		
Time Constraints					
Between Groups	131.75	4	32.94	1.03	0.39
Within Groups	5018.59	157	31.97		
Cost					
Between Groups	114.09	4	28.52	0.87	0.48
Within Groups	5134.62	157	32.70		
DETER					
Between Groups	819.42	4	204.86	0.44	0.78
Within Groups	72523.74	157	461.93		

The Tukey post-hoc test showed four distinct groups on the AACES. The group that Strongly Disagreed (56.87) that continuing education is important for the financial success of a business had a much stronger negative attitude toward continuing educations than those who Disagreed (71.66). Those who Agreed (85.04) had a positive attitude about continuing education that was well above the AACES's midpoint, but this group was not nearly as positive as those who Strongly Agreed (96.15) that continuing education is important for the financial success of a business.

For the Low Personal Priority factor, the Tukey post-hoc test showed two distinct groups. Those who Strongly Agreed (15.26) that continuing education is important for the financial success of a business felt that personal priorities were less of a deterrent than those who Strongly Disagreed (10.46).

The participants were asked about continuing education having a positive financial effect on a company's profits. The options provided were grouped as follows: Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree. Significant differences were found on the AACES and on the Low Personal Priority and Personal Problems factors (see Table 29).

Table 29: ANOVA of Attitudes and Deterrents on Continuing Education Having Positive Financial Effect on Company Profits

Source	SS	df	MS	F	p
AACES					
Between Groups	19949.42	4	4987.35	45.31	0.00
Within Groups	17172.22	156	110.08		
Low Personal Priority					
Between Groups	563.26	4	140.81	4.51	0.00
Within Groups	4903.81	157	31.23		
Personal Problems					
Between Groups	84.62	4	21.16	3.42	0.01
Within Groups	970.17	157	6.18		
Lack of Course Relevance					
Between Groups	382.54	4	95.63	2.18	0.07
Within Groups	6880.68	157	43.83		
Time Constraints					
Between Groups	249.26	4	62.32	2.00	0.10
Within Groups	4901.08	157	31.22		
DETER					
Between Groups	2831.14	4	707.78	1.58	0.18
Within Groups	70512.02	157	449.12		
Lack of Confidence					
Between Groups	112.78	4	28.20	1.39	0.24
Within Groups	3186.33	157	20.30		
Cost					
Between Groups	116.87	4	29.22	0.89	0.47
Within Groups	5131.84	157	32.69		

The Tukey post-hoc test showed four distinct groups on the AACES. The group that Strongly Disagreed (56.83) that continuing education could have a positive financial effect on company profits had a stronger negative attitude toward continuing education than the group that Disagreed (68.00). With a mean well above the AACES's midpoint, both the Undecided group (80.14) and the Agree group (83.28) had a positive attitude about continuing education having a positive financial effect on a company's profits but these

groups were not nearly as positive as those in the Strongly Agree (98.08) group about continuing education having a positive financial effect on a company's profits. For the Low Personal Priority factor, the Tukey post-hoc test showed two distinct groups. Those who Strongly Agreed (10.62) and Somewhat Agreed (11.96) that continuing education could have a positive financial effect on company's profits felt that personal priorities were less of a deterrent than those who Disagreed (16.52).

For the Personal Problems factor, the Tukey post-hoc test showed two distinct groups. Those who Strongly Agreed (6.69) that continuing education could have a positive financial effect on company's profits felt that personal priorities were less of a deterrent than those who Disagreed (3.70).

In order to explore differences related to age, the FDIC's were grouped into three age brackets: under 40, 40-49, and 50 and over. No significant differences were found among the age groups on the AACES, the DPS-G, or the six factors of the DPS-G (see Table 30).

Table 30: ANOVA of Age Groups

Source	SS	df	MS	F	p
Low Personal Priority					
Between Groups	105.62	2	52.81	1.56	0.21
Within Groups	5650.59	167	33.84		
Lack of Confidence					
Between Groups	66.51	2	33.25	1.22	0.30
Within Groups	4535.70	167	27.16		
DETER					
Between Groups	787.82	2	393.91	0.81	0.45
Within Groups	81234.30	167	486.43		
Cost					
Between Groups	30.41	2	15.20	0.45	0.64
Within Groups	5659.22	167	33.89		
Personal Problems					
Between Groups	5.48	2	2.74	0.39	0.68
Within Groups	1166.07	167	6.98		
Time Constraints					
Between Groups	21.07	2	10.53	0.34	0.71
Within Groups	5173.28	167	30.98		
Lack of Course Relevance					
Between Groups	27.92	2	13.96	0.32	0.73
Within Groups	7262.67	167	43.49		
AACES					
Between Groups	49.57	2	24.79	0.11	0.90
Within Groups	38027.87	166	229.08		

Using the three age variables, the FDIC's were asked about continuing education helping make a business prosper. The variables on whether continuing education could help make a business prosper were grouped as follows: an Agree group, an Undecided group, and a Disagree group. The responses provided were compared on attitudes and deterrents using the AACES, the DPS-G, and the six factors of the DPS-G. Significant differences were found on the AACES and on the deterrent factors Lack of Confidence, Low Personal Priority, and Personal Problems (see Table 31).

Table 31: ANOVA of Age Group and Business Prosper

Source	SS	df	MS	F	p
AACES					
Between Groups	18983.94	2	9491.97	82.52	0.00
Within Groups	19093.50	166	115.02		
Low Personal Priority					
Between Groups	558.71	2	279.36	8.98	0.00
Within Groups	5197.50	167	31.12		
Lack of Confidence					
Between Groups	211.02	2	105.51	4.01	0.02
Within Groups	4391.19	167	26.29		
Personal Problems					
Between Groups	46.11	2	23.05	3.42	0.04
Within Groups	1125.45	167	6.74		
Lack of Course Relevance					
Between Groups	216.81	2	108.41	2.56	0.08
Within Groups	7073.78	167	42.36		
DETER					
Between Groups	758.71	2	379.36	0.78	0.46
Within Groups	81263.41	167	486.61		
Time Constraints					
Between Groups	22.86	2	11.43	0.37	0.69
Within Groups	5171.50	167	30.97		
Cost					
Between Groups	9.04	2	4.52	0.13	0.88
Within Groups	5680.58	167	34.02		

The Tukey post-hoc test showed three distinct groups associated to the AACES. The group answering Disagree (62.38) had a negative attitude about continuing education helping make a business prosper while those answering with Undecided (78.56) had a higher positive attitude. However, the Agree group (86.94) had a much more positive attitude.

The Tukey post-hoc test showed two groups associated with the Lack of Confidence factor. For the group answering Disagree (10.41), Lack of Confidence was less of a deterrent than for the group answering Undecided (13.33). The Tukey

post-hoc test showed two distinct groups associated with the Low Personal Priority factor. For the group answering Agree (11.56), Low Personal Priority was less of a deterrent than for the group answering Disagree (15.79). The Tukey post-hoc test showed two distinct groups associated with the Personal Problems factor. For the group answering Disagree (4.55), Personal Problems was less of a deterrent than for the group answering Undecided (5.84).

Using the various age demographic variables, the respondents were asked about continuing education being important for the financial success of a business. The participants were grouped into the following three age brackets: under 40, 40-49, and 50 and over. Three groupings were set for responses from the participants: an Agree group, an Undecided group, and a Disagree group. The responses provided were compared on attitudes and deterrents using the AACES, the DPS-G, and the six factors of the DPS-G. Significant differences were found on the AACES and the deterrent scale Low Personal Priority (see Table 32).

Table 32: ANOVA of Age Group and Financial Success

Source	SS	df	MS	F	p
AACES					
Between Groups	13992.96	2	6996.48	47.80	0.00
Within Groups	23128.68	158	146.38		
Low Personal Priority					
Between Groups	400.58	2	200.29	6.29	0.00
Within Groups	5066.49	159	31.86		
Personal Problems					
Between Groups	35.88	2	17.94	2.80	0.06
Within Groups	1018.91	159	6.41		
Lack of Course Relevance					
Between Groups	207.89	2	103.94	2.34	0.10
Within Groups	7055.33	159	44.37		
Lack of Confidence					
Between Groups	76.20	2	38.10	1.88	0.16
Within Groups	3222.91	159	20.27		
Time Constraints					
Between Groups	48.36	2	24.18	0.75	0.47
Within Groups	5101.99	159	32.09		
Cost					
Between Groups	32.49	2	16.24	0.50	0.61
Within Groups	5216.23	159	32.81		
DETER					
Between Groups	140.75	2	70.38	0.15	0.86
Within Groups	73202.41	159	460.39		

The Tukey post-hoc test showed three distinct groups associated to the AACES. The group answering Disagree (66.34) about continuing education being important for the financial success of a business had a higher negative attitude while those answering with Undecided (79.50) had a higher positive attitude. However, the Agree group (87.49) had a much more positive attitude.

The Tukey post-hoc test showed two distinct groups associated with the factor Low Personal Priority. For the group answering Agree (11.25), Low Personal Priority was

less of a deterrent than for the group answering Disagree (14.85).

Using the various age demographic variables, the respondents were asked about continuing education having a positive financial effect on a company's profits. The participants were grouped into the following three age brackets: under 40, 40-49, and 50 and over. Three groupings were set for responses from the participants: an Agree group, an Undecided group, and a Disagree group. The responses provided were compared on attitudes and deterrents using the AACES, DPS-G, and the six factors of the DPS-G. Significant differences were found on the AACES and the deterrent scales Lack of Course Relevance and Low Personal Priority (see Table 33).

Table 33: ANOVA of Age Group Company Profits

Source	SS	df	MS	F	p
AACES					
Between Groups	16078.05	2	8039.02	60.36	0.00
Within Groups	21043.59	158	133.19		
Low Personal Priority					
Between Groups	501.67	2	250.83	8.03	0.00
Within Groups	4965.40	159	31.23		
Lack of Course Relevance					
Between Groups	340.05	2	170.02	3.90	0.02
Within Groups	6923.17	159	43.54		
Personal Problems					
Between Groups	33.77	2	16.88	2.63	0.08
Within Groups	1021.02	159	6.42		
Lack of Confidence					
Between Groups	52.20	2	26.10	1.28	0.28
Within Groups	3246.91	159	20.42		
DETER					
Between Groups	972.61	2	486.30	1.07	0.35
Within Groups	72370.55	159	455.16		
Time Constraints					
Between Groups	28.52	2	14.26	0.44	0.64
Within Groups	5121.83	159	32.21		
Cost					
Between Groups	7.29	2	3.64	0.11	0.90
Within Groups	5241.43	159	32.96		

The Tukey post-hoc test showed three distinct groups associated to the AACES. The group answering Disagree (62.96) about continuing education having a positive financial effect on a company's profits had a higher negative attitude while those answering with Undecided (80.14) had a higher positive attitude. However, the Agree group (86.15) had a much more positive attitude.

The Tukey post-hoc test showed two distinct groups associated with the factor Lack of Course Relevance. For the group answering Agree (14.93), Lack of Course Relevance was

less of a deterrent than for the group answering Disagree (18.19). The Tukey post-hoc test showed three distinct groups associated with the factor Low Personal Priority. For the group answering Agree (11.70) and Undecided (12.47), Low Personal Priority was less of a deterrent than for the group answering Disagree (15.71).

Summary

Several one-way analysis of variances were conducted to analyze the relationships between various demographic variables and the AACES, DPS-G, and the six factors of the DPS-G. These six factors of the DPS-G were as follows: Lack of Confidence, Lack of Course Relevance, Time, Low Personal Priority, Cost, and Personal Problems. Significant differences were found on many of the variables. The following is the summation of findings:

- Women had a slightly higher positive attitude toward continuing education than men and were also slightly more concerned about the cost of the education versus the men.
- The education level of the participants provided no significant differences for any of the attitude or deterrent scales.

- The number of funerals conducted annually provided no significant differences for any of the attitude or deterrent scales.
- Concerning the need for continuing education, 75% of the participants scored at or above the midpoint of the AACES indicating a positive attitude toward continuing education.
- Three-fourths of the participants do not consider personal priority as a major deterrent to continuing education.
- Nearly three-fourths of the participants felt there should be 1 to over 5 hours of continuing education on an annual basis.
- One-quarter of the participants felt that course content and personal priority were important deterrents to participation.
- Almost two-thirds of the participants preferred district meetings and state conventions for educational activity.
- Colleges or vocation education sites were acceptable locations for nearly one-half of the sample. Distance learning was a likely option for over 50% of the participants.

- About one-fifth of the participants would be very unlikely to participate in continuing education at any location or through the Internet. For these individuals Cost and Low Personal Priority factors were deterrent issues.
- There was an almost equal split between those satisfied and those unsatisfied with past mandatory education. For these individuals the factors of course content and personal priority were significant deterrent issues.
- Over 80% of the participants were satisfied with their voluntary education experience. The factors of course content and personal priority were significant deterrent issues.
- While nearly one-half felt that continuing education would have a positive financial effect on, one-third of the participants felt that continuing education would not have a positive financial effect. Course relevancy and Personal Priority were significant deterrents.
- Over two-thirds of the respondents felt that continuing education can help make a business successful and prosper. Significant deterrent differences were found for the factors of Personal Problems and Low Personal Priority.

- The analysis of the variable of age did not provide any significant differences on the AACES, the DPS-G, or the six factors of the DPS-G.

Many of the differences were related to the overall attitude scale and to the factor of Personal Priority. Relevancy of content was another factor that repeatedly was found to be significant. Other factors did not appear to be an issue for this sample concerning the variables provided.

A pattern was found developing between those individuals who had a negative attitude toward continuing education but who did not score high on the deterrent factor. These individuals, whose mean was around 65, comprised approximately 20% of the sample. This group is contrasted with those whose mean is around 85 and are very likely to attend a continuing education activity and comprised approximately 20% of the sample. Between these two polarized groups were those individuals who shifted among the different factors, but usually and consistently, according to the Tukey post-hoc test, viewed continuing education as a positive activity and scored low on the importance of deterrents playing a role in decided whether or not to participate in continuing education and were grouped with those having a positive attitude and a low deterrent perception. One important finding from this

analysis is that the two factors Attitude and Low Personal Priority were consistently associated to the extreme negative group. At times other factors would appear in the analysis with this group, but with no perceivable trend.

CHAPTER 6

MULTIVARIATE ANALYSIS

Discriminant Analysis

Multivariate analysis involves multiple dependent variables in the same unitary analysis (Huck et al., 2000, p. 383). Two multivariate techniques were used. Discriminant analysis was used to investigate the relationship between the demographic variables and the items in the attitudes and deterrents scales. Cluster analysis was used to explore for inherent groups within the sample of FDIC's. For both types of analyses, the individual items of the AACES and the DPS-G scales were used as the dependent variables. To make sense of the data and make it meaningful, a deductive approach was utilized. In this manner, researchers impose "sense upon the data by asking questions of the data that are meaningful to the researcher" (Conti, 1996, p. 67). The questions asked are important to researchers because they are "based upon their knowledge, experience, and intuition" (p. 67). Also, in order to make sense of the data but to prevent personal bias, researchers utilize an inductive approach. With this method the "goal is to have meaning and understanding emanate from the data itself" (p. 67).

Discriminant analysis is a method used to investigate differences between groups and allows the researcher to

classify different data cases into groups which it most closely resembles. "Data cases are the basic units of analysis--the elemental things being studied" (Klecka, 1990, p. 8). The basic assumption of discriminant analysis is that all data cases are members of two or more mutually exclusive groups and are exclusive to only one group. The elements which distinguish or separate the groups are the discriminating variables. "These variables must be measured at the interval or ratio level of measurement, so that means and variances can be calculated and so that they can be legitimately employed in mathematical equations" (p. 9).

Discriminant analysis is multivariate in nature which allows the researcher to examine interrelationships and simultaneous interaction of variables rather than examining variables singly and in isolation (Conti, 1993, p. 91). Unlike univariate statistical techniques, this method "can allow the simultaneous analysis of many variables in the complex phenomenon of adult learning; in allowing this complexity, it more closely reflects real life than the univariate process of isolating variables for analysis" (p. 94).

In social science research, discriminant analysis is a useful measure since it is "a statistical technique which allows the researcher to study the differences between two

or more groups of objects with respect to several variables simultaneously" (Klecka, 1990, p. 7). This statistical method also allows the researcher to make meaningful decisions about the data. Discriminant analysis can be used to determine the way groups differ and can also classify respondents into a group (Klecka, 1980, p. 8). "This technique allows the researcher to divide the sample into meaningful groups which reflect real-life situations and to simultaneously analyze multiple variables that have the potential of explaining group placement" (Conti, 1993, p. 90). For example, a researcher may want to know what discriminates a group of participants in continuing professional education from another group of nonparticipants in continuing professional education.

Two criteria were used for judging whether it was possible to discriminate between those in the group using the discriminating variables related to attitude and deterrents. The first criterion was that the discriminant function produced by the analysis had to be describable using the structure coefficients with a value of .3 or greater (Conti, 1993, p. 93). The second criterion was that the discriminant function had to have an eigenvalue of at least 1.0.

Since discriminant analysis produces a discriminant

function regardless of the meaning or the statistical significance of the function, the researcher has to have established criteria for determining if the function can be "judged as good and useful" (Conti, 1993, p. 93). The first criterion accomplished this by examining the structure matrix produced in the analysis. The structure matrix shows the correlation between the individual discriminating variables and the overall discriminant function (Klecka, 1990, p. 31). If several of the variables do not have a coefficient of at least .3, it is impossible to discern the meaning of the function. This criterion requires that the discriminant function must have clarity in order to be judged good and useful.

The second criterion requires the discriminant function to correctly account for a high degree of variance in the cases in the sample. "If a discriminant function can be described in a meaningful way and if it is efficient in correctly classifying cases into the proper group, then it is judged as good and useful" (Conti, 1993, p. 93). An eigenvalue of 1.0 is usually considered the minimal acceptable number to accomplish this (Klecka, 1980).

Together these two criteria require that the results of a discriminant analysis be good and useful before being accepted to describe the differences in the groups. These

criteria were necessary because analyses which use a large number of variables can produce functions which have high classification percentages but which offer no clear descriptive power. Other analyses produce functions which can be clearly described but which have low classification power. Therefore, the combination of these two criteria requires that the discriminant function be both clearly descriptive and highly accurate in order to be used.

The structure matrix contains the coefficients that show the similarity between every individual variable and the total discriminant function. The variables with higher coefficients have stronger relationships to the discriminant function. The variables with a high coefficient can be used to interpret the structure matrix and thereby to name the process that makes the groups different from each other (Klecka, 1990, p. 31). Since discriminant analysis seeks to describe the phenomenon that separates the groups from one another, interpreting the structure matrix is central to the entire process. In this interpretation, variables with coefficients of approximately .3 and above are generally included.

Pooled within-groups correlations are correlations for the pair of variables within the groups (Klecka, 1990, p. 20). The pooled within-groups correlation matrix is examined

because it is important that variables should not be sharing variance in the analysis, and a high correlation indicates that the variables are accounting for the same variance.

For this study stepwise selection was used to determine which variables added most to the discrimination between the groups in the analysis. The Wilks's lambda was used. This method takes into consideration both the differences between the groups and the cohesiveness within the groups.

In this study, discriminant analysis was used to investigate if attitudes or deterrents could be used to identify the ways the groups differed on the various variables from the data sheet. For these analyses, the 170 participants were grouped according to gender, age, education level, funeral services performed, location of possible continuing education activities, feelings about mandatory and voluntary education, and satisfaction with either mandatory or voluntary education, and according to beliefs about financial effects of continuing education on company prosperity, profits, and financial success. The discriminating variables for these analyses were the items on the AACES and DPS-G instruments.

Eighteen separate discriminating analyses were conducted, and for many of them there were no meaningful discriminant functions produced. Only six variables (see

Table 34) had functions with eigenvalues above the criterion level of 1.0. These were as follows: Continuing education helps make a business prosper (2.50); Hours of continuing education needed (1.89); Continuing education can have a positive financial effect on company profits (1.87); Need for continuing education (1.83); Continuing education is important for financial success of a business (1.66); and Satisfaction with past mandatory professional education (1.35). Nine of the variables had eigenvalues that ranged from .11 to .92. Three variables did not have enough variance to calculate a function.

Table 34: Classification Accuracy and Eigenvalues from Data Sheet

Variable	Classification Percentage	Eigenvalues	
		1	2
Help Business Prosper	60.0	2.499	.050
Hours of CE Needed	62.5	1.894	.034
Can Effect Profits	58.6	1.867	.157
Need Continuing Education	78.5	1.825	.059
Help Financial Success	55.3	1.66	.753
Satisfaction with MPCE	85.6	1.345	
Satisfaction with Voluntary Education	91.5	0.922	
Positive Effect	67.5	0.889	.039
Distant Learning	32.9	0.551	.067
Colleges	36.9	0.414	.133
District Meetings	43.9	0.369	
State Conventions	39.1	0.365	
Vocational Centers	44.7	0.352	
Attend MPCE	74.7	0.175	
Gender	76.7	0.113	
Age	---		
Education	---		
Number of Funerals	---		

Only two analyses had a degree of accuracy of the function in correctly placing the participants into groups and a high enough eigenvalue to be judged as meaningful. One analysis dealt with the FDIC's feelings about the need for

continuing education and had three groups of those who a) felt there was a need, b) felt there was not a need, and c) were undecided. This analysis was 78.5% accurate in placing the FDIC's in their proper groups. The other analysis divided those who had participated in mandatory professional continuing education into those who felt it was a satisfying experience and those who felt it was an unsatisfying experience. This analysis was 85.6% accurate in placing the participants in the proper groups. Both of these analyses contained almost the same items with coefficients above .4 in their structure matrix (see Table 35). Moreover, these items also tended to have correlations above .3 in the analyses of variables with eigenvalues above 1.0. All of the items were from the AACES and therefore dealt with attitudes toward continuing education. Because of the similarity of these items, describing what separated FDIC's who were satisfied with continuing education from those who were not was one process named Quality of Life. The process shows that those who had positive responses to items felt that continuing education could contribute to one's quality of life. This included both external and internal factors as well as to financial success and prosperity of the business. One group felt that continuing education in general could

contribute to their overall Quality of Life while the other group felt it could not.

Table 35: Items in Structure Matrix

Item	Need for Cont. Ed	Satisfied with CE	Hours	Prosper	Fin. Success	Fin. Effect
1	✓	✓	✓	✓	✓	
5	✓	✓	◇ .39	◇ .34		✓
11	✓	✓	✓	✓	✓	✓
12	✓	✓	✓	✓	✓	✓
13	✓		✓	◇ .32	◇ .39	✓
17	✓	✓	✓	◇ .31	✓	◇ .37
18	✓	✓	✓		✓	✓
20	✓	✓	✓		✓	✓
22	✓	✓	✓		✓	✓

✓=correlation at .4 or above

◇=correlation at .3

The findings from the discriminant analysis supported the findings from the one-way analysis of variance. Both sets of analyses revealed a group that was very negative toward continuing education but that saw very few deterrents to participating in continuing education. This group was made up of those who scored below the midpoint of 66 on the AACES.

The following are the characteristics of this group: this group numbered 33 out of 170 respondents; 32 were male; 75% have a bachelor or graduate credit; over three-quarters

work where the annual number of funerals exceed 100; 85% feel there is no need for continuing education; over one-half would be very unlikely to attend any continuing education at any location; nearly 100% were unsatisfied with mandatory education; one-half were unsatisfied with voluntary education; and 90% say continuing education would not have positive financial effects on the business or help the business prosper.

Cluster Analysis

Cluster analysis was used in this study to find similar groups. In the earliest stages of research, researchers may generally know that groups exist in their samples but have little or no knowledge of different group membership or how dichotomous they are to each other; moreover, there may not be any knowledge of how many clusters or groups there are within the sample. Therefore, for researchers, when there is suspicion that the sample is not homogeneous, "clustering is a good technique to use in exploratory data analysis" (SPSS, 1999, p. 293) to find the number of clusters within a sample and to give each cluster a name.

Knowing that there is similarity and dissimilarity is fundamental to the process of classification. Cluster analysis is a procedure that can be used to classify groups. Classifying a group is important to any research because

"classification is a fundamental process of the practice of science since classificatory systems contain the concepts necessary for the development of theories within a science" (Aldenderfer & Blashfield, 1984, p. 7). Though it may seem elementary to decide if items are alike or different, the problem of similarity "does not lie with the simple recognition that things are either alike or not alike, but instead in the ways in which these concepts are expressed and implemented in scientific research" (p. 17).

Cluster analysis is a method used for hypothesis formation and/or testing, to investigate conceptual schemes, and for the development of classification of similar clusters; this last reason is the most often used (Aldenderfer & Blashfield, 1984, p. 9). "Specifically, a clustering method is a multivariate statistical procedure that starts with a data set containing information about a sample of entities and attempts to reorganize these entities into relatively homogeneous groups" (p. 7). "Cluster analysis is a powerful multivariate tool available to adult educators for inductively identifying groups which inherently exist in the data" (Conti, 1996, p. 67). The key in cluster analysis is the determination of the number of groups to investigate in the research project. The onus is on the researcher because "the task of the researcher is to

determine the optimal number of clusters that are the best solution for the data" (p. 69). This is especially important in society today with its diverse populations.

In univariate statistical research, the emphasis is on a single variable that is isolated; however, "cluster analysis examines the person as a whole; all variables are kept together for the individual and analyzed in relationship to each other" (Conti, 1996, p. 68). The selections of variables that are to be used for clustering is a critical step in the process. "The quality of the analysis is dependent upon including significant variables that may inherently have an influence upon the natural groupings which are being sought" (p. 69). The goal is to find that set of variables which best represents the concept of similarity under which the study operates. Ideally, variables should be chosen within the context of an explicitly stated theory that is used to support classification" (Aldenderfer & Blashfield, 1984, pp. 19-20). Thus the theoretical concepts serve as the rational for choosing variables used in the research.

One method of analysis used in cluster analysis frequently is the hierarchical agglomerative method. It is termed hierarchical because "once two objects or clusters are joined, they remain together until the final step. That

is, a cluster formed in a later stage of the analysis contains clusters from an earlier stage that contain clusters from a still earlier stage" (SPSS, 1999, p. 293). This process continues until all data are in one cluster. To arrive at this final cluster, the hierarchical clustering method begins "by finding the closest pair of objects (cases or variables) according to a distance measure and combines them to form a cluster" (p. 293). These distance and similarity measures are for delineating how different or alike two groups are. "When two cases are very similar, the value of a distance measure is small and the value of a similarity is large. Thus, distances measure how far apart two objects are and similarities measure how close they are" (p. 294). This concept is essential in cluster analysis because the essence of the technique is to group cases according to their similarity with other cases and to distance the others from inclusion in the wrong cluster.

A cluster analysis was conducted in this study using the items from the AACES and the items from the DPS-G. Hierarchical agglomerative clustering methods was used with the Ward's method of combining clusters. The Ward's method is a procedure that is frequently used in the social sciences since it is "designed to optimize the minimum variance within clusters. This objective function is also

known as the within groups sum of squares or the error sum of squares" (Aldenderfer & Blashfield, 1984, p. 43). Solutions for two through seven groups were saved and analyzed. A four-cluster solution was determined as the best solution for this research.

Discriminant analysis was used to assist with the interpretation of the meaning of the clusters. "Discriminant analysis is a useful tool for identifying the process that separates the clusters and therefore for helping to describe the clusters" (Conti, 1996, p. 71). In order to identify the distinguishing characteristics of each cluster, a series of discriminant analyses were conducted. The first discriminant analysis was to distinguish between the groups at the 2-group level. At this level, one group contained 128 FDIC's, and the other had 39 FDIC's. At the 3-cluster level, the group of 128 divided into a group of 106 FDIC's and a group of 22 FDIC's. The second discriminant analysis explored the differences between these two groups. At the 4-cluster level, the group of 106 divided into a group of 77 FDIC's and a group of 29 FDIC's. The third discriminant analysis explored the differences between these two groups.

In a discriminant analysis, a structure matrix is produced, and it contains the items which can be used to determine what separates the groups. Using a minimum

criteria at or above .4 in the structure matrix, the items in the first discriminant analysis at the 2-cluster level that discriminated the groups were all from the AACES: 1, 11, 12, 18, 21, and 22. The wording of the items were as follows: continuing education helps people make better use of their live, people should be encouraged to participate in continuing education, education would make me feel better about myself, money spent on continuing education for employees is money well spent, the best way for adults to learn is to attend continuing education programs, and everything I need to know I can learn on my own.

Thus, the basic difference between the groups at the 2-cluster level was an attitudinal decision by the respondents about continuing education and its effect on quality of life. One group, named Alpha, consisted of 128 individuals which represented slightly over three-fourths (76.65%) of the total group. The other group, named Bravo, had 39 individuals which represented nearly one-quarter (23.35%) of the total number of respondents. The discriminant function for this process was 97% accurate in the placement of people in their groups. The Alpha group of 128 FDIC's agreed that continuing education has an effect on their lives, and they had a high positive attitude toward continuing education. However, the Bravo group of 39 FDIC's disagreed that

continuing education could have a positive effect on the quality of their lives, and they had a negative attitude toward continuing education.

At the 3-cluster level, the large Alpha group separated into two clusters with one, named Alpha-One, consisting of 106 FDIC's and the other, named Alpha-Two, having 22 FDIC's. The Alpha-One group made up 63.47% of the total population, and the Alpha-Two group comprised 13.18% of the total population. The discriminant function for this process was 98.4% accurate in the placement of FDIC's in their groups. The analysis of the items separating group Alpha-One and Alpha-Two were items from the DPS-G scale: 3, 4, 5, 6, 7, 27, and 33. Most of these items represent the Lack of Confidence factor of the DPS-G scale. While both groups had a positive attitude toward continuing education, those in the Alpha-Two group felt that Lack of Confidence was somewhat important to their participation in continuing education while those in Alpha-One did not feel that this factor was important to them.

At the 4-cluster level, the Alpha-One group separated into two clusters. One group, named Alpha-Three, consisted of 77 FDIC's and comprised 46.11% of the total respondents. The other, named Alpha-Four, was made up of 29 FDIC's and comprised 17.36% of the total respondents. The discriminant

function for this process was 95.3% accurate in the placement of FDIC's in their groups. The analysis of the items separating Alpha-Three and Alpha-Four were items from the DPS-G scale: 10, 11, 12, 14, 18, 19, and 22. These items represent the Lack of Course Relevance and the Time Constraints factors. While Lack of Course Relevance was important and Time Constraints were somewhat important for Alpha-Three group, Lack of Course Relevance was not important and Time Constraints were only slightly important to the Alpha-Four group.

Thus, the FDIC's formed four distinct groups. One group, Bravo, made up nearly one-fourth of the total respondents and had a very negative attitude toward continuing education. Another group, Alpha-Four, made up slightly less than one-fifth (17.37%) of the group and was characterized by a very positive attitude toward continuing education with no deterrent to hinder participation in continuing education activities. The two other groups also had a positive attitude toward continuing education but also recognized mild deterrents that might hinder their participation in continuing education. Alpha-Three represented slightly less than half (46.11%) of the total group and recognized deterrents related to course relevancy and time. Alpha-Two made up the smallest group (13.18%) and

felt that their lack of confidence would prevent them from participating in continuing education.

Summary

The discriminant analysis in this study was used to find what differentiated the respondents from one another according to their responses on the scales. The data showed what determined their placement into separate groups was either their positive or negative attitudes toward continuing education's effect on their quality of life. Those that had a positive attitude comprised over three-quarters of the population, and these individuals felt that continuing education would produce benefits. This group is open to participation in continuing education and sees both internal and external motivators influencing their decision. The other group was extremely negative toward continuing education having any positive effects on the quality of their lives or benefitting their business. This group comprised approximately one-quarter of the population.

Cluster analysis uncovered four distinct groupings among the FDIC's. One cluster consisted of nearly one-quarter of the population who scored low on the quality of life factor and saw few benefits resulting from continuing education on either their personal life or on business prosperity. This group held a negative attitude.

The other group of 128 FDIC's scored high on the quality of life issue and determined that continuing education is a worthwhile activity for either personal or business reasons. This large group was found to consist of three groups. One large group of 77 individuals, or nearly one-half of the total population, held the position that they were ready to participate in continuing education courses, but the activity must be relevant and convenient for them. Another group of 29, which represented 17% of the total population, held both a high positive attitude and did not see deterrents as impeding their decision to participate in continuing education. The last group of 22 individuals were consistently positive of continuing education effects on both their personal lives and the business but saw confidence as a deterrents impeding their decision to participate in continuing education.

CHAPTER 7

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose

Funeral service is an industry that is in a state of flux. Current headlines, emanating from the news media, are putting into question the competency of the practitioners. The Funeral Director in Charge (FDIC) is trying to stay current and comply with new regulatory action that comes downward from oversight agencies in the form of new law. The death-care industry is coping with demands coming up from consumers. Consumers have balked at the cost of funerals and are opting for alternative methods to save money as they tend to their funeral needs. These new paradigms are emerging and changing the death-care industry as it operates in a zero-prosperity economy. As a result, most funeral directors are confronted with the reality that to remain profitable, they must continue to learn to adapt to new working environments and still serve their customers competently or risk the demise of the industry.

Each of these issues need to be dealt with by FDIC's in a competent fashion if they want to maintain the level of professionalism expected by the consumer. Despite the apparent need for additional knowledge and skill, numerous

funeral directors decide not to participate in adult educational activities. Do Oklahoma funeral directors decide not to participate because they possess an unfavorable attitude toward adult education? Do Oklahoma funeral directors decide not to participate because they perceive some barrier or deterrent to adult education?

As a specific population of adult learners, Oklahoma funeral directors had not been researched in regard to their attitudes toward participation in continuing professional education activity. With these issues in mind, an intended outcome of the study was to determine the FDIC's attitude toward continuing professional education. Another intended outcome was to determine if there were factors to the FDIC's that deterred them from participating in continuing professional education activities. To provide answers to these questions, research to build a current profile was needed to learn who are these people, what are their beliefs, and what is important to them.

Before any action can be taken in designing or delivering educational activity for funeral directors, their perceptions and attitudes toward participating in adult educational activity needed to be identified. Therefore, the purpose of this study was to describe the current attitudes toward adult education and current barriers to participation

that influence Oklahoma FDIC'S decision to participate in adult education.

Design and Sample

The behaviors under investigation were the pre-existing attitudes and perceptions of the participants. Therefore, a causal-comparative design was used because it is used to view behaviors in retrospect since they are already set. Since social science research stresses the importance of investigations which address the multidimensionality of human behavior, the population was examined both singularly and holistically. To accomplish this goal, this study utilized univariate and multivariate statistical analysis. The data were gathered from a demographic sheet in conjunction with Darkenwald and Hayes' (1988) Adult Attitude Toward Continuing Education Scale (AACES) and Darkenwald and Valentine's (1985) Deterrents to Participation Scale for the General Population (DPS-G). Statistical analysis utilized included frequency distributions, analysis of variance, factor analysis, discriminant analysis, and cluster analysis. The Statistical Package for the Social Sciences (SPSS) program was utilized as a means to analyze and synthesize the collected data.

The population of Funeral Directors in Charge (FDIC) was obtained from the 2002 membership roster of the Oklahoma

State Board of Embalmers and Funeral Directors, and each name was assigned a number for tracking purposes. A postcard was mailed to the population in January, 2002. This postcard was used to alert each respondent to expect the survey instrument within the next few days. Four days later, 331 packets were mailed to those in the study's population. One follow-up packet was mailed to nonrespondents in early February, 2002. Of the 331 data packets mailed, 170 usable data packets were received for a response rate of 51.4% (170/331).

Summary of Findings

The descriptive statistics used to define the sample included frequency distribution, percentages, and standard deviations of the demographic characteristics of the population. These were also used to construct a current profile of the Oklahoma FDIC. From the analysis of the demographic variables, the following is evident:

- (a) nearly all of the respondents were male;
- (b) the median age of the respondents was 47;
- (c) all respondents have earned college credit and two-thirds have bachelor degrees or higher college credit;
- (d) exactly one-half work in larger funeral establishments;
- (e) nearly two-thirds believe there is a need for continuing education;
- (f) over one-half believe 4 to 10 hours of continuing education per year is acceptable.

The demographic data also revealed that over one-half

of the respondents would attend continuing professional education activities in specific locations or would participate in learning through the Internet. Nearly all respondents had attended mandatory continuing professional education in the past with nearly an equal number of respondents reporting being either satisfied or unsatisfied with the experience. Over 80% of the respondents reported being satisfied with their voluntary educational experiences. Close to 50% of the respondents believe that continuing education can have a positive effect on company profits while 33% of the FDIC's did not. Over 40% of the respondents believe that continuing education can make a business prosper while 33% of the FDIC's did not. Lastly, on whether continuing education can have a positive financial effect, 38% believe it would be important for the financial success of a business while 35% of the FDIC's disagree it would provide any financial benefit to the company.

The Adult Attitudes towards Continuing Education Scale (AACES) has a midpoint of 66. The population of this study had a mean score of 76. From the total sample, more than two-thirds scored at or above the midpoint of the AACES. Using the AACES's 5-part Likert scale, the respondents overall rating was at 3.48 which indicates the majority had a positive attitude towards continuing education.

The Deterrents to Participation Scale for the General Population (DPS-G) has a midpoint of 102. The population of this study had a mean score of 75. About one-half of the population scored at or below the midpoint of the DPS-G. The DPS-G's 5-part Likert scale rating was at 2.11 which indicates that deterrents to participation in continuing education are slightly important and points out that for most of the participants in this study, they do not see deterrents to participation as a major issue when considering continuing education.

Factor analysis confirmed the original six factors in Darkenwald and Valentine's (1985) work. The six deterrent factors were Lack of Confidence, Lack of Course Relevance, Time, Low Personal Priority, Cost, and Personal Problems. This study also gave more clarity to some of the items in the DPS-G by placing them in more appropriate factors that better described their meaning by this study's sample.

ANOVA was performed on data generated from FDIC's to learn whether there were significant differences in patterns among them. This study grouped the respondents on the items from the data sheet and compared these groupings to the responses given on the AACES, DPS-G, and the six sub-scale factors of the DPS-G. From these analyses, it was found that there were no significant differences among the participants

on the variables of age, belief that continuing education can have a positive effect on company profits, level of education, number of funerals conducted per year, and attendance at mandatory education. There were significant differences among the participants on the variables of gender, need for continuing education, hours of continuing education, locations to participate in continuing educational activities, likelihood of participating through distant learning, satisfaction or non-satisfaction with mandatory or voluntary continuing education, and whether continuing education can help a business prosper and have positive financial effects. The factors that consistently appeared significant to this population were overall attitudes from the AACES, the deterrent factor Lack of Course Relevance, and the deterrent factor Low Personal Priority.

A significant pattern was revealed in the univariate analysis. There is evidence of an extremely negative group that consistently scored low on the AACES, which would mean they disagree with the need for continuing education. This group also consistently scored low on the deterrent scale, which would mean that deterrents are not an important issue determining their participation in educational activity. The one deterrent that did consistently appear as a

consideration affecting participation in continuing education was Low Personal Priority.

Discriminant analysis was used with the items on the AACES and DPS-G to see if attitudes or deterrents could be used to identify the ways the groups were different on the variables from the data sheet. There were 18 separate discriminant analyses that were run, and of these, 15 produced strong enough results to be interpreted. However, several of the results with high classification percentages produced the same items in their structure matrixes as the strong one. These give support to the Quality of Life interpretation of the significant ones. Because of the repetitiveness of responses on the structure matrix and the interpretation of the meanings of these items, the issue of Quality of Life describes the process that this population considers when deciding to engage in continuing professional education. One group sees continuing education as a factor that can increase their overall quality of life while the other group does not perceive this value from continuing education.

Cluster analysis revealed four distinct groups among the FDIC's. While three of the groups have a positive attitude toward continuing education, one group of FDIC's are extremely negative toward the possibilities of

continuing education enhancing their lives or their business. This group comprised about one-fourth (23.35%) of the sample. Another group, which makes up about one-fifth (17.37%) of the sample, has a very positive attitude toward continuing education and does not recognize any deterrents to participating. Two groups of clusters of FDIC's have positive attitudes toward continuing education benefitting their lives and business, but they see deterrents as minor issues blocking their participation. A cluster of nearly one-half (46.11%) of the sample have a positive attitude regarding continuing education but place a slight amount of importance to the deterrents of relevancy and time inhibiting participation. Another cluster of slightly over one-tenth (13.17%) is a small group that has a positive attitude toward continuing education's effect on their lives and business but have a low level of personal confidence related to academic situations.

Conclusions

As a group, Oklahoma Funeral Directors in Charge (FDIC) are ready to participate in continuing professional education. This is supported by the strong showing of interest in continuing education signified by the 50% return rate on the survey. FDIC's in Oklahoma are primed for continuing professional education activities since roughly

75% have a positive attitude toward continuing education. Overall, respondents perceive very few deterrents preventing them from participation, and these are considered to be slight to not important factors precluding their willingness to participate. Following multiple analyses, there is conclusive evidence that the factors of attitude and low personal priority toward continuing education are what separates the participants from nonparticipants.

Mandatory Professional Continuing Education

A conclusion from this research is that any continuing professional education for this population must be voluntary learning, and not mandatory or compulsive education.

From the data, there is considerable evidence which supports this view. Many of the FDIC's have participated in mandatory education to maintain their license to practice. The issue of dissatisfaction with past compulsive learning by this population may be contrasted to the high satisfaction level accorded to voluntary learning activity. The data shows that a huge majority (86.05%) of FDIC's reported they were satisfied with their voluntary learning experiences while a little less than one-half (48.48%) were satisfied with their mandatory learning experiences. The difference in their reported satisfaction with learning may not be the with individual, it may be with mandatory education itself.

Mandatory education is a form of social control over professionals. This can be seen by looking at how Jahns, Urbano, and Urbano (1986) envisioned mandatory professional education evolving sequentially from five domains:

- It originates from a policy formulation domain, or legislative bodies with police power to govern compliance to recertification programs.
- Policy implementation is next. This domain is the state boards's that are charged with control of their members via rules, regulations, and processes.
- The target population is next in line and is the main focus of the policy formulation domain. These are the actual practitioner who deal with the public and must abide by the rules of certification and education if they desire to continue to practice.
- The provider's domain consists of those who plan, design, and offer continuing education programs. These individuals act a middlemen between the implementation domain (boards) and the target domain (practitioner).
- The last domain is the employer of licensed individual. Their function is to insure compliance by their employees to protect the public welfare by employing only those highly skilled and certified professional. (pp. 6-8)

The first domain is the initial social control aspect. The state legislature enacts laws which are interpreted and enforced by the second domain. The last domain is also a socially motivated way to remove practitioners from the field. In order to protect their business from lawsuits, employers maintain they have the right to dismiss certain individuals since they are not updated in their knowledge, skill, or ability and that they are considered as a

liability to the business. Thus, mandatory continuing education became the method to address both general public's and private business concerns and force professionals to be held accountable for their recognized level of competency.

Exertions of influence toward mandatory professional continuing education (MPCE) are divided between those who favor compliance with educational mandates and those opposed to any form of mandated education (Dowling, 1984). Langsner (1994) used the work from many researchers to establish reasons why some support MPCE and others do not. Supporters believe that MPCE is a necessity because: (a) learning progresses beyond structured preparatory education, (b) professional skill become obsolete, and (c) the need to assure the public of the currentness of training. From those in opposition, two important claims are made: (a) MPCE presumes limitation of one's innate desire to learn and (b) MPCE does not account for continuous real-world experiences (p. 6). A noteworthy and consistent answer presented by those opposing MPCE and using qualitative research is that the only thing mandated is attendance and not whether learning or improved skill performance occurs (Queeney & English, 1994).

Both sides to the debate over MPCE provide many positive and negative factors for support of their position.

A large majority of Oklahoma funeral directors have a positive attitude toward continuing professional education. Therefore, they are ready to participate in continuing educational activities. For Oklahoma FDIC's, a guiding light for continuing professional education is to implement Brookfield's (1986) first principle for effectively teaching to adults. "Participation is voluntary; adults engage in learning as a result of their own volition" (pp. 9-11). Voluntary participation is congruent with adult learning principles. However, if continuing professional education is made mandatory, the positive learning environment will be contaminated by the inclusion of the extremely negative 25% of Oklahoma FDIC's who do not want to participate and this would violate Knowles' (1984) first component of andragogy which is to make the learning environment physically and psychologically conducive to learning.

Barriers

The three obstacles preventing full participation in continuing professional education by Oklahoma FDIC's are dispositional in nature--attitude, confidence, and personal priorities.

Not all of the traditional barriers to participation that are found in the general population are applicable to Oklahoma FDIC's. There are three obstacle to participation (Cross, 1981). These self-reported deterrents can be categorized into three distinct categories: (a) situational

deterrents stem from the situation and are outside the realm of control of the adult; (b) institutional deterrents that are imposed by the institution offering the educational activity; and (c) dispositional deterrents which arise from one's own personal election to refrain from participation. Some of the most often reported deterrents to participation in continuing professional education are time away from work, cost, inconvenient scheduling, imposition on family time, lack of paid release-time from employers, lack of accountability of program sponsors, a lack of course relevance to one's practice, and indifference to education (Langsner, 1994, Scanlan & Darkenwald, 1984). While these traditional deterrents can be leading factors contributed to nonparticipation in other fields, these are not applicable to Oklahoma FDIC's.

Overall, this is a proactive population willing to undertake their professional responsibilities and overcome deterrents to continuing professional education. For Oklahoma funeral directors, low personal priority and low confidence toward continuing education are the dominant disposition factors determining participation in continuing professional education and must be taken into consideration when discussing continuing professional education. The data shows that three-quarters of FDIC's are positive about

participating. About one-half of the FDIC's will participate if program planners make sure the learning activities are relevant and make the learning activity be conducive to the needs of the FDIC's. About one-fifth of the total group will participate in continuing education regardless of any deterrent. A small group, slightly over one-tenth of the sample, has a positive attitude to learning but has some confidence issues related to participating in academic activities. Overall, there is a huge majority ready to participate in continuing professional education and this majority's perceived barriers are minor issues if they are addressed by program planners.

Relevancy

Most Oklahoma FDIC's will attend continuing professional education if it is relevant to their personal lives or to the business.

The need of most adult learners is to find educational material that is grounded in relevancy and addresses the learning styles of adults. Research in adult education generally supports that adults approach learning differently than children. This is drawn from the Knowles' theory of andragogy, which implies that adults have their own goals which are centered around current life needs and they want learner-centered instructional methods to obtain immediate and useful education. This may be best accomplished by

instruction that is termed situated learning because this method of learning is grounded in everyday situations and has relevance to the adult (Stein, 1998).

It is generally accepted that adults learn best when their motivation to learn comes from internally motivated reasoning rather than from them being told that they must do something. A study comparing nontraditional, adult students to traditional students found among other attributes that non-traditional, adult students' place an emphasis on the relevancy of class material and method of presentation (Donaldson, Flannery, & Ross-Gordon, 1993). Even mandatory continuing education which is in direct conflict with the principles of adult education, can be acceptable to professionals' if it can be demonstrated to be relevant and have a positive causal effect on improved performance (Queeney & English, 1994). Adult learning principles says adults want the material to be presented in a practice-oriented fashion that enables the student to take what they have learned and apply it in their everyday practice. Regrettably, most programs offered to funeral directors do not meet these expected standards of content, presentation, or appropriateness for immediate application.

In a funeral director's life, there are many extrinsic pressures and time constraints imposed upon them on a daily

basis. Requiring more time from these people could be stretching their resources to their limits resulting in disengagement from educational activity if they perceive few benefits from the learning activity. The need to learn occurs when existing problem solving abilities become inadequate. "Learning programs should be organized around life-application categories and sequenced according to the learners' readiness to learn" (Knowles, 1980, p. 44). For Oklahoma FDIC's relevant knowledge is new knowledge learned today that will make them more effective tomorrow (p. 44). If relevancy of content is not considered when planning or implementing continuing education, many funeral directors will make a decision to disengage from continual education activity. This disengagement from continuing professional education may lead to some funeral directors losing their ability to competently serve their clientele.

Continuing Professional Education

There is a sizable majority of funeral directors who believe continuing professional education is a worthwhile endeavor that enhances their professionalism.

There are four distinct groups of FDIC's who have positions on the merits of participating in continuing professional education.

There is a group of FDIC's who will not participate in any continuing education activity.

There is a need for the funeral industry to address the issue of participation in continuing professional education and address the low attitude toward continuing education of some FDIC's.

Continuing education is an organized activity designed to update, maintain, or expand the adult's knowledge or skill through short courses, workshops, or symposiums (Scanlan & Darkenwald, 1984). Two long-standing and very functional definitions that are as valid today as they were 20 years ago are:

1. Continuing Education - any systematic effort developed to appropriately update and expand knowledge and skills. Continuing education encompasses a vast scope of training and education formats. It should be to maintain, develop or increase knowledge, reasoning, and performance to serve the public's best interests.
2. Competence - initial competence is determined by successful completion of an approved training program. Continuing competence is a lifelong study to maintain judgement to know what to do and not do. (Parochka, Bennett, Del Junco, Dunmeyer, Ehrmeyer, Hawn, Knapp & McCoy, 1981, p. 3)

These researchers summarized their work by stating "continuing education has been promoted as a response to a need for continued professional competence" (p. 4). In any profession there are those conscientious professionals who continue to learn throughout their lives. For these individuals, it seems that no mandate is needed to compel them to continue to learn. It simply goes with the practice

to continually enhance one's knowledge and to have a clear, positive attitude towards continuing education. In other words, lifelong learning is part of their professionalism. Regrettably, in every profession there are those who refuse to participate in continuing education.

There are four distinct groups of FDIC's separated by their perceived worthiness of continuing professional education and its effect on the quality of their lives. Three of the groups comprise three-fourths of the FDIC's who feel that continuing education is a positive force that will enhance their lives. It is their positive attitude toward learning and not the few deterrents that establishes the likelihood of their participation in continuing education.

There is one group of FDIC's who will not participate in continuing professional education. This group is an extremely negative group which has a low opinion of continuing education's ability to enhance their lives. They have a low level of reported deterrents, yet they still harbor a negative disposition toward any form of continuing education. There is conclusive evidence that this group will not engage in new learning through organized continuing education activity. They have determined that continuing education is not important enough for them to participate. Other professions have members like these FDIC's who do not

value educational activity (Dao, 1975). They doubt that the learning will prove worthwhile and "hold the conviction that experience, not education, is the best teacher" (Dao, as cited in Houle, 1980, p. 151). These individuals can be labeled as laggards (Houle, 1980).

Groups of professionals can be placed into four categories. At one end are the innovators who seek to improve their performance by trying new ideas and practices. This group participates in educational activity extensively to become experts in their field (Houle, 1980, pp. 156-157). The next group are pacesetters who are active in the field but wait until new ideas are tried by others before adopting it. This group strongly supports learning activities that improves their profession (p. 157). Another group is the middle majority. This group comprises a huge number of individuals within the profession. This group adopts new knowledge or skill slowly and sometimes only to prevent questions being raised about their abilities. These individuals are not fully committed to the idea of education, and it is hard "to persuade them to participate in it" (p. 158). The final group of professionals are the laggards. This group learns only what they must in order to stay in practice (p. 159).

According to Houle, these people became laggards along many roads: scarcity of competition, disillusionment with the profession, envy, apathy, unhappy personal life, alcoholism or other addictions, a fixation upon some single method, failure to perceive that the practice of their vocation has changed, low motivation, failure to understand the need to keep on learning, and belief that they can no longer learn (p. 159). Laggards performance is usually so poor that they are a "menace to their clients and a source of embarrassment to their colleagues" (Houle, 1980, p. 159). For their colleagues and their profession, laggards cause concern for policy makers and for society. The profession has trained them, licensed them, and allowed them to practice, but it must protect them to protect their profession from societal liability. For many, the question is what to do with these individuals.

Most of the findings and resulting conclusions found in this study are related to a larger than normal group of laggards within funeral service. From this study, the laggards comprise about one-quarter of the population. Rogers and Shoemaker (1971) suggest that laggards comprise 16 percent of any profession. What, if anything, is to be done about these individuals? How can these individuals be reached? Is compulsory continuing education the only way to

get these people retrained in current knowledge? This investigation points out that these laggards are not motivated to learn and have determined that personal issues take priority over professional expectations. They have made their decision and they just want to be left alone. By including the laggards in continuing education programs, either on a mandatory or voluntary basis, would introduce their negativism to others and produce a negative learning environment. The industry should just forget about them, let them languish, and let those who want to participate in continuing professional education have voluntary education with choices as to when and what they want to learn. The reasoning behind this assertion is that laggards do not respond to new ideas. "Their ideas are hardened; their old skills deteriorate and they adopt few new ones, usually by a complex process of osmosis or by yielding to pressure. Their resistance to learning is high; they believe that it costs too much time and money, not realizing that ignorance is even more expensive" (Houle, 1980, p. 159).

Commencement

As new knowledge and technology continues to advance the public will demand more consumer protection and the accountability of the funeral service profession. This is especially so if more ethical lapses of professionalism

occurs. If these events play out as projected, providers of continuing education programs should focus on course content that is deemed worthwhile to those currently in practice while improving the method of delivery and the content of the curriculum that addresses the current topics that are relevant to this group of practitioners. Improving continuing professional education can be accomplished by focusing on practice-oriented educational activities. These types of educational activities contribute to one's motivation to participate since they can understand the activity's relevance to their practice.

Recommendations

The first recommendation to address is for the funeral service industry in Oklahoma to decide if it wants to be a profession or field of technicians. If funeral service is a field of technicians then it needs to go to mandatory professional continuing education and pull everyone into educational activities and force everyone to learn the information needed. With mandatory education, even the laggards will attend because they are compelled to. However, due to their lack of commitment to learn, they will learn nothing yet be certified. In other words, the certification agency will be certifying non-learning practitioners along with those who have learned. The data from this research

points out that this method is not needed nor desired by the majority of Oklahoma Funeral Directors in Charge.

If funeral service is a field of professionals, it needs educational activity which holds the professional accountable for effective performance and not participation in continuing education. Resulting from this study, the Oklahoma funeral service industry now has sufficient data that says the majority of FDIC's will participate. However, to make the learning environment better, providers of educational programs must realize that FDIC's are learners who come to their classes with many different goals and realize they need to focus their programs to serve these goals. Educational programs could successfully engage FDIC's to participate if the FDIC's could apply what they learn in a context which they understand and see how it can be used to better their quality of life. The data from this research points out that this method is needed and desired by Oklahoma Funeral Directors in Charge.

The second recommendation resulting from this research is that funeral directors in Oklahoma must address the critical issue of what should be done about those who will not engage in continuing professional education. Continuing education should be voluntary in the state of Oklahoma. If it is, then an ethical question for the field is to ask if

there is an obligation to force upon the non-participants an education. The data from this research points out that instead of focusing on the barriers to participation, for this population, the focus needs to be on the attitude to participate. One way to do this is to involve them in professional education programs that are provided by knowledgeable instructors who follow adult learning principles and adult learning strategies. This would provide the new motivation for funeral directors to form positive attitudes toward participating in continuing education.

Oklahoma's funeral service industry is a profession and those that practice the trade are professionals. The strongest recommendation that comes from this study is to eliminate the phrase continuing education from the vocabulary. It needs to be replaced with professional development as the learning program for Oklahoma funeral directors. What needs to become evident is that continuing education is learning how to develop as a professional. The problem is to change a negative attitude toward continuing education into a positive attitude. The solution for the field is to change the existing feelings held toward past educational activity by changing what the industry has conceptualized education to be.

The way to accomplish this is first to apply a principle of adult education. One of the main principles of adult education is to listen to what the people want, how they want it, and where they want it. This study heard the voices from the field. Three-fourths want to participate in activities that will benefit their lives both personally and professionally. They want professional development activity that provides for learners who can contribute based on their existing knowledge, skills, and abilities. Those that have the utmost interest in professional development need to contribute to the planning, policy, costing, content, presentation, and the evaluation of successful learning. In this manner they become the owners of their own development.

Using professional development as the avenue to learning could entice those who choose not to participate to become involved. By establishing focus groups among these individuals, those issues precluding involvement may come out and result in professional development activity which they want to participate in. Professional development may have a better taste for them instead of the phrase continuing education. They may see that continuing education is professional development that is by them and for them.

Another recommendation is to establish a joint venture by the state professional organization, the state regulatory

board, and universities from across the state. Using this method, focus groups could determine the areas of major emphasis for professional development and coordinate with adult education specialists to develop educational activity that adheres to adult learning principles. Utilizing the focus group's recommendations, the state professional association could develop a program to acknowledge the practitioner's certification of continuing professional development through continuing professional education. The state professional association should promote to the general public the awareness of the individual's certification to let the consumer know who is and who is not participating in professional development and which would allow the consumer to decide if someone's involvement in professional development is important to them when selecting which funeral establishment they want to use. By providing a service to the members, the state professional association could become the hub for the professional advancement of the industry and increase the motivation for funeral directors to join this professional association which provides to them a valuable service in return for their due payments.

Lastly, it is recommended that other studies be conducted that investigate deterrents for professionals only aside from clustering them with the general population.

There is a difference between the general adult population wanting to learn about basket-weaving or classes on parenting versus education specific to professional development aligned to continuing education that is related to their livelihood and income. It may be concluded that there are a different set of deterrents for professionals versus the general population; moreover, for others looking into continuing education for professionals, there might not be any findings of major deterrents hindering participation.

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APPENDIX A
INSTITUTIONAL REVIEW BOARD
APPROVAL FORM

Oklahoma State University
Institutional Review Board

Protocol Expires: 10/30/02

Date: Friday, November 02, 2001

IRB Application No ED0243

Proposal Title: BARRIERS TO AND ATTITUDES TOWARD PARTICIPATION IN ADULT EDUCATION
OF OKLAHOMA FUNERAL DIRECTORS

Principal
Investigator(s):

Chris H. Burkey
220 E. Hurd
Edmond, OK 73034

Gary Conti
206 Willard
Stillwater, OK 74078

Reviewed and
Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

Dear PI:

Your IRB application referenced above has been approved for one calendar year. Please make note of the expiration date indicated above. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval.
2. Submit a request for continuation if the study extends beyond the approval period of one calendar year. This continuation must receive IRB review and approval before the research can continue.
3. Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of this research; and
4. Notify the IRB office in writing when your research project is complete.

Please note that approved projects are subject to monitoring by the IRB. If you have questions about the IRB procedures or need any assistance from the Board, please contact Sharon Bacher, the Executive Secretary to the IRB, in 203 Whitehurst (phone: 405-744-5700, sbacher@okstate.edu).

Sincerely,



Carol Olson, Chair
Institutional Review Board

APPENDIX B
COVER LETTER

Chris H. Burkey

220 East Hurd
Edmond, Oklahoma 73034
(405-715-2310)

January 10, 2002

Roland Adcock
Adcock Funeral Home - Afton
PO Box 420
Afton, OK 74331

Dear Ronald.:

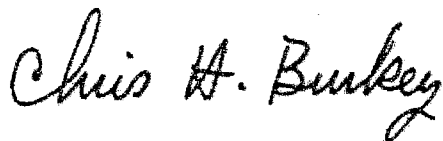
As you well know, the Licensee in Charge plays a significant role in the Oklahoma death care industry. Because of this importance, I am doing a study to examine the relationship of continuing education to the practice of funeral service.

Recently, you received a blue postcard. The reason you were selected to participate in this study is because you are the person responsible for the day-to-day statutory compliance of your funeral establishment.

If you would please complete the enclosed questionnaire and return it in the self-addressed stamped envelope, I would appreciate it very much. Your reply will be anonymous and no attempt will be made to identify any response with any specific funeral home.

Please return the survey to me by January 31, 2002. I am thanking you in advance for taking the time to complete this questionnaire.

Sincerely yours,



Chris H. Burkey

P.S. If you would like a copy of the results of this study please check here and return this letter with your survey.

APPENDIX C
DEMOGRAPHIC SHEET

Barriers To and Attitudes Toward Participation in Continuing Education of Oklahoma Funeral Directors

About You

Please answer the following questions about yourself. Remember that your answers are completely confidential. Read each question carefully.

- Answer each question by circling the number of your choice, or writing in your answer.
- When completed, place the answer sheet in the self-addressed stamped envelope provided and place in the mail.
- **Thank You for your time!**

Questions		Circle/Write In Answers Here				
1.	What is your gender?	1. Male 2. Female				
2.	Please write in your age.	_____				
3.	What is the highest level of education you have attained?	1. 2 year Degree 2. Bachelors Degree 3. Graduate Courses or Degree				
4.	What is the average annual number of funerals at your funeral home?	1. less than 50 2. 50 – 100 3. more than 100				
5.	Do you feel that Funeral Directors and Embalmers need Continuing Education?	1. Yes 2. No 3. Undecided				
6.	How many hours of continuing education do you feel Funeral Directors and Embalmers should complete yearly?	1. 0 2. 1-3 3. 4-5 4. 6-10 5. 11 or more				
7.	If you were to enroll in a Continuing Education session, how likely would you be to attend at any of the following:	<u>Very Likely</u> 1	<u>Likely</u> 2	<u>Undecided</u> 3	<u>Unlikely</u> 4	<u>Very Unlikely</u> 5
a.	District meetings	1	2	3	4	5
b.	Colleges or universities	1	2	3	4	5
c.	Vocational education centers	1	2	3	4	5
d.	State conventions	1	2	3	4	5
e.	Distance learning (Internet)	1	2	3	4	5
8.	Have you ever attended a Mandatory Professional Continuing Education class in the past?	1. Yes 2. No				
9.	If you did attend a Mandatory Professional Continuing Education class in the past, what were your feelings about the course?	1. Satisfying experience 2. Unsatisfying experience				
10.	Have you ever attended a voluntary continuing education course because you wanted?	1. Yes; it was a satisfying experience 2. Yes; it was a unsatisfying experience				
11.	Do you feel that continuing education can have a positive financial effect on company profits?	1. Yes 2. No 3. Undecided				

APPENDIX D

AACES

Adults Attitudes Toward Continuing Education Scale

Continuing education includes credits and noncredit classes, workshops, seminars, discussion groups, conferences, training programs, and any other organized learning activity for adults who have completed or interrupted their formal schooling. Please read the following list of statements. Each represents an opinion about continuing education. There are no right or wrong opinions. For each item, circle the response that best describes your feelings about the statement. Please circle only **ONE** response for each item. Be careful not to skip any items.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

	Questions	Circle Answers Here				
1.	Continuing education helps people make better use of their lives.	1	2	3	4	5
2.	Continuing education helps make a business prosper.	1	2	3	4	5
3.	I enjoy participating in educational activities.	1	2	3	4	5
4.	Education for adults is less important than education for children.	1	2	3	4	5
5.	Continuing education is mostly for people with little else to do.	1	2	3	4	5
6.	The need for education continues throughout one's lifetime.	1	2	3	4	5
7.	I find learning activities stimulating.	1	2	3	4	5
8.	Participating in continuing education is a good use of leisure time.	1	2	3	4	5
9.	I dislike studying.	1	2	3	4	5
10.	Going back to school as an adult is embarrassing.	1	2	3	4	5
11.	More people should be encouraged to participate in continuing education.	1	2	3	4	5
12.	Continuing my education would make me feel better about myself.	1	2	3	4	5
13.	Continuing education would not be of any benefit to me.	1	2	3	4	5
14.	Continuing education is not necessary for most adults.	1	2	3	4	5
15.	I'm fed up with teachers and classes.	1	2	3	4	5
16.	Being in a classroom makes me feel uncomfortable.	1	2	3	4	5
17.	I enjoy educational activities that allow me to learn with others.	1	2	3	4	5
18.	Money spent on continuing education for employees is money well spent.	1	2	3	4	5
19.	For me, continuing education is less important than my leisure activities.	1	2	3	4	5
20.	Continuing education is an important way to help people cope with changes in their lives.	1	2	3	4	5
21.	The best way for adults to learn is to attend continuing education programs.	1	2	3	4	5
22.	I can learn everything I need to know on my own without participating in continuing education.	1	2	3	4	5
23.	Continuing education is important for the financial success of a business.	1	2	3	4	5
24.	Continuing education can have a positive financial effect on a company's profits.	1	2	3	4	5

APPENDIX E

DPS-G

PART 1

Deterrents to Participation Scale - General

Adult education is defined as any organized activity for adults, including courses, workshops, seminars, and training programs offered by schools, colleges, and other organizations or community groups. However, adults sometimes find it hard to participate in these activities, even when they want to. Try to think of something—anything at all— that you wanted to learn related to your business in the past year or two, but never did. Then look at the reasons below and decide how important each one was in your decision not to participate in an educational activity. (Please note: in the questions below the word “course” refers to any type of activity, including courses, workshops, seminars, etc.)

Not Important	Slightly Important	Important	Somewhat Important	Quite Important
1	2	3	4	5

Questions	Circle Answers Here	1	2	3	4	5
1. Because I felt I couldn't compete with younger students.		1	2	3	4	5
2. Because I was not confident of my learning ability		1	2	3	4	5
3. Because I felt I was too old to take the course.		1	2	3	4	5
4. Because I felt unprepared for the course.		1	2	3	4	5
5. Because I didn't think I would be able to finish the course.		1	2	3	4	5
6. Because my friends did not encourage my participation.		1	2	3	4	5
7. Because I didn't meet the requirements for the course.		1	2	3	4	5
8. Because my family did not encourage participation		1	2	3	4	5
9. Because the available courses did not seem useful or practical		1	2	3	4	5
10. Because I didn't think the course would meet my needs.		1	2	3	4	5
11. Because the courses available did not seem interesting.		1	2	3	4	5
12. Because the courses available were of poor quality.-		1	2	3	4	5
13. Because I wanted to learn something specific, but the course was too general.		1	2	3	4	5
14. Because the course was not on the right level for me.		1	2	3	4	5
15. Because of the amount of time required to finish the course		1	2	3	4	5
16. Because I didn't think I could attend regularly.		1	2	3	4	5
17. Because I didn't have the time for studying required.		1	2	3	4	5
18. Because the course was scheduled at an inconvenient time.		1	2	3	4	5
19. Because the course was offered at an inconvenient location.		1	2	3	4	5
20. Because I'm not that interested in taking courses.		1	2	3	4	5
21. Because I wasn't willing to give up my leisure time.		1	2	3	4	5
22. Because I don't enjoy studying.		1	2	3	4	5
23. Because participation would take away from time with family.		1	2	3	4	5
24. Because education would not help me in my job.		1	2	3	4	5
25. Because I couldn't afford miscellaneous expenses like travel, books, etc.		1	2	3	4	5

Continued on next page

APPENDIX F

DPS-G

PART TWO

Not Important	Slightly Important	Important	Somewhat Important	Quite Important
1	2	3	4	5

26.	Because I couldn't afford the registration or course fees	1	2	3	4	5
27.	Because my employer would not provide financial assistance or reimbursement	1	2	3	4	5
28.	Because I had trouble arranging for child care.	1	2	3	4	5
29.	Because of family problems.	1	2	3	4	5
30.	Because of personal health problem or handicap.	1	2	3	4	5
31.	Because the course was offered in an unsafe area.	1	2	3	4	5
32.	Because I didn't know about the courses available for adults.	1	2	3	4	5
33.	Because of transportation problems.	1	2	3	4	5
34.	Because I prefer to learn on my own.	1	2	3	4	5

VITA 2

Chris H. Burkey

Candidate for the Degree of

Doctor of Education

Thesis: ATTITUDES AND DETERRENTS OF OKLAHOMA FUNERAL
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